



2021-2027 Five Year Facilities Master Plan
Summer 2021 Applicant Charter

Respectfully Submitted by
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March 29, 2021

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I. EXECUTIVE SUMMARY: CHARTER SCHOOL OVERVIEW

A. Written Request: THRIVE Community School will submit a charter application to the New Mexico Public Education Commission for approval on or before June 1, 2021. THRIVE Community School will be applying as a state charter and will be located within the Santa Fe Public School District boundary. Please see **ATTACHMENT A** containing the *Notice of Intent* submitted to SFPS and the PED.

B. Year of Application: THRIVE Community School year of application is 2021.

C. Charter School CAP: THRIVE Community School cap is 594 and will serve grades K-8

D. Statewide Adequacy Standards Statement: I, Sean Duncan, have reviewed the following: Statewide Adequacy Standards NMAC 6.27.30 and the Charter- Alternative School Statewide Adequacy Standard Variance.

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3/29/2021

Signature

Date

II. GOALS / MISSION

A. Goals

1. Mission

a) School Mission, Goals, and Objectives

THRIVE's Mission

THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

Mission Specific Student Outcomes/Goals

- **National Achievement Growth:** Students will make significant growth each year. At THRIVE Community School significant academic growth is defined as an increase of 15 percentile points in a single school year until achievement is at the 50th percentile or above.

- **High School, College and Career Readiness:** Students will be prepared with the academic skills and knowledge that are characteristic of learners who leave 8th grade on track to high school, college and career readiness. We will know that this outcome has been achieved when students demonstrate performance at the 75th percentile or above on the NWEA Measures of Academic Progress.
- **Social and Emotional Competencies:** Students will demonstrate growth in the five areas of competence identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. Growth targets will be determined using cohort baseline performance so that students are on track to “average” or above competency development when compared to peers locally and nationally.
- **Subgroup Performance:** Students across all classified subgroups will perform within reach of one another. We will ensure students receive equitable learning experiences to erase persisting disparities in performance that continue to exist along lines of race and income. At THRIVE Community School we define “within reach” as within five percentage/percentile points on all achievement and social and emotional competency measures.

Our Approach: How we will achieve our mission

THRIVE Community School is an intentionally diverse school with a specific focus on social and emotional learning practices (SEL). Our approach utilizes innovation and evidence-based practices, which allows us to offer a new model for our community that is rooted in equity and exemplary academic outcomes. Key components of our model include STEAM education to prime science, technology, engineering, art and math passions, experiential and place-based learning to increase relevance, and mastery learning to ensure students have strong academic foundations. THRIVE will be the first of its kind in Santa Fe and will offer an innovative solution to persisting inequities.

Our mission and associated student outcomes will be achieved by following our guiding principles and delivering an educational experience that is defined by the innovative and unique aspects of our model: Social and Emotional Learning, Intentional Diversity, and Equitable Academic Instruction. Our model is a reflection of what our community wants to see in a new public school option and one that is backed by evidence-based approaches and culturally relevant practices. Our guiding principles enable us to put action and accountability behind our shared mindsets while also positioning us to execute our model at a high level. Our model allows us to offer an innovative solution to persisting inequities in a way that elevates community voice and relies on proven methods to boost academic and social outcomes. Our model and guiding principles are explained below:

THRIVE's Guiding Principles

Guiding Principle #1: We work as a team and are accountable for all students

Guiding Principle #2: We constantly develop and improve our teaching and learning

Guiding Principle #3: Data, research, and evidence-based practices drive decisions

Guiding Principle #4: We create a loving, structured, and safe environment for our community

Guiding Principle #5: We keep equity at the heart of what we do.

Guiding Principle #6: Our students' families are their first teachers and our most valuable partners:

Guiding Principle #7: Pacing our efforts will pay off

2. General Educational Philosophy, Focus Area, Program, and Curriculum:

We prepare students to see the world through multiple lenses and create the conditions that allow students to THRIVE. We ground everything we do in love, teamwork, joy, and bravery.

Our vision (philosophy of education) is a reflection of our school's purpose and rallying cry: We must do everything within our power to ensure we position students to thrive. To only set students up to survive, a continuation of the status quo, is not acceptable. We believe that our mission, which puts our vision into action, will position THRIVE to disrupt the status quo as it relates to student outcomes using innovative methods.

Our vision is also inclusive of our core values, which is how we bring our vision and action oriented mission to life. Our four core values are listed below:

- Show Love
 - We affirm one another and recognize the innate beauty and brilliance in each of us.
 - We hold each other responsible for being the best versions of ourselves.
- Work as a Team
 - We rely on one another to achieve our shared goals.
 - We value different voices and perspectives and elevate voices that are often ignored.
- Create Joy
 - We find joy in learning and being part of a community.
 - We smile and laugh and prioritize finding the fuel we need to overcome the challenges we face.
- Be Brave
 - We grow when we take risks and lean into discomfort.
 - We value mistakes because we are committed to learning from them and adjusting.

THRIVE's Model/ Focus Areas

Our model exists to ensure we achieve the defining features of our mission, all of which are a reflection of the desire and need identified through community outreach.

- **Social and Emotional Learning (SEL):** THRIVE relies on current, validated research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and like-minded applied practice organizations to inform our school-based SEL framework. Defining features include small group learning, explicit teaching and practice of skills that build SEL competencies, restorative practices, and a deliberate focus on school-wide alignment.
- **Intentional Diversity:** As an intentionally diverse, or diverse by design school, THRIVE makes every effort to recruit students and staff members that are reflective of the racial, ethnic, socioeconomic, and linguistic diversity that exists within Santa Fe. Decades of research have shown that racially and socioeconomically integrated schools lead to better academic and long-term social outcomes for all students when compared to racially and economically segregated schools.¹ We are intentional in our approach to diversity through deliberate outreach efforts coordinated with community based organizations, exploration of personal and social identities through cross curricular units of study, family and community programming, and on-going staff development.

¹ The Century Foundation: Diverse by Design Charter Schools.

- **Equitable Academic Instruction:** THRIVE's approach to equitable academics centers the use of evidence-based and culturally responsive teaching practices that have been shown to drive achievement and eliminate disparities in outcomes along lines of race and wealth. We take an innovative approach to schedules, structures, and groupings to appropriately support and challenge students. Our promise of equity in teaching and learning comes to life through mastery learning, STEAM Education (integrated science, technology, engineering, arts, and mathematics), experiential learning opportunities, and an extended school day that creates an additional year of instruction throughout a student's K-8 experience.

THRIVE's Program

The aspects of THRIVE's proposed program that will serve our proposed community in unique and innovative ways are: Social and Emotional Learning (SEL), Intentional Diversity, and Equitable Academics. These unique features have been developed with and vetted by families and community members of Santa Fe at large, with over 70% of school design collaboration and feedback coming from community members living in the 87505, 87507, and 87508 zip codes. These features and how they will serve our proposed community in unique and innovative ways are explained briefly below:

Social and Emotional Learning: THRIVE relies on current, validated research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) to inform our innovative school-based SEL framework.

Small Group Learning: We reimagine teaching roles to ensure students spend large portions of their day working in teacher-led small groups, which ensures that relationships are the primary tool used to support learning and family communication.

RULER Approach: Our schedule allows for daily teaching, practice, and application of age-appropriate skills related to social and emotional development, through the use of structured lessons, peace-making circles, and advisory groups for older students.

Restorative Practices: We embrace a proactive approach to school discipline that focuses on reinforcing prosocial behaviors and instead of relying on punishment, we create structures that encourage students to reflect on and take responsibility for their actions and come up with plans to repair harm.

Intentional Diversity: THRIVE is intentional and innovative in its approach to diversity through outreach efforts, exploration of identities, family programming, and staff development.

Coordinated Outreach: We work to develop intentional partnerships with community-based organizations that service historically marginalized members of our community to ensure that access to information is not a barrier to entering the lottery and seeking enrollment.

Anti-Bias Anti-Racist Education: We ensure students have cross-curricular opportunities to explore aspects of their identity, the identity of others, as well as how to think with a critical lens when encountering topics related to stereotypes, biases, power, and influence.

Family Programming: We create multiple opportunities and entry points for families to participate in programming at various times of the day to facilitate relationship building across families by sharing skills and interests, building community, and celebrating student success.

Equitable Academic Instruction: THRIVE's approach to equitable academics prioritizes the use of

evidence-based practices that have been shown to drive academic achievement through innovative approaches to schedules, structures, and groupings to appropriately support and challenge students.

STEAM Education: We utilize an integrated approach to learning known as STEAM, to help prime passions and build academic proficiency. This innovative approach helps students develop the critical thinking, collaboration, communication, and problem solving skills needed for long-term success.

Experiential Learning: We ensure students are able to engage in experiential learning opportunities across all content areas to increase relevance, deepen conceptual knowledge and to provide

Mastery Learning: We implement a research-proven approach to teaching early literacy and numeracy skills, concepts, and background knowledge. This approach utilizes flexible small groups, which allows instruction to be modified to accommodate each student's pace of learning.

THRIVE's Curriculum

In advancing our school mission, we require demonstrated student mastery of state and common core standards and do this through a curriculum that is robust and supportive of student *and* teacher development. We use evidence-based, research-proven, culturally relevant, and externally reviewed resources (Direct Instruction/Mastery Learning, Experiential Learning EL ELA, Eureka Math, FOSS and Project Lead the Way) aligned to our mission in addition to internally created units of study (Social Studies) to make certain our students meet or exceed New Mexico Common Core State Standards. In our primary grades, we ensure that we build strong foundations and conceptual understandings. As students move into the intermediate grades, we center teaching and learning around further deepening conceptual understandings through expanded experiential learning opportunities and literacy across the content areas. Finally, in our middle school grades, we intentionally connect learning and life experiences for our students to deepen core academic understanding in an applied fashion.

Figure 1- THRIVE Core Curriculum

	ELA	ELA: Foundational Skills	Math	Science	Social Studies
K	EL Education	Reading Mastery Signature Edition	Connecting Math Concepts + Cognitively Guided Instruction	ISEC-FOSS + Project Lead the Way	Internally Created
1	EL Education	Reading Mastery Signature Edition	Connecting Math Concepts + Cognitively Guided Instruction	ISEC-FOSS + Project Lead the Way	Internally Created
2	EL Education	Reading Mastery Signature Edition	Connecting Math Concepts + Cognitively Guided Instruction	ISEC-FOSS + Project Lead the Way	Internally Created

3	EL Education	Reading Mastery Signature Edition	Eureka Math	ISEC-FOSS + Project Lead the Way	Internally Created
4	EL Education	Reading Mastery Signature Edition	Eureka Math	ISEC-FOSS + Project Lead the Way	Internally Created
5	EL Education	Reading Mastery Signature Edition	Eureka Math	ISEC-FOSS + Project Lead the Way	Internally Created
6	EL Education		Eureka Math	Amplify Science +Project Lead the Way	Internally Created
7	EL Education		Eureka Math	Amplify Science +Project Lead the Way	Internally Created
8	EL Education		Eureka Math	Amplify Science +Project Lead the Way	Internally Created

Our curricular choices at THRIVE provide the solid foundation and opportunities for academic growth and ensure we deliver on our promises to students, families, and our larger community to be innovative, academically equitable, and reinforce positive student self-concept. To ensure continuity of an integrated academic approach to instruction, vertical articulation, and to also help students to make sense of their academic experience at THRIVE, each grade level has a guiding theme and essential question, based upon New Mexico's social studies scope and sequence, that is examined and integrated in all subjects throughout the year. We believe our approach, combined with local place-based and intentionally connected field experiences, elevates the greatest strength of New Mexico and Santa Fe--its diversity--and creates a cultural pathway for better understanding ourselves and others.

3. Serving the community

a) Desired Interaction with the School Community

THRIVE is seeking to locate in the 87505, 87507, or 87508 zip codes of Santa Fe, which is where the majority of school-aged children live and where the majority of community outreach has taken place. Of the nineteen K-8 schools in these zip codes, only four schools meet or exceed district and state average proficiency rates. Since July 2020, THRIVE's founding team has participated in approximately 150 conversations with community members, leaders, parents, families, and educators across the city, representing 62 different organizations including non-profits, social service agencies, and early childhood programs. To date, these outreach efforts have identified four common themes across conversations:

- More high quality, innovative, and accessible public schools options are needed
- New options should prioritize social and emotional needs
- The persisting trends of school segregation must be challenged; and
- New norms for dramatically improved academic outcomes must be created

Families and community stakeholders want better options and believe that a relationship-centered, achievement-oriented, intentionally diverse K-8 option will ensure more students are positioned for long-term success in high school, college/career, and beyond. THRIVE Community School will reflect the community it serves. THRIVE demonstrates that commitment through the innovative approach to academics and is the reason why our instructional design and programming prioritizes social and emotional learning, racial and economic diversity, and improved academic outcomes. We believe in a better future for all children of Santa Fe.

In order to ensure that THRIVE remains a community driven school collectively committed to providing our children with better academic outcomes, our founding team will take the following steps:

- We will continue community outreach during our planning year by continuing to host focus groups and brainstorming sessions with families of potential students and other community stakeholders. We will also hold general community meetings to share information about THRIVE and to answer questions and collect general feedback about relevant topics such as our school model, facilities, lottery and enrollment, etc.
- Once operational, our team will collect family and community input on annual mission related instructional, cultural, and operational priorities. These priorities are always in service of achieving our mission, and help set the focus on the beginning of each school year in a way that builds investment across key stakeholder groups (students, families, staff).
- A unique feature of our school model is intentional diversity and a component of this feature is our family and community engagement programming. This programming is deliberately structured to ensure that our focus on intentional diversity extends beyond our student body and are inclusive of our student's families. Key components of this programming include:
 - **Community Building Events:** These events focus on bringing families together across lines of difference to engage in topics of interest. The make-up of these groups is intentional and these groups always meet 3-4 times over the course of a month to ensure families have more than a single opportunity to develop connections. These events will be expanded as the school grows out, and will include events such as: Family Art Night, Cooking Class, Family Sports Night, Family Led Learning Opportunities, Planned Play Dates, and Welcome Back Barbeque
 - **Workshops, Book Clubs, & Movie Discussions:** THRIVE will strive to be a learning hub, not just for students and staff members, but also for families and community members. To do so, we will offer workshops, book clubs, and article discussions that are relevant to the needs, interests, and identities of our community. Topics will include, but not be limited to: Financial literacy, anti-bias training, race and equity, school to home connections, health and fitness, and digital literacy.
 - **Academic and Cultural Culminating Project Events:** Students will have the opportunity, three to four times a year, to showcase their learning through culminating project events. These events will highlight the learning and perspective that has been developed through units of study rooted in topics related to identity, emotions, stereotypes, biases, power, and influence. Students will also have the opportunity participate in student led conferences that are a celebration of progress towards annual academic and social goals.

THRIVE will also pursue partnerships with community-based organizations that are mission aligned and provide services that complement features of our innovative model, namely, SEL, intentional diversity,

STEAM Education, and experiential learning. Our community outreach efforts during the school design phase have shown that there are several organizations who are interested in partnering with us for before, during, and after school programming, as well as other wrap around services.

B. Process

1. Process for Data Gathering and Analysis

a) School Authorized Contact

Angelia Moore, Co-Founder of THRIVE Community School, will be the main point of contact for the school. Her phone number is 505-795-9380 and her email address is angeliamoore@thriveschoolsf.org

b) Process for Capital Planning and Decision-Making

Following Public Education Commission authorization, THRIVE Charter School's Governing Board will be responsible for capital planning and decision-making on behalf of the school. During the 2021-2022 planning year/implementation period, a Steering Committee, known as the Facilities Task Force, will lead the search for potential facilities for THRIVE Charter School. The Facilities task force will provide facility information and make recommendations to the full Governing Board for the acquisition of the facility.

c) Community Input Consideration

At this time, community input has been gathered regarding THRIVE as an additional option for consideration in Santa Fe City. We began intentional outreach in July 2020 for community input in our design process. This outreach has consisted of individual and group meetings and collecting responses to an objective survey gauging community perspective and level of satisfaction with public district options. With the support of United Parents and Students, we have participated in approximately 150 family and community meetings with:

- Educational organizations: The Los Alamos National Lab Foundation, The Santa Fe Science Alliance, Math Amigos, STEM Santa Fe, The May Center, Reading Quest, Girls Inc of Santa Fe, Wisefool of Santa Fe, The National Dance Institute, Presbyterian Early Childhood, and Head Start, among others.
- Business organizations: Thornburg, Homewise, and the NM Innovation Triangle.
- Community organizations: The Santa Fe Dreamers Project, Esperanza Shelter, Communities in Schools, Earthcare, Hope Unlimited Church, and Many Mothers, among others.

Our dual language survey has been completed by 125 individuals to date with 75 percent of respondents identifying as parents or families of school-aged children. Responses indicate a low level of satisfaction with current school options in Santa Fe and a strong desire to see THRIVE Community School open in 2022.

As we move forward, we plan to triple meetings and survey responses as well as conduct focus groups to determine the site/design facilities and set the tone for how THRIVE informs its policies and practices once we open our doors in 2022. THRIVE remains committed to ongoing and transparent communication with our local community members and families and will continue to cultivate relationships with community partners who have been eager to support THRIVE.

Attending Members and Affiliations

On March 25th 2021, THRIVE held its first Community Focus Group for feedback on the school model

and areas of focus and had fifteen people in attendance. THRIVE has had three additional community focus groups on the evenings of February 25th, March 23rd, and March 24th. On March 25, 2021, the focus group topic was centered around facilities input, updates, and planning.

Figure 2- March 25, 2021: THRIVE Community School Facilities Focus Group Attendance

Name	Community Role/ Affiliation
Sean Duncan	Lead Co-Founder
Amy Chacon	Co-Founder
Angelia Moore	Co-Founder
Kasey Johnson	Parent, Santa Fe Public Schools Reading Specialist
Maria Sanchez	Parent, Santa Fe Public Schools Educator
Stefan Chacon	Community Member
Brian Crider	Thornburg Investment, Founding Board Member for Finance
Andrea Romero	Parent, District Elementary Restorative Justice Coordinator
Veronica Toledo	United Parents and Students
Bianca Barela	Parent, Community Member
Amy Oler	Parent, Turquoise Trail Charter School Teacher
Gary Bass	Parent, Teacher for Santa Fe Public Schools
Megan Harbaugh	Parent, Teacher at Santa Fe Public School District
Niza Estrada	Community Member, Teacher at Santa Fe Public School District

At the session on March 25th, we asked for feedback from the group regarding what they would like to see in the THRIVE school facility. Below are the responses from the group and the top five requested “wishes” are highlighted in **Figure 3**.

Figure 3- March 25, 2021: THRIVE Community School Facilities Focus Group Feedback

Feedback from Facilities Focus Group March 25, 2021		
# Mentioned	Asks	Addtl Comments
/	Non-Gender Specific Bathroom, lots of bathrooms	
//	Garden	
////////	Outdoor Classroom	
////////	Library	w/reading area
//	Well designed and equippted PE Space	Climbing Wall
////////	Natural Light	
////	Family Center Space	
//	Soccer/Football Field	
///	Makers Space	
/	Close to Affordable housing for teachers and families	
///	Multi-purpose spaces	
/	Lots of Bathrooms	
/	Water Fountains	
////	Warm/inviting/spacious classrooms, tech in classrooms, flexible seating, storage for students	
///	tech lab	
/	necessary tech connections	
//	Teacher workroom/conference area	
/	Cafeteria with seating for family events	
/	Clear space(s) for student work	
/	Secure perimeter	
/	ramps and elevators for ADA compliance	
/	Outdoor play space for students with disabilities	
/	Open spaces around the building (for reading, gathering, etc)	
//	Performance/theater space	
//	Art Studio	

d) Nature of Steering Committee

Following the Public Education Commission charter approval, the Governing Board of THRIVE Community School will be responsible for capital planning and decision making on behalf of the school. Once approval is in place, and during the planning year (2021-2022), THRIVE Community School will rely on the Facilities Task Force to continue the process of identifying potential facilities that can house THRIVE Community School. The Facilities Task Force will meet regularly to review progress and next steps in the facilities search process, and provide facility information and updates to the Governing Board's Finance Committee at monthly board meetings.

Members of Steering Committee

Figure 4 - THRIVE Community School Facilities Task Force, Membership

Name	Role
Donald Walcott	Board Member, Legal
Brian Crider	Board Member, Finance

Jeff Pinkerton	Community Advisor
Delara Sharma	Board Member

III. PROJECTED CONDITIONS

A. Educational Programs and Delivery Methods

1. Programs Overview

a) Provide Educational Programs, Methods of Instruction, and Facilities

THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

THRIVE's approach to instruction centers around the use of evidence-based and culturally responsive teaching practices that have been shown to drive achievement and eliminate disparities in outcomes along lines of race and wealth. We take an innovative approach to schedules, structures, and groupings to appropriately support and challenge students. Our promise of equity in teaching and learning comes to life through mastery learning, STEAM Education (integrated science, technology, engineering, arts, and mathematics), experiential learning opportunities, and an extended school day that creates an additional year of instruction throughout a students K-8 experience.

Our proposed facility needs are similar to other traditional K-8 Community School models in Santa Fe with a five year growth model that begins with 176 students in grades K-2 and 6th and reaches cap at 594 students in all grades, K-8. Our facility needs in the first years are smaller in our first two years of operation versus years 3-5 as we reach our student capacity.

We have been working with Cozette Hanson at Santa Fe Properties to search for potential facilities in our target area of the 87505, 87507, and 87507 zip codes. We have looked at several properties in Santa Fe and continue to look for sites that meet the square footage requirements of our school so that we ensure THRIVE Community School meets the adequacy standards of NMAC 6.27.30.

b) Identification of Potential Shared/ Joint Use Facilities

The THRIVE Founding Team is currently focused on finding a single occupant facility within our targeted community of 87505, 87507, and 87508. We have considered the possibility of locating within a joint use space or other space within a multi-occupancy building, however we recognize the need to grow our facility from approximately 20,000 square feet in Year 1 to 60,000 square feet in year five. Additionally, our facility would need secure outdoor space for a playground and use during recess and physical education.

c) General Instructional Organization

THRIVE Community School is proposing an enrollment cap of 66 students per grade level, in

kindergarten through grade 8. Each grade will be broken into three cohort classes of 22 students each. Through a slow growth model, we will plan to open in year one with kindergarten through second grade and 6th grade, growing in grade levels and additional classroom cohorts each year. Kindergarten through 2nd grade will be referred to as the primary school, grades 3-5 will be referred to as the intermediate school, and grades 6-8 will be referred to as the middle school.

d) Scheduling Approach

THRIVE will be an “extended day” school that will run from 8:00am-4:00pm, Monday through Thursday. On Friday, students will be dismissed at 12:45, allowing for three hours of weekly professional development, team meeting time, and professional learning communities. Doors will open for student access/breakfast at 7:30am. Our schedule has been intentionally developed to support the implementation of our proposed model.

Students in the primary school, grades K-2, will have a homeroom where ELA Background Knowledge, Science, Social Studies, and SEL lessons will take place. Math and Foundational Literacy Skills will happen in cross grade level small groups to ensure students are working to master skills and concepts in their zone of proximal development. Primary school students will also have two different daily enrichment opportunities through PE, Music, Art or Dance, as well as a STEAM Labs where students will have the opportunity to engage in science, technology, engineering and art content in a hands-on manner. Students in the intermediate school, Grades 3-5, will follow a schedule of periods that allows for increased content area specialization for teachers. All teachers will teach a differentiated literacy block as well as their assigned content area (Math, Science/Social Studies, EL Language Arts). Students will also have a homeroom teacher where SEL lessons will be introduced, and also two periods of enrichment that mirror those in the primary school. THRIVE middle school students in grades 6-8 will also follow a school schedule that includes morning advisory, differentiated literacy time, four cores, lunch & recess, physical education, and STEAM Labs enrichment.

THRIVE is committed to ensuring small group instruction is used throughout the school day to ensure students receive the attention and feedback they need to excel academically and to ensure that relationships remain a focal point of our work. In our primary school, students work in differentiated small groups for SEL lessons that introduce new content, and also in differentiated math and literacy groups. In our intermediate school, SEL and differentiated literacy provide over 2 hours of small group instruction, in addition to collaborative small group work that takes place during content area instruction. In our middle school Morning Advisory and Differentiated Literacy account for over an hour of small group instructional time in addition to small group collaborative work in ELA, Math, Science, and Social Studies.

e) Special Curricular and Extracurricular Activities

THRIVE Community School will offer enrichment courses in art, music, and service learning. Additionally, we will offer middle school sports such as basketball, volleyball, wrestling, and cross

country. Depending on facilities, we will consider supporting league soccer and/or football groups. We also plan to use our facility for school-connected community or club programming in the evenings, weekends, and summers.

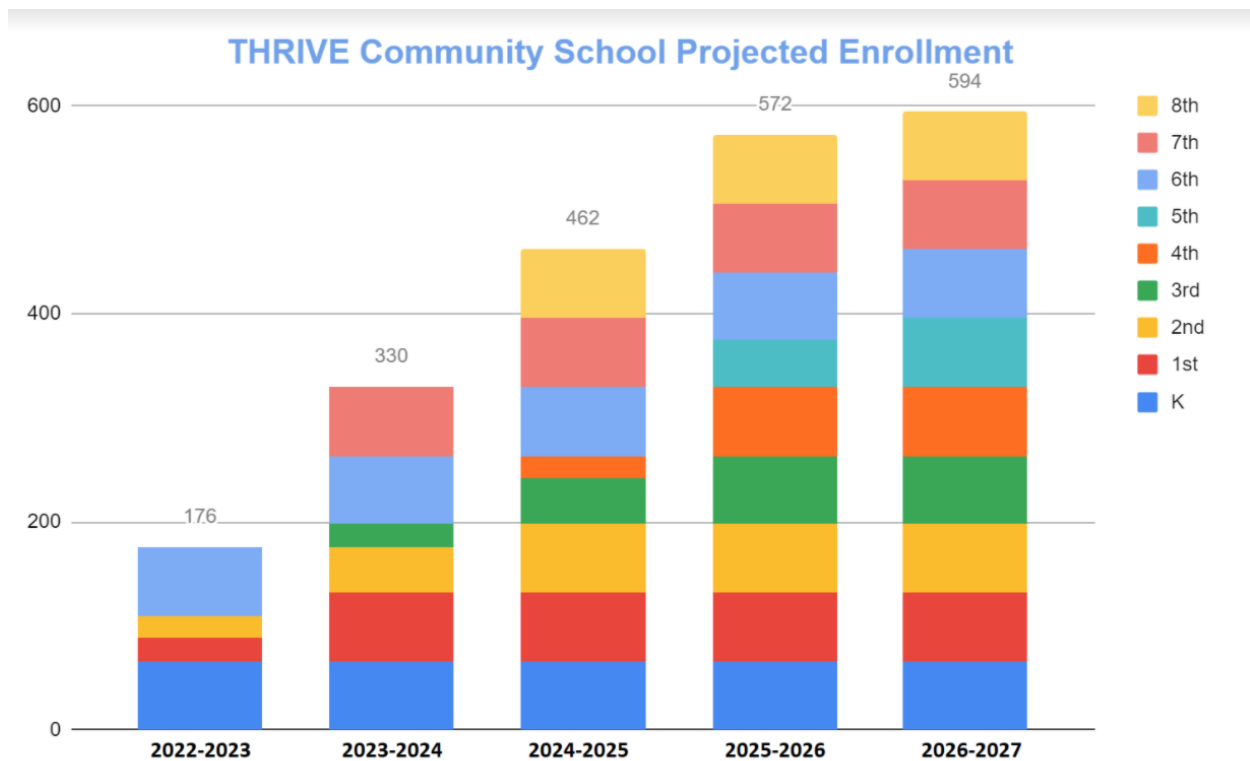
B. Proposed Enrollment

1. Enrollment Phasing

a) Projected Enrollment by Year

THRIVE Community School's total enrollment cap will not exceed 594 students. Through a slow growth model, we will plan to open in year one with 66 kindergarten students, 22 first grade students, 22 second grade students, and 66 sixth grade students for a total enrollment of 176 students. The enrollment cap per grade level is 66. At year five THRIVE Community School will be at full capacity with 594 students.

Figure 5- THRIVE Community School Enrollment Graph



b) Five-Year Post Occupancy Projection of Attendance by Grade Level

Figure 6- Five Year Enrollment Plan

THRIVE Growth Plan					
	2022-23	2023-24	2024-25	2025-26	2026-27
K	66	66	66	66	66
1	22	66	66	66	66
2	22	44	66	66	66
3	0	22	44	66	66
4	0	0	22	66	66
5	0	0	0	44	66
6	66	66	66	66	66
7	0	66	66	66	66
8	0	0	66	66	66
Total	176	330	462	572	594

THRIVE's year one enrollment will consist of 110 students in grades K-2 and 66 students in 6th grade. Each year after that we will add students to any section that is not at capacity while also taking in 66 new kindergarten and 6th grade students before reaching 594 students total in our fifth year of operation.

2. Classroom Loading Policy

a) Anticipated Class Loading Policy

We have projected an average classroom size of 22 students in each grade level. Each grade level will have three cohorts of 22 students each, totalling 66 students per grade level. With our staffing model, the student to teacher ratio will be 16 students to every one teacher in most years and averages 15:1 through the first five years of enrollment at THRIVE Community School.

Figure 7- THRIVE Growth Plan: Enrollment by Year and Grade and Student - Teacher Ratio

THRIVE Growth Plan					
	2022-23	2023-24	2024-25	2025-26	2026-27
K	66	66	66	66	66
1	22	66	66	66	66
2	22	44	66	66	66
3	0	22	44	66	66
4	0	0	22	66	66
5	0	0	0	44	66
6	66	66	66	66	66
7	0	66	66	66	66
8	0	0	66	66	66
Total	176	330	462	572	594
FTE Teachers	12	25	32.5	36.5	42
Student: Teacher Ratio	15:1	13:1	14:1	16:1	14:1

3. Classroom and Space Needs

a) Anticipated Classroom Needs and Number of Classrooms for Enrollment

Figure 8- Anticipated Classrooms Needed for Projected Enrollment

5 Year Enrollment Plan- (* Gen Ed Classrooms)

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
K	66 (*3)	66 (*3)	66 (*3)	66 (*3)	66 (*3)
1	22 (*1)	66 (*3)	66 (*3)	66 (*3)	66 (*3)
2	22 (*1)	44 (*2)	66 (*3)	66 (*3)	66 (*3)
3	-	22 (*1)	44 (*2)	66 (*3)	66 (*3)
4	-	--	22 (*1)	66 (*3)	66 (*3)
5	-	-	-	44 (*2)	66 (*3)
6	66 (*3)	66 (*4)	66 (*4)	66 (*4)	66 (*4)
7	-	66 (*4)	66 (*4)	66 (*4)	66 (*4)
8	-	-	66 (*4)	66 (*4)	66 (*4)
	176 (*8)	330 (*17)	462 (*24)	572 (*29)	594 (*30)

b) Itemized Quantity and Sizes of Other Instructional Programming Spaces

Figure 9- Additional Spaces at THRIVE Required for Instructional Program

Appendix E - Facility Plan & Approval

Additional Spaces and Square Footage Needs	Approximate Square Footage Needs @ Year 1	Approximate Square Footage Needs @ Year 2	Approximate Square Footage Needs @ Year 5
Ancillary/ testing, conference space (EPs, larger meetings, etc)	180	1 space @ 330	3 spaces at 300sf each = 900
Special Education Rooms @50sf/student for 9 students in year one and 12 students in year two	450	2 @ 600 = 1200	6 @ 600 = 3600
Career/Art Room-- Must have sink (additional 4 sf/student to class)	Will use multipurpose room	Will use a multipurpose room	2 @ 933 = 1866
Counseling/Social Work Rooms	330	330	2 @ 300 = 600
PE Space plus 300 sf storage in each space Must include one office in addition to gym space	2700	8200 2700(ele)+ 5500 (ms)	8200 2700(ele)+ 5500 (ms)
Enrichment/Multi-Purpose with sink	1250	1250	1250
Additional Total Sq. Ft.	4910	11310	16416

c) Alternative Methods of Instructional Delivery

At this time, we do not know if the limitations of our facility will require that we deliver part of our instructional plan at another facility. We are planning to deliver physical education classes within our own facility. However, in the event that our facility does not have a PE space appropriate for elementary and middle school classes, we may reach out to our closest Community Center for physical education classes.

d) Itemized School Support Spaces

Figure 10- School Support Spaces at THRIVE

Additional Spaces and Square Footage Needs	Approximate Square Footage Needs @ Year 1	Approximate Square Footage Needs @ Year 2	Approximate Square Footage Needs @ Year 5
Administrative Office (plus gen storage @ 1sf/student plus parent storage)	775	1145	1050+800 (required storage)=1850
Student Health Space plus 1 Restroom (50sf) and record storage (25sf)	225	575	775
Cafeteria/Dining (15sf per student times largest serving period)	Share with Library	2250	3000
Serving Kitchen (2sf per student at largest lunch)	160	160	400
Library (2.5sf/student, min of 1,000sf, plus 200 storage/office) PLUS Technology classroom, required tech support, and device storage	1500 (Allots for both eating, stacks and office/storage)	1420	2130
Janitorial Space w/ sink (multiple spaces allowed) 1sf/student	180	330	600
Teacher Workspace- Must have Kitchenette, 1sf/student	180	330	600
Restrooms (Single must be attached to Kinder in year 3-5)	4 bathroom spaces with 3/4 stalls each= 1200	4 bathroom spaces with 3/4 stalls each= 1200	8 bathroom spaces plus K(3x50sf)= 2550
Additional Total Sq. Ft.	9,130	13,220	28, 321

C. Site and Facilities

1. Location/Site

THRIVE Community School has inquired about the availability of publicly owned facilities. Santa Fe Public School District responded on March 9, 2021 that Santa Fe Public School District has no facilities presently unoccupied, partially unoccupied or anticipated to become unoccupied in the next 15 months. See Attachment C. Additionally, we reached out to Santa Fe County, Santa Fe City, and the State of New Mexico. Santa Fe County responded that they received our request for public records regarding any unoccupied facilities owned by the county. At the time of submission, no records had been received from the county. We did not hear back from the city or the state regarding current or anticipated vacant facilities in our targeted community of the 87505, 87507, and 87508 zip codes. We are open to options that include consideration of four methods of acquisition- rent, own, rent to own, and build.

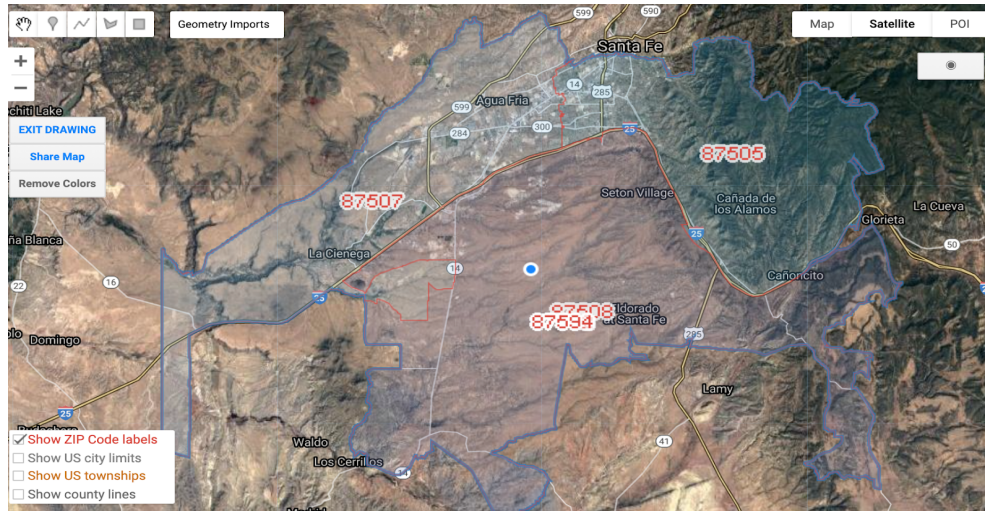
THRIVE Co-Founders are currently working with a real estate agent, Cozette Hanson of Santa Fe Properties, on possible lease options for privately owned facilities or land. Ms. Hanson has presented six properties thus far as possible or potential sites for a temporary facility. However, all facilities presented were under the minimum required square footage needed for classroom and additional space as required by NMAC 6.27.30 and the Charter-Alternative School Statewide Adequacy Standard Variance.

We are also collaborating with Homewise® to secure land where a new facility could be built to match

our capacity and square footage needs. This facility could be purchased or set up through a lease to own agreement. We have not yet identified potential lots to build on, however, with the support of Mike Loftin, CEO of Homewise®, we are exploring possibilities in the 87508, 87507, and 87505 zip codes. Please see **Attachment H: Letter of Facility Support from Michael Loftin of HOMEWISE**

a) Maps of Existing or Proposed Facilities

Figure 11a- Aerial view of 87505, 87507, and 87508 Zip Codes



The THRIVE Founding team desires a facility in a location in the 87505, 87507, or 87508 zip code.²

Figure 11b, 62 A Van Nu Po, Santa Fe, NM 87508

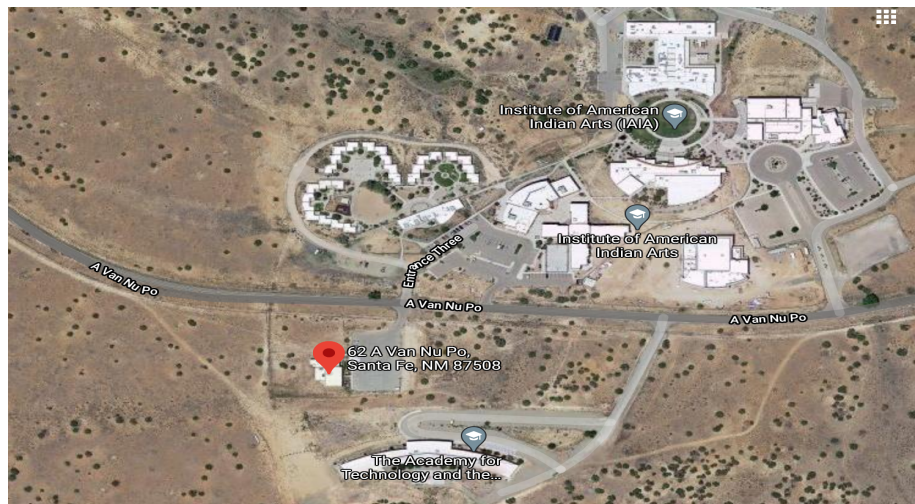


Figure 11c, 2113 Warner Circle, Santa Fe, NM 87505

² Randy Majors (Retrieved on March 5, 2021)

<https://www.randymajors.org/zipcodegmap?x=-106.0030278&y=35.5533485&cx=-106.0030278&cy=35.5533485&zoom=10&labels=show&zipcodes=show>



Figure 11d, 2954 Rodeo Park Drive West, Santa Fe, NM, 87505



Figure 11e, 2001 Vivigen Way, Santa Fe, NM, 87505



b) Description of Existing or Proposed Sites and Facilities

To date, four potential properties have been evaluated for THRIVE Community School. All four locations were under the minimum square footage requirements needed for our first operational year.

Figure 12- THRIVE Founding Team Property Walkthroughs

Address	Location	Description of Facility	Comments
62 A Van Nu Po Santa Fe, NM 87508	SEQ Avenida del Sur and A Van Nu Po	Church/School Facility	-E Occupancy Permit -Adequate parking for year one -On five acres, possible option for modular classroom. Rain drainage area not usable space/acreage -Building inadequate at 6,524sf
2113 Warner Circle Santa Fe, NM 87505	NEQ of Camino La Tierra & 599	Church/School Facility	-E Occupancy Permit -Adequate parking for year one -Building inadequate at 6,303sf -On 0.745 acres, no possible options for portables or appropriate outdoor recreation spaces
2954 Rodeo Park Drive West Santa Fe, NM 87505	Rodeo Park West Industrial Area	Former Sports and Fitness Rehabilitation Facility	-No E Occupancy Permit -Adequate parking for year one -Building inadequate at 11,485sf -No possible options for portables or appropriate outdoor recreation spaces

2001 Vivigen Way Santa Fe, NM 87505	Rodeo Park West Industrial Area	Former Veterinary Hospital, Portion of Building Currently Veterinary Cancer Treatment Center	-No E Occupancy Permit -Adequate parking for year one -Building inadequate at 15,968sf -Limited options for portables or appropriate outdoor recreation spaces
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c) Reasons for Desired Locations, Site, or Area

Student demographic data across the zipcodes of 87507, 87505, and 87508 is representative of the demographic data of Santa Fe Public School District as a whole, with 80 percent of students identifying as Hispanic, 71 percent as Economically Disadvantaged, 25 percent as English Language Learner (predominantly native Spanish speakers), and 17 percent as Students with Special Needs.³ District performance on the 2019 Transition Assessment in Math and English Language Arts (TAMELA) indicated that across grades 3-8, average proficiency was only 33% in reading, 18% in math, and 33% in science⁴. Students identified as Economically Disadvantaged performed significantly lower on the same assessments and the rates continued to decline dramatically for English Language learners and students with disabilities, revealing significant discrepancies in performance between students who identified as Hispanic, English Language Learner, or Economically Disadvantaged than peers who identified as Caucasian/White or did not identify as Economically Disadvantaged.

Of the nineteen schools that families may be accessing in the 87505, 87507, and 87508 zip codes, only four schools exceed district and state average proficiency rates, which means that most students in these zip codes do not have access to a public school that meets or exceeds district and state performance in reading, math, and science. Additionally, at the kindergarten through 6th grade level, only one option exists that exceeds district and state performance and offers transportation options: Turquoise Trail Charter School. Since July 2020, THRIVE's founding team has participated in approximately 150 conversations with community members, leaders, parents, families, and educators across the city, representing 62 different organizations including non-profits, social service agencies, and early childhood programs. To date, these outreach efforts have resulted in feedback that identifies the need for a high quality, unique, innovative, and accessible public schools option.

2. Facility Evaluation

At this point, the PSFA has not evaluated any facility outlined in this Master Plan for code, adequacy or special factors for facility use.

IV. PROPOSED FACILITY REQUIREMENTS

A. Facility Goals and Concepts

1. School Facility Goals

³ Santa Fe Public School District. *Enrollment and demographic information*.

https://www.sfps.info/departments/data_analytics/data_reports/enrollment_and_demographic_information

⁴ New Mexico Public Education Department. *Santa Fe Public Schools: Academic performance*.

<https://newmexicoschools.com/districts/71/student-performance>

a) Plan Outline for HB-283 Compliance

THRIVE Community School concept design, and ultimately the selected facility, will meet the physical needs of regular education classrooms, additional instructional areas, and other program spaces as required to meet HB-283. Our facility will be in compliance with NMSA 22-8B-4.2 ("Charter School Facilities; standards") and HB-283. This includes ensuring that our building meets all requirements for lease-purchase approvals, facility ownership, statewide adequacy standards, private owner financial obligations, private owner responsibilities for meeting adequacy standards, and fulfillment of all requirements related to the availability and adequacy of public buildings.

2. Concepts

a) Identification and Description of Major Facility Concepts

THRIVE Community School will ensure that our facility has the appropriate spaces to provide our students with a rigorous academic experience that provides individual support and ensures we meet student social and emotional needs. Overall, our facility needs are similar to a district school and ensures our students and staff are safe while meeting the needs of our programming at THRIVE.

Our general education classrooms will need a space that accommodates whole class and small group lessons. Whole class lessons will be conducted at tables, desks, or in a communal carpeted area (in lower grades). Additionally, our general education classrooms will also accommodate classroom library resource spaces. The 7th and 8th science classrooms will meet all requirements for science equipment and resources that allow for ensuring students receive the appropriate instruction to meet state and national science standards.

Thrive Community School will use a slow growth model with 176 students in year one and 594 students in year five. This means that the selection of our facility depends upon whether or not it can meet our growth needs. Ideally, we would acquire a facility that allowed our student population to grow to full capacity from year to year. The THRIVE Co-Founding team is aware that we will likely need to lease and retro-fit a space for one or two years until a large enough facility was procured or built.

Safety and Security

THRIVE Community School will meet all safety and security requirements for students and staff. This includes ensuring both interior and exterior school space is thoughtfully planned and organized. Safe and secure pick up and drop off procedures will be in place. Our facility will use a secure entry system managed by office staff, to ensure that our main entrance/exit is secure at all times. Additionally, all exit doors will be alarmed and secured/locked. Each classroom will have its own lockable door. THRIVE Community School will adhere to all state, city, and county ordinances regarding fire and safety codes to include an adequate fire alarm and sprinkler system. We will identify interior and exterior spaces for drill practices and emergencies. Finally, THRIVE Community School will be accessible to all individuals with disabilities and ADA compliant.

Sustainability

THRIVE Community School will strive to be an environmentally sustainable school to the greatest extent possible. We anticipate flexible use of our spaces within our building to ensure maximization of the land imprint of our facility, water bottle fillers instead of water fountains, and natural lighting where possible and efficient lighting as support. If possible, solar panels would be part of any facility construction.

Flexibility

THRIVE Community School intends to use all spaces for multiple purposes. Classrooms and shared spaces will be used for daily instruction. Special education services will be delivered in both general education classrooms as well as in designated special education or ancillary spaces as needed. Our designated teacher workspace will provide needed planning space and also serve as an area for teacher professional learning communities and team meetings.

Community Use

A unique feature of our community school model is intentional diversity and a component of this feature is our family and community engagement programming. This programming is deliberately structured to ensure that our focus on intentional diversity extends beyond our student body and is inclusive of our student's families and our surrounding community. In addition to our family and community programming, we will make our facility available for community use related to adult education, community celebrations, athletics, and community meetings. Our community outreach efforts during the school design phase have shown that there are several organizations who are interested in partnering with us for before, during, and after school programming, as well as other wrap around services.

Utilities

Our facility will provide access to multiple restrooms, to include restrooms to Kindergarten students that are located within the classroom. Additionally, adequate HVAC services, electrical capacity, adequate lighting, and proper technology infrastructure will be present. This is addressed in greater detail in section V. D. 1-5

Conceptual Building Layout

All classrooms and supporting spaces at THRIVE Community School will meet the requirements outlined in NMAC 6.27.30 and by the PSFA. As such, each classroom will meet minimum required square feet. Additionally, all supporting spaces for instruction and educational programming will meet the minimum requirements outlined in NMAC 6.27.30.

See THRIVE Community School Concept Layout as **Attachment H**.

V. CAPITAL PLAN

No site for THRIVE Community School has been selected at this time. The THRIVE Community School Founding Board is in the planning stages for capital development and fundraising that would support

the August 2022 opening of the school and acquisition of a facility. Once THRIVE Community School receives authorization by the Public Education Commission, the Governing Board will actively pursue a suitable facility and develop a plan for capital projects that ensures necessary equipment purchases are made.

VI. MASTER PLAN SUPPORT MATERIAL

A. Sites and Facilities Data Table

The THRIVE Founding team is still in the process of researching potential facilities. We will complete the table upon charter authorization and final selection of a facility.

1. Summarizing characteristics of site and facilities

Name of Facility	THRIVE Community School
State Identification Number	N/A
Address	N/A
Date of Opening	August 2022
Facility Condition Index/ NM FCI	N/A
Site Owned/Leased	N/A
Total building area gross sq/ft	N/A
Site acreage	N/A
Total permanent Gen Ed Classrooms	N/A
Total permanent Specialty Classrooms	N/A
Total number portable Classrooms	N/A
Total Classrooms	N/A
Total Portable compared to permanent classrooms	N/A
Total Enrollment Current Year	N/A
Number of gross sq ft per student per facility	N/A

B. Site Plan

The scaled site plan will be added to this Master Plan Facilities Plan following confirmation of our school facility.

C. Floor Plan

The scaled floor plan will be added to this Master Plan Facilities Plan following confirmation of our school facility.

D. Detailed Space and Room Requirements

1. Technology and Communications Criteria

Network access and wireless internet will be available throughout the school building, including the classrooms, all other instructional and educational support spaces, common spaces and administrative offices. The network will accommodate high capacity usage, especially necessary during assessment cycles. Additionally THRIVE Community School will have an adequate two-way communication system available in all spaces where students and staff are present. Administrative offices will have high volume copiers and printers for use by staff.

2. Power Criteria

Our school facility will have adequate electrical power sources. In all classrooms, instructional and educational support spaces as well as offices, there will be sufficient outlets to meet the teaching and learning needs of students and teachers and ensure that wireless devices, projectors, and other computers are adequately powered and protected.

3. Lighting and Daylighting Criteria

State adequacy standards require that classrooms have a level of at least 50 foot candles of well-distributed light. THRIVE Community School will meet this requirement and also hopes to provide several sources of natural light as well.

4. Classroom Acoustics Criteria

Each classroom will maintain a background sound level of less than 55 decibels, with sound level measured at the work surface or table/desk in the center of the classroom.

5. Furnishing and Equipment Criteria

All general classrooms will have at least 30 designated workspaces for students, in addition to a teacher designated work space. Classrooms will also have space for small group work, classroom storage, and other instruction-specific and appropriate furniture.

6. Criteria Sheets

Note-- This is at five years, full growth

Kindergarten Classrooms	
Quantity of Spaces Required	3
Square Footage Per Space	1250 sq. ft.
Communications	Telephone line

Flooring	Carpet
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector
Furnishings	30 Student desks, 30 student chairs, two horseshoe tables for small group work, two teacher stations, two teacher chairs, 6 X 8 carpet rug
Other	Single restroom with sink and toilet attached to classroom

1st- 3rd Grade Classrooms	
Quantity of Spaces Required	9
Square Footage Per Space	854-950 sq. ft.
Communications	Telephone line
Flooring	Carpet
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector
Furnishings	30 Student desks, 30 student chairs, two horseshoe tables for small group work, two teacher stations, two teacher chairs, 6 X 8 carpet rug

4th/5th Grade Classrooms	
Quantity of Spaces Required	6
Square Footage Per Space	982 sq. ft.
Communications	Telephone line
Flooring	Carpet
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector

Furnishings	30 Student desks, 30 student chairs, two horseshoe tables for small group work, two teacher stations, two teacher chairs, 6 X 8 carpet rug
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6th-8th Grade Gen Ed Classrooms	
Quantity of Spaces Required	9
Square Footage Per Space	825 sq. ft.
Communications	Telephone line
Flooring	Carpet
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector
Furnishings	30 Student desks, 30 student chairs, two horseshoe tables for small group work, two teacher stations, two teacher chairs, 6 X 8 carpet rug

6-8th Grade Science Classrooms	
Quantity of Spaces Required	3
Square Footage Per Space	825 sq. ft.
Communications	Telephone line
Flooring	Laminate
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector, sink, other science required materials
Furnishings	7 Student Lab Tables (4 students per table), 30 student stools, teacher workspace/lab/demo table with sink

Enrichment Classrooms	
Quantity of Spaces	1-2

Required	
Square Footage Per Space	1250 sq. ft.
Communications	Telephone line
Flooring	Laminate
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector, sink
Furnishings	15 Student Tables, 30 student chairs, teacher workstation, teacher chair

Career/ Art Classrooms	
Quantity of Spaces Required	2
Square Footage Per Space	933 sq. ft.
Communications	Telephone line
Flooring	Laminate
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector, sink
Furnishings	30 Student desks, 30 student chairs, teacher workstation, teacher chairs

Special Education Classrooms	
Quantity of Spaces Required	6
Square Footage Per Space	600 sq. ft.
Communications	Telephone line
Flooring	Carpet

Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector
Furnishings	15 Student desks, 15 student chairs, one horseshoe tables for small group work, one teacher station, one teacher chair, 6 X 8 carpet rug

Administrative Offices	
Quantity of Spaces Required	1 (with 3 private offices)
Square Footage Per Space	1850 sq. ft. (Includes general storage space and parent organization storage)
Communications	Multiple Telephone Lines
Flooring	Carpet/ Laminate
Power and Technology	Duplex outlets appropriate for technology in offices
Equipment	High volume copiers and printers
Furnishings	Large Front Desk/Reception Area, waiting chairs, administrative desks and rolling office chairs, sink area
Other	Adult Restroom attached to office/reception area

Ancillary/ Office/Conference/Testing Space	
Quantity of Spaces Required	3
Square Footage Per Space	300 sq. ft.
Communications	Telephone line
Flooring	Carpet
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector
Furnishings	30 Student desks, 30 student chairs, two horseshoe tables for small group work, two teacher stations, two teacher chairs, 6 X 8 carpet rug

Cafeteria	
Quantity of Spaces Required	1
Square Footage Per Space	3000 sq. ft.
Communications	Telephone line
Flooring	Laminate
Power and Technology	Duplex outlets appropriate for needs in space
Equipment	Large screen for presentations, ceiling projector, speaker system
Furnishings	Folding table/seat systems that seat 200 students

Serving Kitchen	
Quantity of Spaces Required	1
Square Footage Per Space	400 sq. ft.
Communications	Telephone line
Flooring	Laminate
Power and Technology	Duplex outlets appropriate in number for warming food
Equipment	Kitchenette area, commercial size refrigerator
Furnishings	Necessary items for meal distribution (tables for warming trays,etc)

Student Health Space	
Quantity of Spaces Required	1
Square Footage Per Space	775 sq. ft.

Communications	Telephone line
Flooring	Laminate
Power and Technology	Duplex outlets appropriate in number for technology
Equipment	Bathroom attached with one sink and one toilet, record and med storage
Furnishings	3 sick beds and privacy curtains, nurse station, round conference table for four, sink area, refrigerator for medications/ice

Library	
Quantity of Spaces Required	1
Square Footage Per Space	2130
Communications	Telephone line
Flooring	Carpet
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector
Furnishings	Stacks, books, teacher/librarian workstation area for two adults, two teacher chairs, device storage

Counseling/ Social Work Offices	
Quantity of Spaces Required	2
Square Footage Per Space	300
Communications	Telephone line
Flooring	Carpet
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Printer

Furnishings	Conference table with six chairs, counselor work station, teacher chair
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PE Gyms (1 Small, 1 Large)	
Quantity of Spaces Required	2
Square Footage Per Space	2700 sq. ft. for elementary and 5500 sq. ft. for middle school
Communications	Telephone line
Flooring	Wood, gym floor
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Large mounted whiteboard, ceiling projector, large screen, sound systems
Furnishings	Bleachers for large gym, lockers and bathroom areas in large gym, bottle water filler in both gyms, teacher workstations in both large gym and small gym located in separate office spaces

Janitorial Spaces	
Quantity of Spaces Required	3
Square Footage Per Space	200 sq. ft.
Flooring	Laminate
Equipment	sink

Teacher Workspace	
Quantity of Spaces Required	3
Square Footage Per Space	2700 sq. ft. for elementary and 5500 sq. ft. for middle school

Communications	Telephone line
Flooring	Laminate
Power and Technology	Duplex outlets appropriate in number for technology device needs
Equipment	Printer
Furnishings	Conference Table for ten, ten chairs, kitchenette area

Restrooms	
Quantity of Spaces Required	8 (4 Girl/ 4 Boy)
Square Footage Per Space	300 sq. ft.
Flooring	Laminate
Equipment	Bathroom stalls, toilets, sinks

ATTACHMENTS:

- Attachment A: THRIVE Community School Notice of Intent**
- Attachment B: Facility Request Letter to Santa Fe Public School District**
- Attachment C: Facility Request Response from Santa Fe Public School District**
- Attachment D: Facility Request Letter to the City of Santa Fe**
- Attachment E: Facility Request Letter to the County of Santa Fe**
- Attachment F: Facility Request Response from the County of Santa Fe**
- Attachment G: Facility Request Letter to the State of New Mexico**
- Attachment H: Letter of Facility Support from Michael Loftin of HOMEWISE**
- Attachment I: THRIVE Community School Concept Layout**

Attachment A: THRIVE Community School Notice of Intent

General Information

- Name of Proposed School

THRIVE Community School

- Grade levels to be offered and enrollment projections

Grade Levels to be offered	Projected Total Enrollment
Kindergarten – 8 th Grade	594

- Primary Point of Contact

Name	Sean Duncan				
Mailing Address	4384 Dia Nublado				
City	Santa Fe	State	NM	Zip	87507
Phone	505-303-6307				
Email	seanduncan@thriveschoolsf.org				

- Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Names	Role on Team	Qualifications: Education, Employment, and Experience
Amy Chacon	Co-Founder	<p>Education: MA, Education, Equity and Social Justice, BA Human Development</p> <p>Employment: Special Education Teacher, Edward Ortiz Middle School, Santa Fe Public Schools</p> <p>Experience: Teacher, Education Administrator and Human Capital Specialist who has dedicated her career to pursuing equitable access to education and career opportunities for members of marginalized communities and underrepresented populations. Amy received her MA in Educational Equity and Social Justice from San Francisco State's Ethnic Studies program in 2011 and worked to bolster San Francisco's public schools with a diverse, highly effective teacher workforce. In 2014 she returned to her home state to contribute to the field of education where she developed systems of compliance, monitoring, and support for charter school leaders in her role at the New Mexico Public Education Department.</p>
Sean Duncan	Lead Founder	<p>Education: SSP, Specialist in School Psychology, M.E.D. Administration and Supervision, BA History/Political Science.</p> <p>Recent Employment: Direct Instruction Program Support Specialist, Santa Fe Public Schools</p> <p>Experience: School Psychologist, Assistant Principal, District Literacy Achievement Manager and Teacher who has worked to develop educator expertise in the science of reading, Multi-Tiered Systems of Support, inclusive practices, data driven instruction, and the application of evidence-based practices in schools. Sean has participated in and championed comprehensive race and equity training for educators and has worked to build systems of prevention as well as programs to meet the unique needs of students with disabilities. Sean has consistently worked closely with families and community-based organizations to ensure students have access to the supports and resources needed to be successful across home, school, and community-based settings.</p>
Julie Lucero	Co-Founder	<p>Education: MA, Educational Leadership, BS Elementary Education</p> <p>Employment: Executive Director of Special Education, Santa Fe Public Schools</p> <p>Experience: As Executive Director of Special Education Julie has managed a budget of 25 million dollars while maintaining all IDEA federal regulations and compliance indicators. Julie also held the position of General Manager at New Mexico Public Education Department Charter School Division, where she was responsible for the oversight of 49 state approved charter</p>

Appendix E - Facility Plan & Approval

		schools, developing and leading programs and technical support to charter schools and the Public Education Commission. She has experience as a charter school principal, district level principal, federal programs director, and classroom teacher. In her total of 26 years of experience in education, her focus has been to improve the quality of education for all students from diverse backgrounds.
Dr. Angelia Moore	Co-Founder	Education: Ed.D., Educational Leadership, MA History, M. Ed. Educational Administration, BA Secondary Social Studies Recent Employment: Principal, Santa Fe Public Schools Experience: Principal, Assistant Principal, Dean of Students/SAT Coordinator, National History Consultant and Master Teaching Fellow for the Gilder Lehrman Institute of American History and their Teaching Literacy Through History initiative. Dr. Moore was selected as the Missouri James Madison U.S. Congressional Fellow in 2006 and named the 2010 Missouri History Teacher of the Year. She was a high school and middle school teacher for seventeen years developing and teaching a range of programming to grow student leaders and scholars, including AVID, Leadership, Ethics, AP US History, Government, History, Psychology, and a middle school expeditionary/experiential learning program. She recently published a monograph titled <i>Shared Leadership: Empowering and Developing Student Leadership</i> , through a partnership with the Santa Fe Center for Transformational School Leadership and the Institute for School Partnership at Washington University in St. Louis.
Yesenia Bermejo	Board Member	Education: BA, English Language Literature Employment: Site Coordinator, Communities in Schools of New Mexico Experience: Breakthrough Santa Fe alumnae and Graduate Teaching Fellow, 2015 Davis New Mexico Scholar, Youth Program Assistant for non-profit Foundation Communities in Austin Texas, Student volunteer for American YouthWorks, Literacy Coalition of Central Texas, and El Buen Samaritano.
Nora Geiss	Board Member	Education: BA, Philosophy of Science/Creative Writing Employment: Independent Consultant Experience: Ms. Geiss has worked with organizations since 2004 in the areas of communications, branding, digital/social strategy, copywriting, and naming and verbal identity. She has extensive experience supporting work related to developing and aligning the mission, vision, and values statements for non-profits and businesses. Ms. Geiss's current work focuses on consulting with global corporations, small businesses, and startups to define strategy, refine portfolio approaches, launch products, raise funds, and solve problems through strategic, creative, and technological solutions.
Mary Louise Romero	Board Member	Education: BA, Human Services Management Employment: Restorative Justice Coordinator, Santa Fe Public Schools Experience: Director for an alternative detention program for eighteen years, Facilitator for restorative justice practices for 27 years, including, but not limited to: victim/offender mediation, conferencing, peace-making circles, and peer panels. Mary Louise also currently contracts with Teen Court to facilitate restorative justice cases.
Delara Sharma	Board Member	Education: MA, Sociology, BA Education, BA English Employment: CTE Director and Teacher, Academy for Technology and the Classics, Santa Fe Experience: Recipient of the 2018 Presidential Award for Excellence in Mathematics and Science Teaching, Academic Dean, Upper Elementary Teacher, Science Literacy Coach (ISEC) at Pinon Elementary in Santa Fe, Grant Writer and STEM Professional Development Facilitator with experience founding and leading STEM and Robotics programs at the elementary, middle, and high school level.

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

THRIVE Community School (THRIVE) is a proposed kindergarten through 8th grade school with an innovative focus on social and emotional learning (SEL), intentional diversity, and an approach to academic instruction that prioritizes equity. At THRIVE, students spend the vast majority of their day working, creating, and learning in teacher-led small groups where relationships drive achievement and shape the development of a positive self-concept. THRIVE provides students with cross-curricular opportunities to explore topics related to understanding, exploring, and celebrating diverse identities. Finally, THRIVE elevates the importance of science across all grade levels through an integrated and experiential learning approach to science, technology, engineering, arts, and mathematics known as STEAM Education, which emphasizes the development of critical thinking, communication, collaboration, and problem solving skills.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? ☐ Yes ☒ No

If YES, describe the entity and the role it will have in the school's operational plan.

5. Does the applicant team or any members of the team currently operate any other schools? ☐ Yes ☒ No

6. Vision/Mission statement (2-3 sentences)

Mission: Together with our families and community, we elevate Santa Fe's greatest strength - its diversity - to drive achievement, eliminate academic and social disparities, and create a culture rooted in joy and affirmation. We grow in our students the necessary social and emotional competencies, knowledge, and academic skills needed to follow passions of their choice - college, career, and beyond - so they can create and experience a more just and equitable world.

Vision: We prepare students to see the world through multiple lenses and create the conditions that allow students to thrive. We ground everything we do in love, teamwork, joy, and bravery.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

As an intentionally diverse, open enrollment school, THRIVE Community School intends to draw students from diverse backgrounds from all five Santa Fe zip codes (87505, 87507, 87508, 87501, 87506), with the majority of students coming from the 87505, 87507, and 87508 zip codes. THRIVE will prioritize assessing community needs to reduce barriers that exist to accessing a high quality K-8 school option. **Table 1** reports demographic data for these three zip codes where the school will target recruitment efforts and potentially be located.

Table 1: Demographics

Demographics	87505 ⁵	87507 ⁶	87508 ⁷	Santa Fe ⁸
Median Income	\$55,676	\$54,006	\$77,000	\$59, 247
Unemployment Rate ⁹	8.1%	7.7%	7.7%	7.7%
Poverty Rate	12%	13.9%	9.6%	13.9%
% Hispanic	42.49%	71%	41%	54%
HS Graduation Rate	89.2%	82.1%	91%	86.5%
Bachelor's Degree or Higher	49.6%	27.8%	50%	39.9%

The information displayed above in **Table 1** indicates that across the 87505, 87507, and 87508 zip codes, notable variations exist in income, identity, and educational attainment, which would allow THRIVE to be an option for families who are seeking a high quality school option that intentionally brings students together from diverse backgrounds, deeply invests in the development of their social and emotional competencies, and prioritizes an innovative and engaging approach to ensuring that students attain high levels of academic achievement, all of which are critical to success in high school, college, career, and beyond.

- Describe the student population including key demographic data (academic performance, home languages, English Learners (ELs), and special education populations) in the location in which the school intends to locate.

Detailed student demographic data for the three primary zip codes from where THRIVE will draw K-8 students, as well as data for Santa Fe Public Schools for grades K-8, is provided in **Table 2**.

Table 2: Student Demographic for 87505, 87507, 87508

Demographics ¹⁰	SFPS	87505 K-8 Grades ¹¹	87507 K-8 Grades	87508 K-8 Grades
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⁵ Retrieved from: <https://censusreporter.org/profiles/86000US87505-87505/>

⁶ Retrieved from: <https://censusreporter.org/profiles/86000US87507-87507/>

⁷ Retrieved from: <https://censusreporter.org/profiles/86000US87508-87508/>

⁸ Retrieved from: <https://censusreporter.org/profiles/16000US3570500-santa-fe-nm/>

⁹ Retrieved from: <https://www.zipdatamaps.com/zipcodes-santa-fe-nm>

¹⁰ Retrieved from: https://www.sfps.info/departments/data_analytics/data_reports/enrollment_and_demographic_information

¹¹ Retrieved from: <https://www.zipdatamaps.com/87505>

Hispanic	79.9%	77.2%	90.3%	59.5%
Caucasian/White	15.5%	16.7%	6.7%	35.3%
Native American	2.1%	2.7%	1.5%	2.2%
Black	0.8%	1.3%	0.6%	0.6%
Asian	1.5%	2.0%	0.8%	1.9%
Economically Disadvantaged	74.8%	75.9%	92.9%	47.2%
English Language Learners	24.6%	26.9%	38.5%	14.9%
Students with Disabilities	16.6%	16.4%	13.1%	15.9%

The data in **Table 2** shows that across the three zip codes listed above, student demographic data, when taken collectively, is representative of the district as a whole, with a considerable percentage of students identifying as Hispanic, Economically Disadvantaged, and English Language Learner. District performance on the 2019 Transition Assessment in Math and English Language Arts (TAMELA) indicated that across grades 3-8, average proficiency was only 33% in reading, 18% in math, and 33% in science. Students identified as Economically Disadvantaged performed lower on the same assessment, with 23% proficient in reading, 11% proficient in math, and 23% proficient in science. Performance on the same assessments for English Language learners was 14% proficient in reading, 6% proficient in math, and 9% proficient in science. Students with disabilities performed similarly, with 13% proficient in reading, 8% proficient in math, and 17% proficient in science.

In examining demographic data and academic performance for the district, on the same assessment students who identified as Caucasian/White demonstrated average proficiencies of 61% in reading, 43% in math, and 69% in science, while students who were not identified as Economically Disadvantaged demonstrated average proficiencies of 59% in reading, 39% in math, and 60%, which reveals significant discrepancies in performance between students who identified as Hispanic, English Language Learner, or Economically Disadvantaged and peers who identified as Caucasian/White or did not identify as Economically Disadvantaged.

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

THRIVE Community School proposes to enroll an inaugural cohort of 44 Kindergarteners, 44 first graders, 22 second graders, 44 fifth graders and 44 sixth graders in the fall of 2022, for a total of 198 founding students. We anticipate that our students will come from a variety of schools across the district given the smaller geographical makeup of Santa Fe. However, the majority of students will likely come from public schools in the 87505, 87507, and 87508 zip codes for grades 2, 5 and 6. Students who will enroll in kindergarten or 1st grade at THRIVE Community School are currently either enrolled in an early childhood or pre-kindergarten program throughout the city, or may not yet be enrolled in an official public or private early childhood or pre-kindergarten program.

Table 3: Proficiency Rates for Schools Serving Grades K-8 in the 87505, 87507, and 87508 Zip Codes¹²

School	Reading	Math	Science
District Elementary Schools (K-5/6)			
Amy Biehl Community School	32%	24%	51%
Cesar Chavez	23%	6%	14%
Chaparral	22%	18%	35%
EJ Martinez	32%	18%	32%
Kearny	20%	19%	25%
F.X. Nava	26%	13%	27%

¹² Retrieved from: <https://newmexicoschools.com/districts/71/student-performance>

Pinon Elementary	47%	43%	67%
Ramirez Thomas	20%	29%	18%
Salazar	20%	11%	17%
Sweeney	22%	9%	7%
Wood-Gormley	74%	59%	73%
District Community Schools (K-8)			
El Camino Real Academy	17%	12%	24%
Nina Otero Community School	21%	7%	23%
District Middle Schools			
Milagro Middle School	21%	5%	21%
Ortiz Middle School	14%	9%	19%
Mandela International Magnet (7-12)	66%	46%	67%
Charter Schools			
Turquoise Trail Charter Schools (K-8)	49%	37%	60%
Monte Del Sol (7-12)	28%	17%	35%
Tierra Encantada (7-12)	20%	4%	25%
District Average	33%	18%	33%
New Mexico State Average	34%	21%	40%

The data displayed in **Table 3** shows that of the nineteen schools that families may be accessing in the 87505, 87507, and 87508 zip codes, only four schools exceed district and state average proficiency rates, which means that the vast majority of students in these zip codes do not have access to a public school that meets or exceeds district and state performance in reading, math, and science. Additionally, at the kindergarten through 6th grade level, there is only one option that exceeds district and state performance and also offers transportation options for families, Turquoise Trail Charter School. The other two options, Pinon Elementary and Wood-Gormley Elementary, have a limited number of inter-zone transfer seats available and because of district policies, are unable to offer transportation to families who secure a seat through the inter-zone transfer process, which creates barriers to accessing high quality school options.

At THRIVE, we believe that our unique focus on building an intentionally diverse school community with a specific focus on social and emotional learning practices will entice families to seek enrollment at our school. While all schools in our district are attempting to implement aspects of social and emotional learning, no school has identified social and emotional learning as its primary focal point to drive achievement, which will be sorely needed as we deal with the long term impacts of the isolation students are experiencing due to the COVID-19 pandemic. Additionally, we believe that our approach to academic instruction will further attract families to seek enrollment at THRIVE. Specifically, by keeping equity at the heart of our approach to teaching, we know that small group instruction, STEAM education, experiential learning, and extended learning opportunities will create a new public offering that can help disrupt the trend of stagnant academic outcomes we've witnessed in recent years in Santa Fe.

8. Provide evidence that the applicant team has assessed community need for a school of the nature that
will be proposed in the application (e.g., objective surveys or other measures of local demand for the Proposed educational program).

As of December 31st, 2020, THRIVE's Founding Team has participated in 127 unique conversations with community members, leaders, parents, families, and educators across the city of Santa Fe. These conversations include representation from 43 different organizations including non-profits, social service agencies, and early childhood programs. These conversations will continue throughout the charter writing process and will set the tone for the way in which family and

community member voices are incorporated once the school opens. To date, there are three common themes across the majority of conversations: a strong desire to see a school option that is relationship centered and focuses on the social and emotional needs of students as its top priority; a pointed concern with the current trajectory of academic outcomes, particularly for students of color and students from lower-income households; and a desire to see a high quality school option that brings students from different backgrounds together by reducing current barriers that exist. Families and community stakeholders believe having options is empowering and want to see a relationship centered, achievement oriented, intentionally diverse K-8 option to ensure that more students are positioned for long-term success in high school, college/career, and beyond.

The founding team has also developed an objective survey, in both English and Spanish, to collect input around the current level of satisfaction with local public school options and to get feedback regarding aspects of our proposed school model. The survey is geared towards parents of school-aged children, although any Santa Fe resident may complete it. Thus far, over 80% of respondents are parents of school aged children. Survey results suggest there is a low level of satisfaction with public options that are currently available, and over 90% of respondents are either supportive or very supportive of seeing an option like THRIVE Community School open in the fall of 2022. Specific aspects of our proposed model that have resonated with respondents in order of popularity are: small group learning, social and emotional learning/restorative practices, mastery learning, intentional diversity, rigorous instruction, STEAM Education, and wrap around support services. Taken in conjunction with the 127 conversations to-date, this survey data indicates a strong desire to see an additional public school option at the K-8 level that offers the type of programming offered by THRIVE Community School.

9. Identify significant innovative features that the school will implement in order to help it realize its vision/mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).

In alignment with our mission, THRIVE Community School is an innovative school model with distinctive features in the following three areas: social and emotional learning, intentional diversity, and equitable academic instruction.

Social and Emotional Learning: THRIVE relies on current, validated research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) to inform our innovative school based SEL framework.

Small Group Learning: We reimagine teaching roles to ensure students spend the majority of their day working in teacher-led small groups, which ensures that relationships are the primary tool used to support learning and family communication.

Explicit Teaching & Practice: Our schedule allows for daily teaching, practice, and application of age-appropriate skills related to social and emotional development, through the use of structured lessons, peace-making circles, and advisory groups for older students.

Restorative Practices: We embrace a proactive approach to school discipline that focuses on reinforcing prosocial behaviors and instead of relying on punishment, we create structures that encourage students to reflect on and take responsibility for their actions and come up with plans to repair harm.

School-Wide Alignment: We emphasize an aligned approach, vertically and horizontally, to ensure student skill, competency and knowledge development is aligned while also ensuring that all adults in the building are equipped with aligned approaches to support student needs.

Intentional Diversity: THRIVE is intentional and innovative in its approach to diversity through outreach efforts, exploration of identities, family programming, and staff development.

Intentional Outreach: We work to develop intentional partnerships with community-based organizations that service historically marginalized members of our community to ensure that access to information is not a barrier to entering the lottery and seeking enrollment.

Identity Exploration: We ensure students have cross curricular opportunities to explore aspects of their identity, the identity of others, as well as how to think with a critical lens when encountering topics related to stereotypes, biases, power, and influence.

Family Programming: We create multiple opportunities and entry points for families to participate in programming at various times of the day to facilitate relationship building across families by sharing skills and interests, building community, and celebrating student success.

Staff Development: We provide additional summer staff development where staff members are given the opportunity to build trust, acquire knowledge, and align mindsets, not just in their respective content areas and grade levels, but also the areas of race, equity, identity, bias, and power.

Equitable Academic Instruction: THRIVE's approach to equitable academics prioritizes the use of evidence-based practices that have been shown to drive academic achievement through innovative approaches to schedules, structures, and groupings to appropriately support and challenge students.

STEAM Education: We utilize an integrated approach to learning known as STEAM, to help prime passions and build academic proficiency. This innovative approach helps students develop the critical thinking, collaboration, communication, and problem solving skills needed for long-term success.

Experiential Learning: We ensure students are able to engage in experiential learning opportunities across all content areas to increase relevance, deepen conceptual knowledge and to provide students with multiple pathways to demonstrate mastery of content.

Bonus Block: We bring our vision for STEAM education and experiential learning to life by extending the school day four days a week, so students have dedicated time to complete science labs, develop technology skills, and execute art, engineering, and robotics projects.

Mastery Learning: We implement a research-proven approach to teaching early literacy and numeracy skills, concepts, and background knowledge. This approach utilizes flexible small groups, which allows instruction to be modified to accommodate each student's pace of learning.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

THRIVE Community School's co-founders bring varied and deep experiences in public education that will ensure our school is able to deliver on the promise of a social and academic experience in school that leads to dramatically improved outcomes for all students, particularly students and families who want more unique and accessible options. Our founders have extensive experience in teacher training and development, evidence-based practices in teaching and learning, charter school compliance and oversight, school leadership, school turn around, charter school start up, special education leadership, bilingual program administration, prevention services, the science of reading, talent recruitment and retention practices that prioritize diversity, equity and inclusion, project management, and parent and family engagement.

Our founding team has had a long track record of success as teachers and leaders in schools serving lower-income communities and communities of color, particularly when it comes to supporting social and emotional needs and driving exceptional academic results for all students, including English Language Learners, and students with special needs. In his previous role in Louisiana, Mr. Duncan worked with kindergarten through second grade teachers and leaders to reduce the number of students reading below the 10th percentile by 50% while also doubling the number of students reading above the 50th percentile according to the NWEA's MAP assessment by relying on a model that focused on summer training, instructional coaching, data driven instruction, and on-going training for teachers in the science of reading. Additionally, during his school psychology training, Mr. Duncan oversaw the implementation of social emotional learning programming, practices and assessment in a Louisiana elementary school that resulted in a statistically significant reduction in externalizing and internalizing behaviors that interfered with learning and school success according to the Student Risk Screening Scale. During her tenure as Principal of Nina of Otero Community School in Santa Fe, Dr. Angelia Moore oversaw the stabilization of school culture, the alignment of instructional practices, and a dramatic reduction in teacher turn over which led to a significant increase in reading proficiency rates according to district norm-referenced assessments. During her time at Tierra Adentro, Ms. Lucero worked on a team that saw a dramatic increase in student performance, which resulted in the school going from a "D" rating to an "A" rating in two years. During her time as Executive Director of Special Education Services, her teams saw an 11% improvement in graduation rates, and overall increase in proficiency for students with special needs, all while achieving compliance within all federal indicators. Ms. Lucero has also worked in the charter school division at PED as general manager where she monitored and supported charter schools with training for governing councils, reauthorization, performance contracts, and state and federal compliance. Ms. Chacon worked for over 4 years to develop culturally relevant programming for urban youth in Southern California, annually serving over 400 young people with diverse backgrounds and needs. Taking that work to the next level, Ms. Chacon focused on supporting middle schools in the Bay Area to recruit and retain highly effective educators who were members of the communities they served and had proven track records of success in the classroom. This effort helped transform 11 middle schools from "hard to staff" and Title I schools, to highly effective academic centers for students. Amy recently took the step to become a classroom teacher at Edward Ortiz Middle School in Santa Fe, where she serves as a special education practitioner for English Language Arts and Gifted.

Based on the expressed need our founding team is seeing and hearing from families and community members through our ongoing outreach process, we believe that THRIVE Community School, particularly because of its commitment to reduce barriers to access, and its unique focus on social and emotional learning, intentional diversity, and equitable academic instruction, will be a highly sought after school option. THRIVE will invest deeply in the development of its teachers, and deliver on promises to students and families by eliminating disparities in academic and social outcomes that currently exist locally along lines of income, while also drastically improving academic and social outcomes and experiences for students from all backgrounds.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s):

_____	_____	_____	_____
_____	_____	_____	_____
[Print Name]	[Print Name]	[Print Name]	[Print Name]
Date: _____	Date: _____	Date: _____	Date: _____

Attachment B: Facility Request Letter to Santa Fe Public School District

March 5, 2021

Superintendent Dr. Veronica Garcia
Santa Fe Public School District
610 Alta Vista
Santa Fe, NM 87505

CC: Kristy Janda-Wagner, Deputy Superintendent
CC: Gabriel Romero, Executive Director of Operations

Dear Superintendent Dr. Veronica Garcia,

On behalf of the founding team for THRIVE Community School, I am writing to formally and respectfully inquire about Santa Fe Public Schools facilities, per requirements of the state of New Mexico Public Schools Facilities Authority (PSFA). The THRIVE founding team wishes to request a list of Santa Fe Public Schools owned facilities that are presently unoccupied, partially unoccupied and/or anticipated to become unoccupied within the next 15 months. In particular, we are interested in any vacant, semi-vacant, or soon to be vacant facilities located in the following zip codes of Santa Fe: 87505, 87507, and 87508.

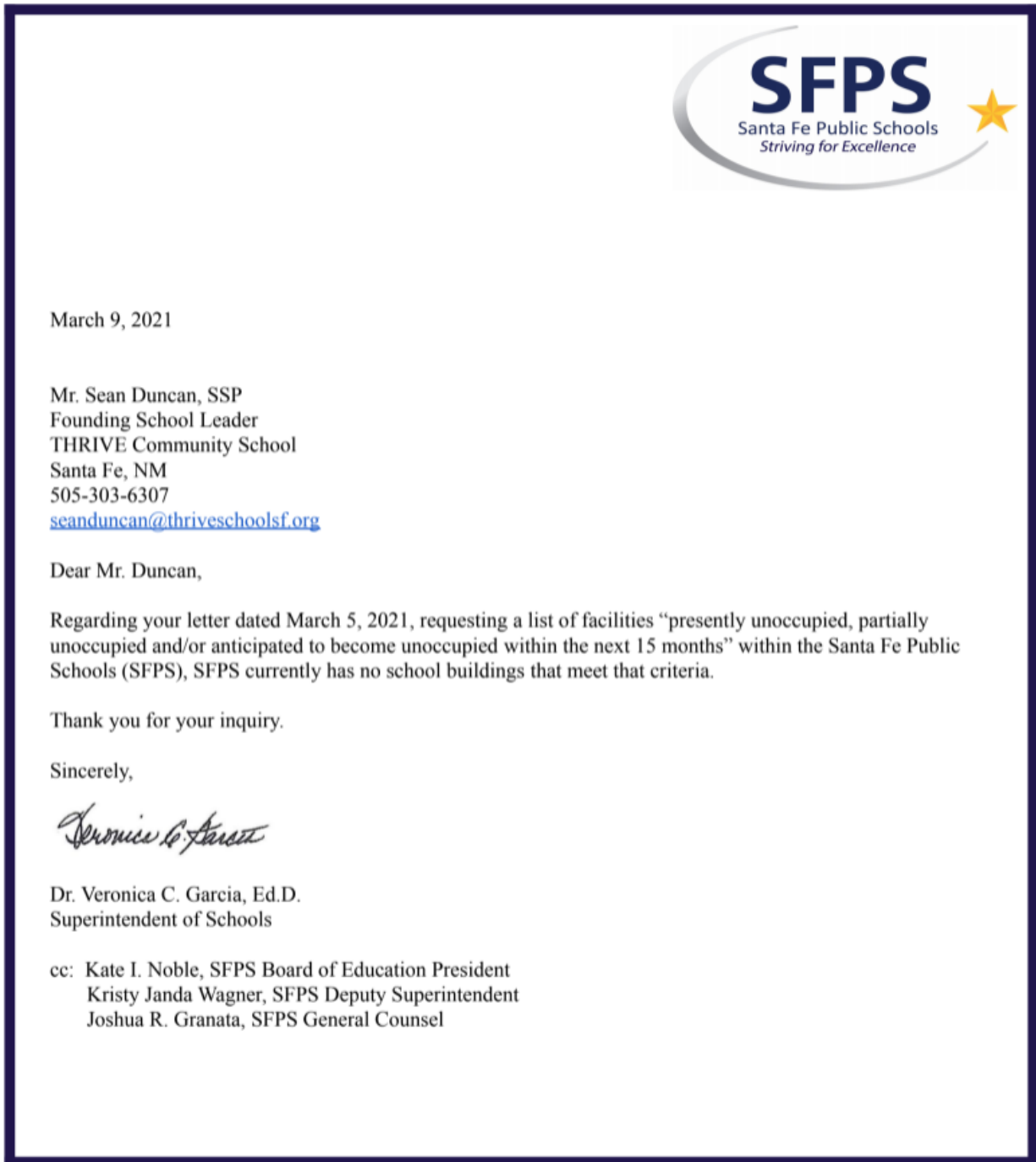
Thank you in advance for your willingness to collaborate with our founding team as we continue on our journey to found a charter school in Santa Fe. If you have any questions or updates on information, please feel free to reach out to our main point of contact at any time. On behalf of the entire THRIVE founding team, thank you again for your time and communication.

Sincerely,

Sean Duncan

Sean Duncan
(504) 579-6821
seanduncan@thriveschoolsf.org

Attachment C: Facility Request Response from Santa Fe Public School District



Educational Services Center 610 Alta Vista, Santa Fe, NM 87505 Telephone (505) 467-2000 www.sfps.info
Veronica C. García Ed.D., Superintendent of Schools

Attachment D: Facility Request Letter to the City of Santa Fe
March 8, 2021

City of Santa Fe
Michael Rodriguez, Facilities Division Manager
2651 Siringo Rd., Bld E
Santa Fe, NM 87504

Dear Facilities Division Director Mr. Michael Rodriguez,

On behalf of the founding team for THRIVE Community School, I am writing to formally and respectfully inquire about facilities owned by the City of Santa Fe, per requirements of the state of New Mexico Public Schools Facilities Authority (PSFA). The THRIVE founding team wishes to request a list of city owned facilities that are presently unoccupied, partially unoccupied and/or anticipated to become unoccupied within the next 15 months. In particular, we are interested in any vacant, semi-vacant, or soon to be vacant facilities located in the following zip codes of Santa Fe: 87505, 87507, and 87508.

Thank you in advance for your willingness to collaborate with our founding team as we continue on our journey to found a charter school in Santa Fe. If you have any questions or updates on information, please feel free to reach out to our main point of contact at any time. On behalf of the entire THRIVE founding team, thank you again for your time and communication.

Sincerely,

Sean Duncan

Sean Duncan
(505) 303-6307
seanduncan@thriveschoolsf.org

Attachment E: Facility Request Letter to the County of Santa Fe

March 8, 2021

Santa Fe County
Katherine Miller, County Manager
102 Grant Ave
Santa Fe, NM 87504

CC: Operations Manager, Tessa Jo Mascarenas

Dear County Manager Katherine Miller,

On behalf of the founding team for THRIVE Community School, I am writing to formally and respectfully inquire about facilities owned by Santa Fe County, per requirements of the state of New Mexico Public Schools Facilities Authority (PSFA). The THRIVE founding team wishes to request a list of county owned facilities that are presently unoccupied, partially unoccupied and/or anticipated to become unoccupied within the next 15 months. In particular, we are interested in any vacant, semi-vacant, or soon to be vacant facilities located in the following zip codes of Santa Fe: 87505, 87507, and 87508.

Thank you in advance for your willingness to collaborate with our founding team as we continue on our journey to found a charter school in Santa Fe. If you have any questions or updates on information, please feel free to reach out to our main point of contact at any time. On behalf of the entire THRIVE founding team, thank you again for your time and communication.

Sincerely,

Sean Duncan

Sean Duncan
(505) 303-6307
seanduncan@thriveschoolsf.org

Attachment F: Facility Request Response from the County of Santa Fe



Sean Duncan <seanduncan@thriveschoolsf.org>

IPRA Request

3 messages

Francine M. Lobato <flobato@santafecountynm.gov>

Thu, Mar 18, 2021 at 10:30 AM

To: "seanduncan@thriveschoolsf.org" <seanduncan@thriveschoolsf.org>

Good Morning Mr. Duncan,

I am writing to inform you that I have received your request for public records. I am forwarding your request to the proper department / division so that they can provide me with the requested information.

Pursuant to the Inspection of Public Records Act, NMSA 1978, Section 14-2-8(D), the County will respond to your request within 15 days of the date on which I received your request.

Please be advised that pursuant to the Inspection of Public Records Act, the County charges reasonable copy fees for copies. I will provide you with more information concerning those fees when the requested records are available for inspection and copying.

Sincerely,

Francine Lobato

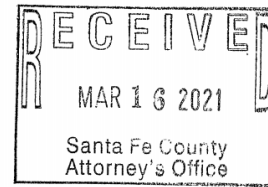
Records Custodian

County Attorney's Office

505-995-2715



March 8, 2021



Santa Fe County
Katherine Miller, County Manager
102 Grant Ave
Santa Fe, NM 87504

CC: Operations Manager, Tessa Jo Mascarenas

Dear County Manager Katherine Miller,

On behalf of the founding team for THRIVE Community School, I am writing to formally and respectfully inquire about facilities owned by Santa Fe County, per requirements of the state of New Mexico Public Schools Facilities Authority (PSFA). The THRIVE founding team wishes to request a list of county owned facilities that are presently unoccupied, partially unoccupied and/or anticipated to become unoccupied within the next 15 months. In particular, we are interested in any vacant, semi-vacant, or soon to be vacant facilities located in the following zip codes of Santa Fe: 87505, 87507, and 87508.

Thank you in advance for your willingness to collaborate with our founding team as we continue on our journey to found a charter school in Santa Fe. If you have any questions or updates on information, please feel free to reach out to our main point of contact at any time. On behalf of the entire THRIVE founding team, thank you again for your time and communication.

Sincerely,

Sean Duncan

Sean Duncan
(505) 303-6307
seanduncan@thriveschoolsf.org

Attachment G: Facility Request Letter to the State of New Mexico

March 8, 2021

State of New Mexico
Facilities Management Division Director
Anna Silva
2542 Cerrillos Rd, Bld. T-187
Santa Fe, NM 87505

Dear Director Silva,

On behalf of the founding team for THRIVE Community School, I am writing to formally and respectfully inquire about facilities owned by the State of New Mexico, per requirements of the state of New Mexico Public Schools Facilities Authority (PSFA). The THRIVE founding team wishes to request a list of state owned facilities that are presently unoccupied, partially unoccupied and/or anticipated to become unoccupied within the next 15 months. In particular, we are interested in any vacant, semi-vacant, or soon to be vacant facilities located in the following zip codes of Santa Fe: 87505, 87507, and 87508.

Thank you in advance for your willingness to collaborate with our founding team as we continue on our journey to found a charter school in Santa Fe. If you have any questions or updates on information, please feel free to reach out to our main point of contact at any time. On behalf of the entire THRIVE founding team, thank you again for your time and communication.

Sincerely,

Sean Duncan

Sean Duncan
(505) 303-6307
seanduncan@thriveschoolsf.org

Attachment H: Letter of Facility Support from Michael Loftin of HOMEWISE



March 29, 2021

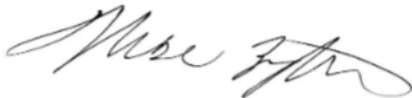
New Mexico Public School Facilities Authority
1312 Basehart SE
Suite 200
Albuquerque, NM 87106-4365

Dear New Mexico Public School Facilities Authority,

This letter is to inform the PSFA that Homewise is working with the founders of THRIVE Community School to secure a permanent facility. We understand that securing a facility is a critical component of THRIVE being able to deliver on its mission of providing high quality educational opportunities to populations that have historically been left behind. We are excited to support their efforts to operate in Santa Fe and are exploring facilities options in the 87505, 87507, and 87508 zip codes. Our efforts are focused on identifying land for the construction of a new school facility that would accommodate THRIVE's projected enrollment of 594 students at full size. Pending approval from the New Mexico Public Education Commission, Homewise and THRIVE will work expeditiously to have a facility available for the 2022-23 school year.

If there are any questions concerning Homewise's efforts to identify an appropriate school site, please feel free to contact me at mloftin@homewise.org or at 505-660-3354.

Sincerely,



Michael Loftin
CEO

Attachment I: THRIVE Community School Concept Layout

Note: The Spacing is not to scale

THRIVE Community School Concept Layout

Cafeteria with Prep Kitchen									
Kindergarten Homeroom 1		Kindergarten Homeroom 2	3rd Grade Homeroom 1		3rd Grade Homeroom 2	6th Grade Math		6th Grade ELA	
Kindergarten Homeroom 3		Kindergarten Homeroom 4	3rd Grade Homeroom 3		3rd Grade Homeroom 4	6th Grade Social Studies		6th Grade Science	
1st Grade Homeroom 1		1st Grade Homeroom 3	4th Grade Homeroom 1		4th Grade Homeroom 2	7th Grade Math		7th Grade ELA	
1st Grade Homeroom 2		1st Grade Homeroom 4	4th Grade Homeroom 3		4th Grade Homeroom 4	7th Grade Social Studies		7th Grade Science	
2nd Grade Homeroom 1		2nd Grade Homeroom 2	5th Grade Classroom 1		5th Grade Classroom 2	8th Grade Math		8th Grade ELA	
2nd Grade Homeroom 3		2nd Grade Homeroom 4	5th Grade Classroom 3		5th Grade Classroom 4	Boy's Restroom		Girl's Restroom	
Boy's Restroom		Girl's Restroom	Boy's Restroom		Girl's Restroom	8th Grade Social Studies		8th Grade Science	
STEAM Lab Classroom		Teacher Work Space	STEAM Lab Classroom		Teacher Work Space	Special Ed. Classroom		Network & Tech Storage	
Special Ed. Classroom		Admin Office	Adult Restroom		Admin Office	Library & Media Center		Teacher Work Space	
Adult Restroom		Multi-Purpose Space/Art	Social Work/ Counseling		Special Ed. Classroom	Computer Lab		Adult Restroom	
K-5 Physical Education Space					Related Services Room	Janitorial Space		Conference Room	
Administrative Space				6-8 Physical Education Space					



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

Jonathan Chamblin, Director; Martica Casias, Deputy Director

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

March 31, 2021

Dr. Angelia Moore, EdD
Thrive Community Charter School
Via email: Angelia Moore <angeliamoore@thriveschoolsf.org>

Dear Dr. Moore:

PSFA has received and reviewed the Facilities Master Plan/Educational Specifications 2021-2027 (FMP/Ed Specs) for the proposed Thrive Community School. The FMP/Ed Specs guide you in the planning and/or selection of a facility to ensure that it adequately accommodates your educational program and supports your method of instruction. Based upon our review, PSFA is pleased to announce that the FMP/Ed Specs meet our requirements for applicant charter schools and approves the plan. Your next step is to include your FMP/Ed Specs along with this letter in your charter school application to the New Mexico Public Education Commission (PEC).

In reviewing the Thrive Community School's FMP/Ed Specs, PSFA understands:

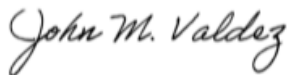
- The school is seeking charter through the State of New Mexico.
- The school will serve grades K-8th and accommodate an enrollment cap of 594 students.
- The school focuses on social and emotional learning (SEL), which incorporates STEAM education practices in an intentionally diverse setting.
- Thrive Community is looking for a Santa Fe location to establish its school. The school asked Santa Fe Public Schools if it had available facilities, who responded it did not have available space to house the school. The school also reached out to other public entities but did not receive a response.
- The school has engaged its community in a Facilities Focus Group to obtain input on the school's potential building.
- Should the school received Public Education Commission approval, the Facilities Committee will play an integral role in identifying a suitable location that can accommodate Thrive's educational program.
- The school has engaged a Santa Fe realtor to assist in its facilities search. Thus far, the realtor has presented six properties that all fall under GSF to adequacy for the school's enrollment cap or have other limitations. However, these facilities can potentially provide temporary locations.
- Two properties have E-occupancy having been former church/school buildings. Figure 12 provides an overview of the potential sites.
- The school is also working with Homewise to locate and secure a parcel of land to build a new facility that the school can purchase or enter into a lease to purchase.
- While the school will consider joint-us space, it desires single-occupant space in order to expand to accommodate its full cap.
- The school plans to grow its enrollment in incremental phases beginning with K-2nd and 6th grade, gradually adding additional grade levels over the next five years, with 66 kindergarten students, 22 students in 1st-2nd and 66 6th graders. The school will cap each grade level at 66 students.

PSFA, in partnership with New Mexico's school districts, provide quality, sustainable, and well maintained school facilities for our students and educators.

- The school anticipates opening with 176 students and adding additional grade levels until it reaches its cap of 594 students.
- The school's plan has identified the number of classrooms needed to accommodate its phased enrollment. At full cap, it requires three classrooms per grades K-5th and four classrooms for the 6th-8th.
- In addition to the general classroom space, the school requires:
 - Special education rooms
 - Career/art music room
 - Full gym (intent is to provide physical education in the facility but may reach out to community centers if suitable space cannot be found)
 - Enrichment/multi-purpose room
 - Conference, testing, ancillary space
 - Administration space
 - Student health space
 - Cafeteria
 - Serving kitchen
 - Library/technology classroom
 - Building support (maintenance/janitorial)
 - Teacher workspace with kitchenette
 - Restrooms (student/staff)
- At full capacity, the school desires at least 60,000 GSF in its facility at full cap but plans to add square feet incrementally as it adds students.
- Through the criteria sheets at the end of the FMP, the school has thought about the equipment, surfaces, technology, and furnishings it needs for its building and classrooms.
- The school has developed a conceptual layout on space adjacencies (page 51).
- In determining space needs, the school has followed the State of New Mexico's Adequacy Standards (6.27.30 NMAC).

If you are a successful charter school applicant, PSFA is ready to meet and work closely with Thrive Community Charter School on your facility issues. If you find a facility, please contact PSFA so we can assess your chosen building to ensure it meets e-occupancy, code and meets/exceeds the average wNMCI. Feel free to contact PSFA if you have any questions or desire additional information.

Sincerely,



John M. Valdez, AICP (505) 659-2516
Facilities Master Planner

c: Martica Casias, Deputy Director, PSFA
Alyce Ramos, Planning Analyst, PSFA