

New Mexico Public Education Commission



2023 Charter School Renewal Application Part E: Facilities

Charter Schools Division
Public Education Department
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Approved by the Public Education Commission: March 18, 2022

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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit.

School Information

Name of School:	Cesar Chavez Community School
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Facilities Narrative

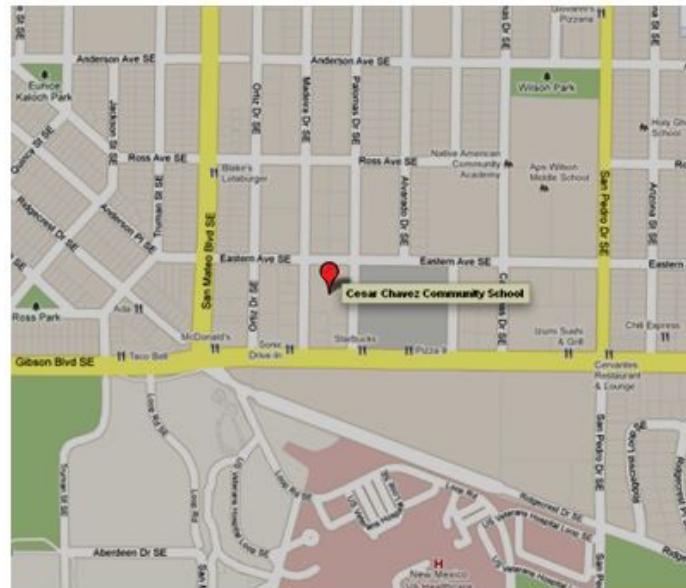
Provide a description of the charter school facilities. Enter applicant response in box below:

School response:

CCCS provides educational services, including the delivery of instruction, at 1325 Palomas Dr. SE, Albuquerque, NM 87108.

This building is in the International District, a district known for its cultural diversity, resilience, high crime, high poverty, and high need. It is close to the University of New Mexico and affords ample opportunities for students to participate in educational, social, and cultural

offerings on campus. Kirtland AFB is also located nearby, where the population is transient, staying approximately 5 years before moving on. Public bus routes are close by and provide families lacking personal transportation with convenient access to the school. See Location below:



CCCS has maintained its Mission, Focus, and Educational Program and continues to meet the charter school facility standards and utilize the building to serve students and provide instruction as well as offer extracurricular activities and student supports.

CCCS is utilizing all of its space to deliver its mission.

CCCS is utilizing all of its classrooms for instructional purposes. 10 classrooms are currently occupied by teachers for daily instruction including online, off-campus and on-campus instructional options for students. Two classrooms are currently shared for instructional purposes such as special education, tutoring, and educational assistance.

The school building houses a small serving kitchen which is utilized to serve students 100% free breakfast and lunch.

The school building utilizes all of its offices for daily administrative and wrap-around support options such as Attendance Coach, Registrar, Social Work, Special Education, Dean of Students, Academic Advisor and Educational Assistants.

Through CCCS's hybrid program, all parents/students have the option to attend classes on-campus and/or off-campus, and select a personalized schedule that works best for their

individual student. Hybrid class options currently include in-person, online Direct Instruction, Asynchronous courses, Learning Labs, Independent Study, and Experiential Learning such as Work Experience.

The Public Education Department approved a new Lease Purchase Arrangement which was signed on August 17, 2022. The building is owned by the CCCS Education Foundation and is leased to the School. The School has now cut monthly lease payments in half by entering into the approved Lease Purchase Agreement with The Cesar Chavez Community School Education Foundation. The building totals 26,000 square feet, 6,000 of which is not approved for occupancy and is used for storage. In addition to the important cost reduction, the school is excited to work together with our community to plan for expanding future uses of our campus including current ideas and brainstorming around possible CTE classrooms, GED classes etc.

Documentation required in addition to the narrative has been submitted as Appendices to this Section.

Appendices

Include the following appendices as PDFs, using the following naming conventions. In place of “School Name” please use a short form of the school’s name, with the same form used consistently for all appendices.

	File Name	Documentation
E-1	E-1 E-Occupancy School Name	E-Occupancy Certificate
E-2	E-3 Lease Agreement School Name	A copy of the facility lease agreement, if applicable
E-3	E-4 Facility Master Plan School Name	Facility Master Plan

Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 115.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

Building Address 1325 PALOMAS DR SE Zip 87108

Portion of Building CHANGE OF OCCUPANCY

Use Classification COMMERCIAL PROJECT Bldg. Permit No. 201090658

Occupancy Group E Type of Construction II B SPKLD Land Use Zone SU-1

Owner of Building CSPS Address 2505 Anthony Village, # E-390, Henderson NV

By. 

Date: August 6, 2010


Chief Building Official

POST IN A CONSPICUOUS PLACE



State of New Mexico
Public School Facilities Authority

Martica Casias, Director

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

February 1, 2022

Mr. Nathan Everett, Dean of Students
Cesar Chavez Community School
1325 Palomas Dr. SE
Albuquerque, NM 87108

Dear Mr. Everett:

PSFA has received and reviewed the Cesar Chavez Community School 2022-2027. We appreciate the time and effort the school put into preparing the renewal materials and providing a copy to PSFA. Per Section 22-24-5 NMSA 1978, school districts and state-chartered charter schools must have a current five year facilities master plan (FMP) as a requirement for potential Public School Capital Outlay Council (PSCOC) awards to school districts and state-chartered charter schools. Based upon our review, PSFA is pleased to announce the Renewal Plan meets our requirements for extending your existing Charter FMP/Ed Specs. As a result, PSFA considers your plan to be renewed and approved through December 31, 2027.

In reviewing your FMP/Ed Specs Renewal Plan, PSFA finds the following:

- This Renewal updates the Cesar Chavez Community School's 2015-2020 FMP/Ed Specs, much of which remains relevant to the school's existing conditions and program.
- Cesar Chavez Community School meets the eligibility criteria for the FMP/Ed Specs Renewal Program.
- The Cesar Chavez Community School occupies a building at 1325 Palomas Dr. SE.
- The information in the previous 2015-2020 is still relevant in that the school has not changed its education program, significantly altered its grade levels, significantly changed its cap, and/or significantly changed its space requirements.
- The school is currently leasing its building with an option to purchase, which it is working toward.
- In renewing its 2015-2020 FMP/Ed Specs, the school has identified the following potential projects as needs:
 - HVAC Replacement, if the school purchases the building

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

- Perimeter fencing, if the school purchases the building
- Possible renovation, if the school purchases the building
- The school addresses maintenance needs with an in-house maintenance person and contracts work out as needed.

PSFA encourages the school to review its FMP/Ed Specs and the Renewal Plan regularly and update should conditions change. If the school feels it could benefit from a comprehensive and substantial revision to its 2015-2020 and Renewal Plan, Cesar Chavez Community School can apply for matching funds from the PSCOC at any time during the life of the Renewal or at the end of the Renewal period in 2027.

We would like to congratulate the school for completing this important step that will guide your facility decisions over the next five years. We strongly believe that effective master planning will be beneficial to your school as it moves forward in serving the students of Cesar Chavez Community School. Should you have any questions or desire additional information, please do not hesitate to call me at (505) 843-6272.

Sincerely,

John M. Valdez
Digitally signed by John M. Valdez
DN: cn=John M. Valdez, o=PSFA, ou,
email=jvaldez@nmpsfa.org, c=US
Date: 2022.02.01 08:49:11 -07'00'

John M. Valdez, AICP
Facilities Master Planner

c: Martica Casias, Director, PSFA
Alyce Ramos, Program Manager, PSFA
Larry Tillotson, Maintenance and Operations Manager, PSFA

Cesar Chavez Community School

Charter LEA Five-Year
Facility Master Plan/
Ed Specification
Dated 2022 - 2027



Approved by CCCS Governance Council on

Facility Located at:

**1325 Palomas Dr. SE
Albuquerque, NM 87108**

Contact:

**Tani Arness, Executive Director
Phone: (505) 877-0558
Fax: (505) 242-1466**

Acknowledgements:

This document was largely the creation of three Cesar Chavez personnel. The bulk of the work and the lead on the project was Tani Arness the principal of the school. Graphical work and document formatting were the responsibility of Nathan Everett, the Dean of Students. Dollar amounts for financial documentation and additional guidance on pieces pertaining to school governance were provided by Rebekah Runyan, the business manager.

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Charter School Overview

Cesar Chavez Community School (CCCS) has not made a request to APS for location in an existing district facility.

The original CCCS FMP application is dated August 2011, for the period 2010-2015. This is a renewal application for the period 2022-2027.

CCCS has an enrollment cap of 300 students.

CCCS has reviewed the Statewide Adequacy Standards NMAC 6.27.30 and the Charter-Alternative Statewide Adequacy Standard Variance.

Acronyms /Definitions

CCCS – Cesar Chavez Community School

CCCSEF – Cesar Chavez Community School Education Foundation

CIP – Capital Improvement Plan – budget – planning tool that applies available dollars to capital projects in order of committee defined priorities.

ED SPEC – Education Specification – document that describes the programmatic, functional, special, and environmental requirements for the educational facility.

ELL – English Language Learner – those for whom English is not the primary language spoken in the home.

E-Rate – Federal funding to help school and libraries access state-of-the-art services and technologies at discounted rates.

FAD – Facilities Assessment Database

FMP – Facility Master Plan

LEA – Local Education Agency

MP – Master Plan

PSCOC – Public School Capital Outlay Council – the NM legislative authority that is responsible for spending annual school capital budgets on state schools utilizing fair and equitable practices.

PSCOC – Public School Capital Outlay Council – the NM legislative authority that is responsible for spending annual school capital budgets on state schools utilizing fair and equitable practices.

PSFA – Public School Facilities Authority – The New Mexico agency that implements policy and procedure proposed by the PSCOC.

SEG – State Equalization Guarantee

1.0 GOALS/MISSION

1.1 Goals

1.1.1 Mission

Cesar Chavez Community School offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.

1.1.2 General Educational Philosophy

The CCCS educational philosophy and approach, as identified in the current charter, are summarized as follows:

- Provide alternative school schedules for those students whose life responsibilities or personal challenges make standard schedules difficult or impossible;
- Implement key commitments focused on small classes, high levels of student support, increased student engagement, demanding, accessible and relevant curriculum, and wider community connections;
- Provide intensive remedial assistance in reading and math for those students not performing at proficient levels;
- Offer credit recovery and a second chance for drop-outs;
- Offer vocational and school-to-work preparation as integral to the CCCS learning experience;
- Support dual enrollment and student success in pursuing post-secondary goals.
- Establish a safe, welcoming and very supportive small school environment for students and parents.
- Plan according to state-wide adequacy standards while meeting CCCS program needs.

1.1.3 Serving the Community

CCCS continues to welcome opportunities for shared use. The school's class schedule, which extends into the evening hours, must be considered in making the building available for other uses. The wide geographical spread of CCCS families' home areas also affects the shared-use possibilities.

Additionally, CCCS students will utilize other community resources as part of their physical education, fine arts, and life skills programs.

Shared use has included:

- Field trips into community areas, such as UNM to view fine arts presentations and recreational facilities for physical education opportunities.
- School-to-work, service learning, and dual enrollment opportunities.
- Job Fairs
- Community member participation as volunteers, speakers, etc.
- PTO meetings.

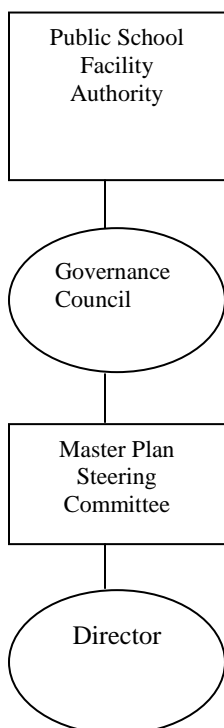
1.2 Process

1.2.1 Data Gathering and Analysis

Historically, CCCS considered that its prior location might serve as a permanent facility. At that time a number of factors converged, changing the long term viability of the location and shifting the school's vision and needs toward the search for a different facility to meet its permanent requirements.

CCCS became a state-authorized LEA and no longer fell under the APS FMP. The ownership of the building reverted from a non-profit organization back to a private landlord. The intent to have multiple schools share one building became unworkable due to the needs of the populations served and the complications of splitting an existing building to allow for future purchase. The space available to CCCS in the building ceased to meet the evolving program needs of the school and did not allow for projected enrollment increases and program development. The initial CCCS 2010-2015 FMP was written when the school moved into its current, permanent facility.

In January 2022, as this FMP update is written, no significant changes in the building, programming, or capital planning have been identified.



Decision making flow chart
for Cesar Chavez
Community School

Future capital planning and decision-making for the facility will follow, as needed, the same process as the initial planning describe in the 2010-2015 FMP. The school's Director and Business Manager will create budget projections that specify the financial parameters required in planning for capital improvements. This information will be shared with the Master Plan Steering Committee and reflected in subsequent planning meetings and decisions. Through this process, capital plan priorities will evolve as appropriate:

- Develop the capital improvement plan. The administrator, business manager, GC members and an experienced community member create budget projections to identify reasonable and sustainable levels of expenditures.
- Present to the CCCS staff and the parent involvement group and incorporate feasible ideas and suggestions from the groups.
- Present to Cesar Chavez Governance Council members for plan acceptance and approval.
- Student groups shown developing plans and invited to offer suggestions.

Master Plan Steering Committee

Tani Arness	CCCS Director
Nathan Everett	Staff/Community- resident
Karina Cuara	Parent/Staff
Rebekah Runyan	Staff
Dan Shapiro	Governance Council Member

Planning Meeting Participants

Aaron Reeder	Staff
Robin Brown	Community-neighborhood resident
Melanie Berry	Staff
Nathan Everett	Community-neighborhood resident
Gina Salazar	Staff
Ben Nagurski	Staff
David Lang	Staff
Laurie Ihm	Staff
Gabriel Little	Staff
Amy Bower	Staff
Austin Dougherty	Staff

Parent participation will occur during several Parent Involvement meetings held during the school year.

Historically the enrollment at CCCS has spanned 40 zip codes; thus the community of CCCS is defined by those who actively participate in the operation, attendance, and support of the school rather than geographically. Representation from this community of parents, students and staff, with the leadership of members of the steering committee, will attend, often as part of the regularly held Parent Involvement meetings, planning meetings and meetings that present the planning results, and take part in informal discussions throughout the planning process.

2.0 PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

Classroom/Instructional Configuration

In order to accommodate the educational framework and curriculum delivery methods of the school, classrooms are designed for multi-grade level instruction; are flexible enough to accommodate diverse teaching/learning styles, promote individual and small group learning; have ready access to outdoor teaching spaces; are in close proximity to shared spaces.

CCCS is projected to serve up to 200 students (300 student cap) in its 9-12 program of blended instruction, emphasizing standard state graduation requirements enhanced with very high levels of student support aimed at meeting the twin goals of graduating and identifying and preparing for post-secondary pursuits. In its sixth year, CCCS spent the five previous years in operation gaining experience used in planning the current, permanent facility.

Classes are designed to offer a variety of courses and the students are placed based upon the need for credits rather than the actual grade-level of the student. This is appropriate and necessary for serving a student population that typically does not progress through high school according to the usual four-year breakdown of classes seen in traditional schools. This is also a result of the fact that many of the students entering CCCS come with transcripts reflecting an erratic history of earning credits, often in multiple settings.

CCCS has, as its focus, meeting the on-going needs of a shifting population. The projected changes that impact use/need for facilities must allow for the ability to remain flexible in accommodating evolving program needs. The current facility, with sufficient space and configurations that can be adapted annually as the Master Schedule is created, meets current and anticipated needs.

The student/teacher ratio, generally 17:1 or smaller (with Educational Assistant support in most math classes), reflects the goal of preserving the small school environment critical to providing the levels of support and instruction crucial to success for the student population served.

The school does not have any shared/joint-use facilities with other entities. The evening schedule for classes and the widespread locations of family residences do not support shared use.

Instructional Program Delivery

CCCS utilizes a variety of instructional methods designed to meet the broad range of student needs. This includes a flexible, self-paced curriculum, direct instruction, projects, and intensive remediation programs in reading and math to address the significant academic deficits of many students entering CCCS.

The CCCS program provides consistent, school-wide methods of instruction and a curriculum designed to give the students a high level of responsibility for personal success. All coursework is mastery-based so that students can learn from mistakes rather than failing or passing with minimal effort. In each class, students are provided with a syllabus that outlines the requirements for completing the course and earning credit, as well as a grading rubric for mastery. Students who do not reach mastery during the time frame of the course have additional, limited time to work with the respective teacher to complete the course. If the course is not completed within the allowed time, the course must be repeated.

Instructional Organization and Scheduling Approach

CCCS provides a program to meet the state's standard requirements for graduation with extensive instructional and individual supports for the students. Students entering with reading or math skill deficits are placed in remediation programs as long as needed. Students with grade-level skills have the option of moving forward at their own pace through the use of flexible scheduling and self-paced curricula. Students are grouped by courses offered rather than grade level. Classes are scheduled in 70 minute periods, with 6 periods per day offered.

All staff members serve as mentors/advisors for a small case load of students and families to help ensure school success.

Educational Programs**System 44 and Read 180**

Entering students are tested and those who score below high school level in reading are placed in one of two reading programs. Those students scoring grade three or below are placed in the System 44 program; those scoring grades four through eight are placed in the Read 180 program. As these students improve their reading skills, they are advanced accordingly until final placement in the regular English courses.

Dual Enrollment Courses

CCCS offers a number of computer-based CNM dual enrollment credits. These classes may be taught on the computers in the media center or using laptops in a classroom.

Art

CCCS offers a variety of art electives, including drawing, digital photography and music.

Core Curriculum

The core curriculum courses are a combination of direct instruction, small group work and individual student work. Course work is designed and presented in a consistent format throughout the school, assuring a high level of instruction at all times.

2.2 Proposed Enrollment

2.2.2 Phased Enrollment

The CCCS current charter spans the next five years and contains an enrollment cap of 300 students. The plan at this time is to maintain a total of 200 students and continue to assess program impact. The five-year student enrollment projection does not reflect an increase beyond the current 200-205 students.

A five-year projection of attendance in the grade levels is not useful for the school, because classes are organized by credits required rather than actual grade levels.

2.2.3 Classroom Loading Policy

The CCCS charter specifies a PTR of generally 17:1 or smaller. Should the need to increase class sizes via an amendment arise, the classrooms can easily accommodate a PTR of 20:1.

2.2.4 Classroom Needs

The CCCS current, permanent facility conforms to required Adequacy Standards and meets general best practices recommendations. The twelve classrooms meet basic minimum requirements as specified in 6.27.30.12 NMAC, classroom sizes fall within best practices recommendations, and the grade-level considerations for grades 9-12 are realized in the flexible organization of the learning environment reflected in the building floor plan. All of the standard classroom-furnishing recommendations for high school are found in CCCS classrooms.

- CCCS utilizes hybrid instruction models including on and off campus learning.
- Due to the fluid and flexible scheduling in the school, only one specialty classroom, science, exists, and this classroom is equipped as recommended.
- CCCS mainstreams special education students into all general classes; therefore, no special instructional spaces are needed.
- Art instruction shares space with a general-use classroom.
- Computer and technology-aided instruction is done on and off campus. CCCS provides Chromebooks for all students to meet their class needs.
- CCCS does not offer traditional PE instruction on campus and has no such facilities.
- CCCS utilizes a small library/media center for learning support.
- CCCS contracts to have food delivered for lunch. The building contains a warming kitchen that exceeds the 200 sf minimum and a student dining area large enough to serve a number of students well above the number typically served on a daily basis.
- Other facility areas are amply provided as recommended.

- Circulation, entries and commons in the CCCS building generally meet the best practices recommendations.
- General storage and maintenance space requirements are met.
- All classrooms in the building have a natural light source.
- CCCS meets the accessibility and universal design guidelines.

According to the utilization template (Appendix A), CCCS has a capacity as determined by PED Max PTR of 370 and a Max # of students per square foot of 367.

The maximum charter PTR capacity in the current school building is 204 students per instructional period. This reflects the simple calculation of number of classrooms x number of students at the charter PTR of 17:1 or smaller. However, the scheduling at CCCS is flexible, allowing students to attend from 3 to 6 classes on site per quarter. Thus the total number of students enrolled may not directly reflect the charter PTR building capacity of an instructional period.

There are 2 main factors that explain the current varied levels of use for some spaces as shown in Appendix A:

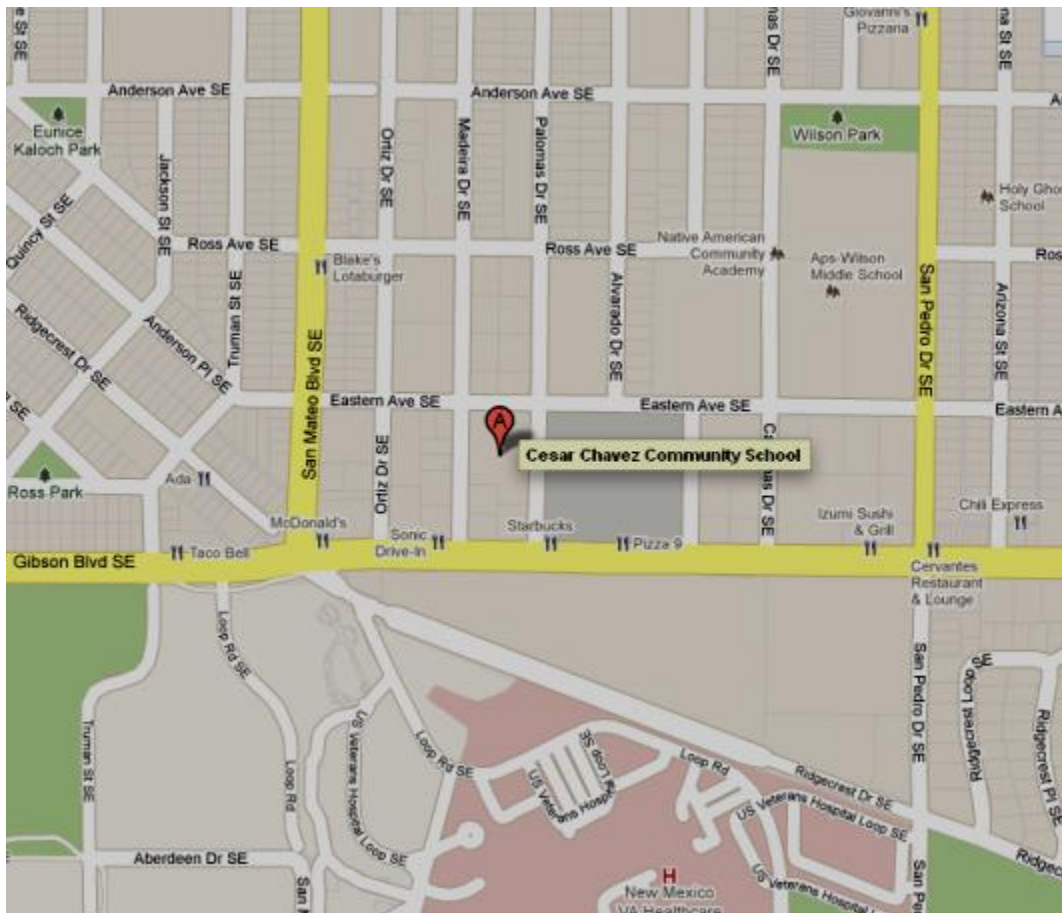
- By charter, the school seeks to maintain a 17:1 or smaller PTR in each class.
- The flexible scheduling available to students clusters scheduling in certain times of the day, allowing usage as needed.

The chart below illustrates the spaces and use in the current, permanent facility. These spaces accommodate the instructional program.

Space #	Designated Use	No. of Students	SF per student	Maximum capacity	SF Provided	Counted in Capacity
1	General instruction	17	41.7	28	709	Y
2	General instruction	17	42.2	28	719	Y
3	General instruction	17	41.5	28	707	Y
4	General instruction	17	38.5	26	655	Y
5	General instruction	17	33.8	23	576	Y
6	General instruction	17	55.5	37	945	Y
7	General instruction	17	66.5	45	1132	Y
8	Science Instruction	17	60.7	41	1032	Y
9	General instruction	17	41.5	28	706	Y
10	General instruction	17	43.2	29	735	Y
11	General instruction	17	43.0	29	732	Y
12	Computer instruction	15	37.4	25	637	Y
13	Commons/multi	N/A			2300	N
14	ISS	N/A			148	N
15	Sp. Ed. Office	N/A			146	N
16	Warming kitchen	N/A			261	N
17	Staff work/lounge	N/A			572	N
18	Registrar office	N/A			148	N
19	Reception/admin asst	N/A			211	N
20	Restrooms-student	N/A			420	N
21	Supply room	N/A			149	N
22	Nurse	N/A			141	N
23	Custodial	N/A			52	N
24	Restrooms-staff	N/A			124	N
25	Admin Office	N/A			400	N
26	Electric/Server	N/A			170	N
27	Attend/Data ofc	N/A			111	N
28	Sp. Ed. Office	N/A			130	N
29	Counselor office	N/A			139	N
30	Restrooms-student	N/A			268	N
31	Conference	N/A			321	N
32	Business office	N/A			177	N
33	Records storage	N/A			162	N
34	Ancillary office	N/A			143	N
35	Small meeting	N/A			169	N
36	Social Worker	N/A			176	N
37	Mechanical	N/A			48	N
TOTAL	Classroom space	202		371	9285	

2.3 Site and Facility

2.3.1 Location/Site

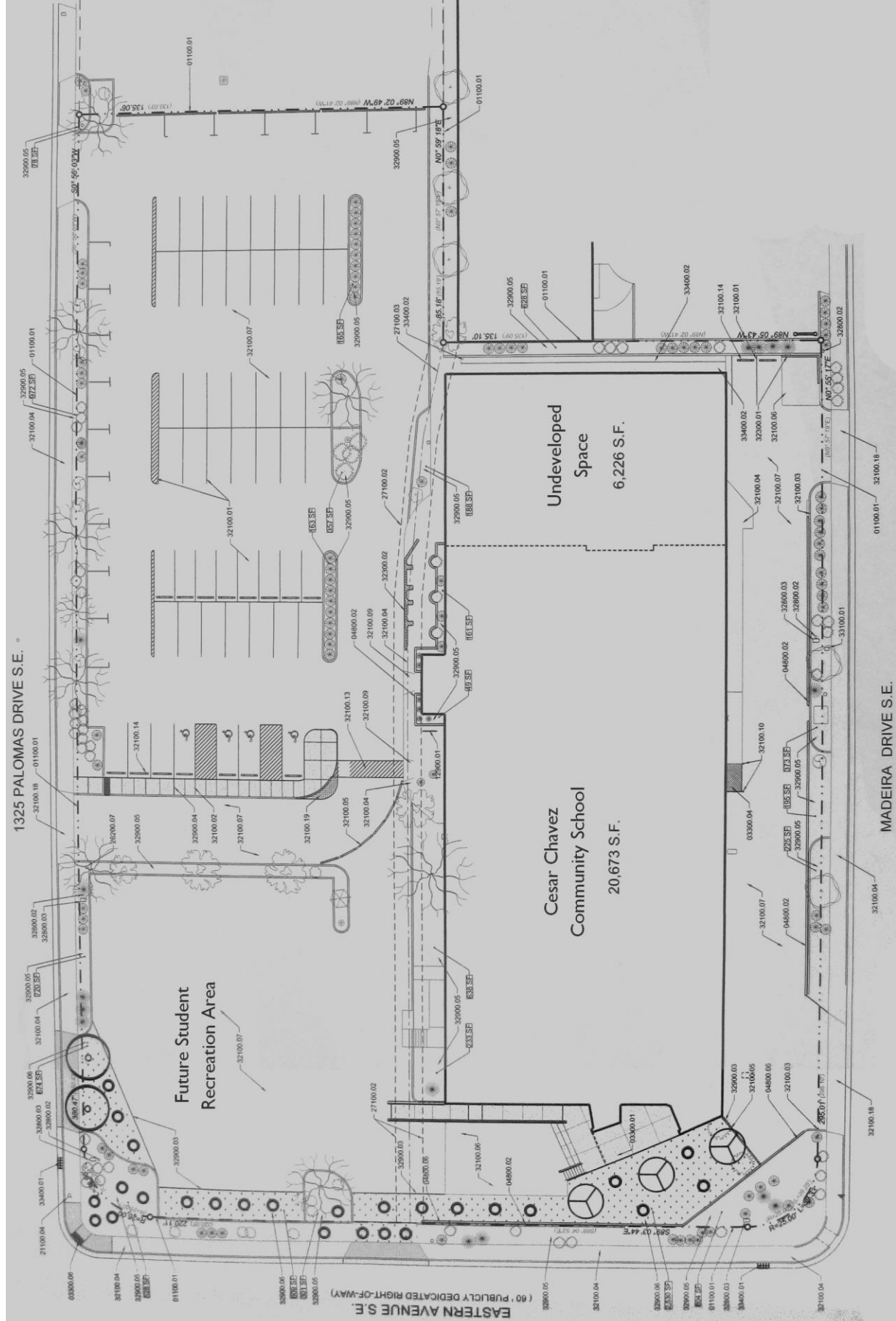


The facility consists of one 26,000sf building. Currently, 20,000sf have been remodeled to meet the instructional and program needs of the school. The remaining 6,000sf may be leased or used as a shared space in the future. No specific plans have been made at this time.

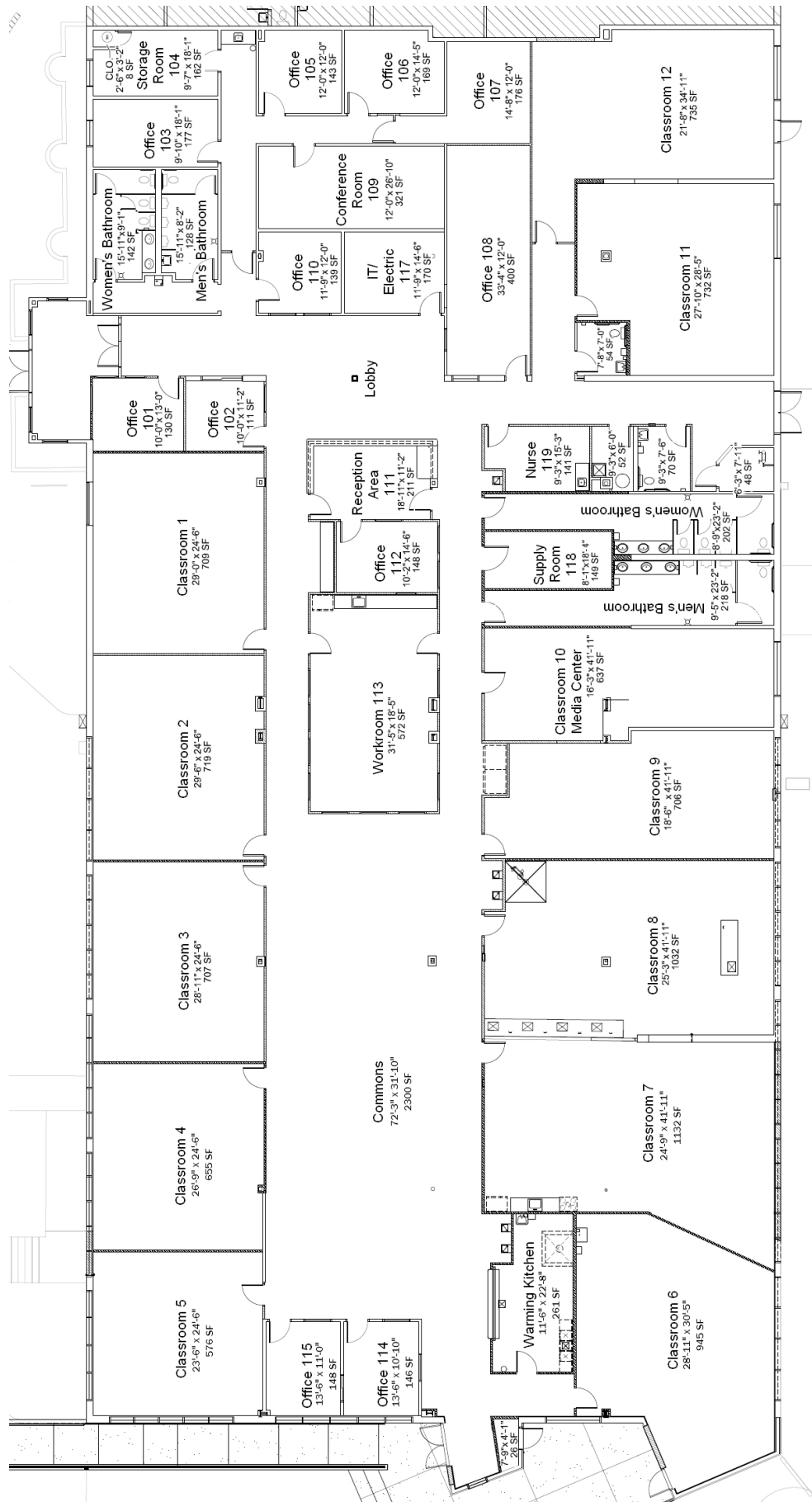
There is sufficient parking for staff and students on site. The northeast corner of the site has been fenced and is used for student recreation.

The site location is on a quiet corner. No concerns have arisen in the neighborhood. There is sufficient parking on site, and city bus accessibility meets student needs.

2.3.2 Site Map



2.3.3 Floor Plan



2.3.4 Facility Evaluation

Walk through evaluation was performed on August 5, 2015 by Scott Ficklin, Field Assessor, from New Mexico Public School Facilities Authority. See appendix A.

2.4 Utilization Analysis

2.4.1 Utilization

Special factors influencing facility-use focus on space usage consistent with the charter and accommodate the programmatic needs of the school's student population:

1. The ability to organize space to maximize safety, supervision, and ease of movement for students.
2. Facility space adaptable to offering the varied courses required in a high school curriculum.
3. Facility space that supports the variety of instruction, scheduling, support, and individualization needed for student accommodation and success.
4. A school environment that is welcoming and comfortable for students and families.

6,000SF of the total building space is currently used only for storage space. It was not included in the original remodel to hold down initial costs for the school. There is currently no specific plan in place to further utilize the space. Possible future uses may include a specialized instruction area (drama, exercise), on-site student health clinic, or a day care facility, should a partnership opportunity arise or funding source be identified.

Although the school's full enrollment cap is 300 students, there is no plan to increase actual enrollment beyond the current 200-205 students due to program considerations.

2.4.2 Utilization Analysis Floor Plan



Program Area Relationships

2.4.3 Facility Inventory

Space #	Classroom Designation	Designated Use	SF Provided
1	Classroom 1	General instruction	709
2	Classroom 2	General instruction	719
3	Classroom 3	General instruction	707
4	Classroom 4	General instruction	655
5	Classroom 5	General instruction	576
6	Classroom 6	General instruction	945
7	Classroom 7	General instruction	1132
8	Classroom 8	Science Instruction	1032
9	Classroom 9	General instruction	706
10	Classroom 12	General instruction	735
11	Classroom 11	General instruction	732
12	Classroom 10/Media Center	Computer instruction	637
13	Commons	Commons/multi	2300
14	Office 115	ISS	148
15	Office 114	Sp. Ed. office	146
16	Warming Kitchen	Warming kitchen	261
17	Workroom 113	Staff work/lounge	572
18	Office 112	Registrar office	148
19	Reception Area 111	Reception/admin asst	211
20	Bathrooms	Restrooms-student	420
21	Supply Room 118	Supply room	149
22	Nurse 119	Nurse	141
23	No designation	Custodial	52
24	No designation	Restrooms-staff	124
25	Office 108	Admin Office	400
26	IT/Electric 117	Electric/Server	170
27	Office 102	Ancillary office	111
28	Office 101	Sp. Ed. office	130
29	Office 110	IT/Data Coord.	139
30	Bathrooms	Restrooms-student	268
31	Conference Room 109	Conference	321
32	Office 103	Business office	177
33	Storage Room 104	Records storage	162
34	Office 105	EA office	143
35	Office 106	Social Worker	169
36	Office 107	Counselor office	176
37	No designation	Mechanical	48
TOTAL		Classroom space	9285

2.5 Facility Maintenance

Currently there are no ongoing maintenance projects that may be converted to capital projects since the school is in a leased facility and is currently seeking a facility that will accommodate their current and future desired programs.

3.0 FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 Goals

Since its inception in 2004, CCCS has served a population of students who typically experience lack of success in the traditional school setting, have fallen behind or dropped out, or choose to come to a school recommended by siblings and friends who are experiencing success.

Currently, our goals are:

- Provide a balance of educational and support services designed to assist students to graduate and successfully pursue post-secondary educational and career goals.
- Maintain and communicate high expectations for all students.
- Establish a program that gives the individualized attention that varied learning styles demand, and that includes every student in the process of developing an individualized graduation plan.
- Involve the students' families and the resources of the entire community in the education process.

CCCS has a foundation that, as the owner of the facility, is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school, thus meeting compliance with HB-33.

3.1.2 Concepts

The school's program structure and delivery currently reflected in the school's facilities:

- Classrooms allow multiple methods of instructional delivery and various arrangements to meet student needs.
- Common space is large enough for accommodate group gatherings and a variety of uses.
- The layout of the interior visually and physically maximizes supervision and safety.
- Offices and small meeting rooms accommodate the individualized and supportive focus of the school.
- The facility is attractive and comfortable, creating an inviting atmosphere appropriately reflecting the expectation that all students and families deserve such an environment in every public school.

Safety and security has been improved by fencing the perimeter of the outdoor student recreation area. This outdoor area is set aside for future development to provide students with recreation options, particularly provision of a basketball court. (see CIP below)

The current site meets the needs of the school and its programs taking into consideration the still-to-be accomplished recreation development mentioned above. There is sufficient parking and lighting. The location is on a quiet neighborhood corner with no traffic concerns. Bus routes are nearby. Utilities are not a concern.

4.0 CAPITAL PLAN

4.1 Total Capital Needs

4.1.1 Projects

The greatest capital need (aside from funds to purchase the permanent facility outright) is funding the lease payments required for the school to occupy a permanent facility that can accommodate CCCS's planned enrollment of 200 students as well as the school's current and desired programs. Use of SEG funds to support lease payments for the facility impact the scope of instructional services and levels of staffing that are so crucial to supporting the population served. On-going renewal of technology and maintenance/upkeep of the facility are also crucial.

The long term plan includes purchase of a permanent facility for the school by the school foundation. The CCCS Education Foundation entered into a 15 year mortgage agreement with WaFd in September 2023. CCCS signed a lease to purchase agreement with the foundation in September 2023.

Cesar Chavez Community School receives lease assistance from the PSCOC and operating funds from the PED. The school addresses maintenance costs through the use of operational funds and has no other source for such expenditures.

Cost Estimating Assumptions

1. Lease assistance at the current rate/MEM
2. Enrollment in 2015-16 for an estimated 200 students enrolled in all programs
3. Voters will approve HB33 funding in February 2016 and payments will begin in 2016-17 at an estimated rate of \$700/MEM

CCCS Capital Improvement Projects by Category

The next priority is funding for renovation of our permanent facility This process will involve stakeholder feedback for planning future needs.

Capital Improvement Plan (CIP)
Capital Plan Priorities

Project ID	Project	Year	HB33	SB9	Funding Sources					Total Project Cost	Total Category	% Total	Funding Assistance Priority						
					Special Capital Outlay	Lease Assistance	Other (*SEG)	Special Capital Outlay	Lease Assistance										
1. Health Safety																			
1.1	Campus Fencing							\$ 25,000		\$ 25,000	\$ 25,000	1.08%	4						
2. Growth																			
	No Current Plans										\$ -	0.00%	N/A						
3. Educational / Programmatic																			
3.1	Outdoor Rec Area	2016			\$ 35,000					\$ 35,000	\$ 35,000	1.51%	3						
4. Facility Renewal																			
4.1.1	Lease Year 1						\$ 149,470	\$ 225,689		\$ 375,159	\$ 2,044,350	87.95%	1						
4.1.2	Lease Year 2						\$ 151,745	\$ 233,949		\$ 385,694									
4.1.3	Lease Year 3						\$ 151,745	\$ 244,799		\$ 396,544									
4.1.4	Lease Year 4						\$ 151,745	\$ 255,976		\$ 407,721									
4.1.5	Lease Year 5						\$ 151,745	\$ 267,487		\$ 419,232									
4.2	Building Maintenance							\$ 60,000		\$ 60,000									
5. Educational Equipment																			
5.1	Servers				\$ 40,000					\$ 80,000	\$ 220,000	9.47%	2						
5.2	Computers				\$ 18,000					\$ 140,000									
6. Contingencies																			
	No Current Contingencies									\$ -	\$ -	0.00%	N/A						
Total												\$ -	\$ -	\$ 93,000	\$ 756,450	\$ 1,474,900	\$ 2,324,350	\$ 2,324,350	100.00%

4.2 Capital Funding

4.2.1 Historic and Current Funding

Cesar Chavez Community School receives lease assistance from the PSCOC and operating funds from the PED.

Lease Assistance History				
Year	Actual Lease Cost	Lease Assistance Received	Difference	% of Lease Covered by Assistance
2014-2015	\$ 375,159	\$ 149,470	\$ 225,689	39.84%
2013-2014	\$ 364,931	\$ 149,470	\$ 215,461	40.96%
2012-2013	\$ 355,001	\$ 137,870	\$ 217,131	38.84%
2011-2012	\$ 345,360	\$ 133,103	\$ 212,257	38.54%
2010-2011	\$ 336,000	\$ 120,181	\$ 215,819	35.77%
2009-2010	\$ 336,000	\$ 126,000	\$ 210,000	37.50%

Cesar Chavez Community School received \$58,000 in Special Capital Outlay funding from the 2015 New Mexico Legislature. This money is to purchase and install information technology, including related equipment, furniture and infrastructure, for Cesar Chavez community charter school in Albuquerque in Bernalillo county.

4.2.2 Current Capital Expenses

The lease of the current facility and associated costs such as insurance and custodial service are CCCS's primary capital expense.

4.2.3 Potential Future Sources of Revenue

The PSCOC lease assistance is based on the average of this year's 80- and 120-day enrollments, which is 202 MEM. Using the current reimbursement rate, the projected lease payment revenue for next year is \$151,745. Cesar Chavez Community School is a state charter school, and is located in the Albuquerque Public School District.

State statutes require shared funding through HB-33 and SB9 funding for charter schools. The Public School Buildings Act (22-26-1 NMSA 1978), also known as HB-33, requires that the local school board include in the resolution submitted to voters the capital improvements funding for state charter schools located within the school district if:

- (1) The charter school timely provides the necessary information to the school district for inclusion on the resolution that identifies the capital improvements of the charter school for which the revenue proposed to be produced will be used; and
- (2) The capital improvements are included in the five year facilities plan of the charter school. The amount of tax revenue to be distributed to each charter school that was

included in the resolution is determined each year and shall be the same proportion as the average full-time-equivalent enrollment of the charter school to the total such enrollment in the district. The next election for the Albuquerque Public School HB-33 vote will be in 2016.

For the purposes of this capital plan, the distribution expected from HB-33 funding will be about \$700 per student per year. An enrollment projection of 200 students will yield annual revenue from HB-33 funds of approximately \$140,000.

4.2.4 PSCOC Capital Outlay Funding

The New Mexico legislature provides capital funding for public schools through direct allocation or capital outlay from the PSCOC, for renewal or new construction projects. PSFA ranks each school facility compared to all other facilities in the state, and assigns a condition index value which describes the condition of the school based on repair cost versus replacement cost. The ranking system is called the New Mexico Condition Index (NMCI). PSFA has given the current facility a wNMCI score of 7.64.

CCCS has successfully completed the reauthorization process twice. Most recently the school's charter was reauthorized in 2014. As such, CCCS is eligible to apply for standards-based funding from the Public School Capital Outlay Council. However, due to the fact that CCCS does not own the facility, it is not likely that the school will receive an award in the near future. However, if the PSFA were to consider the programmatic deficiencies noted in the educational specification, that landscape might change.

Funding from the PSCOC follows a matching formula that varies by district. State-chartered schools follow the formula of their districts. PSCOC satisfies facility funding needs statewide by meeting the greatest needs first. The PSCOC funds projects at the top of the ranked list of public school facilities needs in each funding cycle (according to the amount of funds available).

PSCOC funding is primarily to correct deficiencies in a facility. The priority of deficiencies is based on a statute that outlines the prioritization criteria for standards-based deficiencies correction (6.27.41 of NMAC).

4.3 Implementation Strategy

4.3.1 Project Prioritization

The acquisition of a facility that adequately houses Cesar Chavez Community School's current and desired programs and methods is currently the most important capital project on the horizon for the school. This document will be amended as needed to include capital projects as they are identified.

5.0 MASTER PLAN SUPPORT MATERIAL

5.1 Site and Facility Data Table

Name of facility: Cesar Chavez Community School

New Mexico State ID#: 512-001

Address: 1325 Palomas SE, Albuquerque, NM 87108

Date of opening: August 2010

Dates of major additions and renovations: none

FCI: See Facility Evaluation Appendix A

Weighted NMCI: 9.34

Un-weighted NMCI: 36.98

The site is subleased from the school foundation, CCCSEF

Total building area: 26,987 GSF

Current Net Usable Space: 26,987 NSF

Site Acreage: 2.24 Acres

Permanent General Classrooms: 11

Permanent Specialty Classrooms: 1

Total number of portable classrooms: 0

Total Number of Classrooms: 12

All classrooms at the facility are permanent.

Total Current enrollment 40D: 200

Number of gross square feet per student: 100

5.2 FMAR Reports

After PSFA conducted the FMAR assessment, 5 Major Factors and 1 Minor Factor were found.

Majors:

Roof/Flashing/Gutters – Company has been contacted and estimate has been received
CCCS Foundation will cover the expense of repair.

Fire Protection System – All reported issues were resolved after visit.

Heating/Cooling/Ventilation - All reported issues were resolved after visit.

Plumbing/Water Heaters - All reported issues were resolved after visit.

Minor:

Exterior Walls/Finishes – Cracks in the stucco will be addressed during renovations.

5.3 Detailed Space and Room Requirements (Ed Spec)

Currently, there are no unmet space and room requirements.

5.4 Submission

This binder contains the 2022 - 2027 Facilities Master Plan/Educational Specification for Cesar Chavez Community School.



Appendix A

District: **State Chartered Schools** School: **Cesar Chavez Community Charter School** School ID: **512001**

High Level Overview

General Information

Location:	Albuquerque, NM 87108	Ed. Adequacy Model:	Charter School Educational Adequacy
School Type:	High	Ed. Adequacy CCI:	100.00%
School Category:	Charter	School CCI City:	RSMEANS2015:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	201	Number of Buildings:	1
Growth Factor:	1.00	Number of Portables:	0
Total Gross Square Feet:	26,987	Building Square Feet:	26,987
Site Size (Acres):	2.24	Portable Square Feet:	0

NMCI School Metrics

Replacement Cost:	\$4,833,691	Unweighted Repair Cost:	\$1,787,575
Weighted Repair Cost:	\$451,616	Unweighted Educational Adequacy Cost:	\$0
Weighted Educational Adequacy Cost:	\$0	Total Unweighted Cost:	\$1,787,575
Total Weighted Cost:	\$451,616	Unweighted NMCI Score:	36.98
Weighted NMCI Score:	9.34		

NMCI Facility History

Last Assessment Date:	08-05-2015	Previous Award, Yes or No, Year if Yes:	No
Closed:	No		



District: State Chartered
Schools

School: Cesar Chavez
Community Charter
School

School ID: **512001**

Facility Description

A comprehensive Facility Description should be inserted here. Typically this is performed by the person at the school responsible for the buildings and site or the FMP vendor. Contact PSFA for an example of some typical boilerplate text.

State Charter Effective 7/1/09

Updated Current Grades 9th-12th



District: **Schools** State Chartered School: **School** Cesar Chavez Community Charter School ID: **512001**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Palomas Building (1975)	High School Building	\$1,503,855	\$375,964	1985	26,987	Building	Educational
Site	High School Site	\$283,720	\$75,653	1985	26,987	Building	Site
Building Totals		\$1,787,575	\$451,616				
Educational Adequacy Need	Charter School Educational Adequacy	\$0	\$0				
School Totals		\$1,787,575	\$451,616				



District: **State Chartered Schools** School: **Cesar Chavez Community Charter School** School ID: **512001**

Asset Detail

Building Name: Palomas Building (1975) **Cost Model:** High School Building **Size:** 26,987

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.10	20	110%	1985	2005	100%	33.25%	\$91,930	4	.25	\$22,982	
Ceiling Finishes	\$5.56	30	110%	2010	2040	3%	33.25%	\$4,582	9	.25	\$1,145	
Communications/Security	\$1.89	15	90%	2010	2025	11%	33.25%	\$5,091	9	.25	\$1,273	
Exterior Walls	\$14.26	100	100%	2004	2104	1%	33.25%	\$4,658	9	.25	\$1,164	
Exterior Windows and Doors	\$5.88	30	110%	2010	2040	3%	33.25%	\$4,847	9	.25	\$1,212	
Fire Detection/Alarm	\$1.90	15	90%	2010	2025	11%	33.25%	\$5,116	9	.25	\$1,279	
Fire Sprinkler	\$2.72	50	130%	2010	2060	1%	33.25%	\$956	9	.25	\$239	
Floor Finishes	\$6.47	12	110%	2010	2022	17%	33.25%	\$33,360	9	.25	\$8,340	
Foundtion/Slab/Structure	\$28.62	100	100%	1985	2085	9%	33.25%	\$69,510	9	.25	\$17,378	
HVAC	\$24.35	30	100%	1985	2015	100%	33.25%	\$657,009	4	.25	\$164,252	
Institutional Equipment	\$3.86	30	100%	2004	2034	13%	33.25%	\$13,993	9	.25	\$3,498	
Interior Doors, Partitions, Stairs, Elevator	\$11.54	50	90%	2010	2060	1%	33.25%	\$2,803	9	.25	\$701	
Interior Walls	\$7.38	60	90%	2010	2070	1%	33.25%	\$1,245	9	.25	\$311	
Lighting/Branch Circuits	\$10.73	30	90%	2010	2040	3%	33.25%	\$7,240	9	.25	\$1,810	
Main Power/Emergency	\$1.40	30	90%	1985	2015	100%	33.25%	\$34,084	4	.25	\$8,521	
Other Electrical Systems	\$0.52	20	90%	2004	2024	30%	33.25%	\$3,784	9	.25	\$946	
Other Equipment	\$11.52	60	110%	2004	2064	3%	33.25%	\$11,491	9	.25	\$2,873	
Plumbing	\$10.40	30	100%	1985	2015	100%	33.25%	\$280,626	4	.25	\$70,157	
Roof	\$7.91	20	120%	1985	2005	100%	33.25%	\$256,204	4	.25	\$64,051	Roof was listed as 2004, school verified roof was 1985 MC 8-19-2015
Technology	\$0.14	10	90%	2010	2020	25%	33.25%	\$865	9	.25	\$216	
Wall Finishes	\$3.09	12	100%	2010	2022	17%	33.25%	\$14,459	9	.25	\$3,615	
Total:								\$1,503,855			\$375,964	



District: **State Chartered Schools** School: **Cesar Chavez Community Charter School** School ID: **512001**

Asset Detail

Building Name: Site **Cost Model:** High School Site **Size:** 26,987

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Athletic Fields	\$0.39	30	90%	1985	2015	100%	33.25%	\$9,445	4	.25	\$2,361	
Fencing	\$0.41	100	110%	2010	2110	0%	33.25%	\$31	9	.25	\$8	
Landscaping	\$1.96	30	110%	2010	2040	3%	33.25%	\$1,619	9	.25	\$405	
Parking Lots	\$7.02	20	80%	1985	2005	100%	33.25%	\$151,667	4	.25	\$37,917	
Playground Equipment	\$0.14	15	100%	1985	2000	100%	33.25%	\$3,778	2	1.5	\$5,667	
Site Lighting	\$1.40	40	100%	1985	2025	56%	33.25%	\$21,252	9	.25	\$5,313	
Site Specialties	\$0.07	40	100%	1985	2025	56%	33.25%	\$1,063	9	.25	\$266	
Site Utilities	\$2.14	50	120%	1985	2035	36%	33.25%	\$24,968	9	.25	\$6,242	
Walkways	\$2.36	30	110%	1985	2015	100%	33.25%	\$69,896	4	.25	\$17,474	
Total:								\$283,720			\$75,653	



State Chartered District: Schools School: Cesar Chavez Community Charter School School ID: 512001

Educational Adequacy Detail

Population

Table with 4 columns: Metric, Value, Metric, Value. Includes Growth Factor, Number of Staff, Number of Students, Number of Special Education Students, Number of Kindergarten Students, Number of 1-5 Students, Number of 6-8 Students, Number of 9-12 Students.

Square Footage

Table with 4 columns: Metric, Value, Metric, Value. Includes Permanent GSF, Portable GSF, Admin NSF, Art/Music NSF, Assembly NSF, Career Ed NSF, Computer Lab NSF, Faculty Work Area NSF, Food Service NSF, General Classroom NSF, General Storage NSF, Maintenance or Janitorial Space NSF, Media Center NSF, Parent Work Space NSF, Physical Ed NSF, Science Classroom NSF, Science Storage NSF, Special Education Classroom NSF, Student Health NSF.

Classrooms

Table with 4 columns: Metric, Value, Metric, Value. Includes Number of Classrooms, Number of Special Education Classrooms.

Parking

Table with 4 columns: Metric, Value, Metric, Value. Includes Number of Paved Parking Spaces, Number of Handicap Parking Spaces, Number of Gravel Parking Spaces, Number of Bus Drop Offs, Number of Student Drop Offs.

Miscellaneous

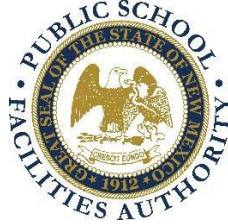
Table with 4 columns: Metric, Value, Metric, Value. Includes Number of Chemical Storage Rooms, Playground Equipment, Number of Multi-Use Playgrounds.



EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	0	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	63	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	135	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	1,092	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	693	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	39	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	6,510	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	7,118	5,025	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	2,682	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	595	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	693	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	2,126	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	985	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	4	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$0			\$0



Charter School FMP/Ed Specs Five-Year Renewal Program

I. INTRODUCTION

Per Section 22-24-5 NMSA 1978, school districts and state-chartered charter schools must have a five year facilities master plan (FMP) as a requirement for potential Public School Capital Outlay Council (PSCOC) awards to school districts and state-chartered charter schools. For charter schools, the FMP combines with educational specifications to form the FMP/Ed Specs document. The purpose of the FMP/Ed Specs for charter schools is two-fold:

- For schools not already in their current facilities, the ed specs component of the plan helps schools define their space needs in a facility based on their educational program, allowing them to seek out facilities in their communities that accommodates their needs.
- For charter schools already in their permanent facility and not looking to relocate, their focus will be on the FMP component in which they begin identifying facility standards based, systems based, security based, and broadband needs.

The purpose of the FMP/Ed Specs renewal program is to allow charters that meet certain criteria (outlined in Section III of this document) to provide updated information on their facilities capital and systems needs on their own and without having to go through the time and expense of the FMP/Ed specs process again.

II. UNIQUE ATTRIBUTES OF CHARTER SCHOOLS

At the end of the FMP-Ed Specs time frame, the statute requires traditional school districts and charter school prepare a new FMP/Ed Specs document. However, because charter schools are unique in their facility needs and may not experience changes similar to traditional school districts, PSFA is allowing charter schools meeting certain criteria to re-new its existing FMP/Ed Specs document. The basis for this renewal program lies in the following findings:

- Charter schools typically comprise one building and not multiple buildings. They are smaller in scale and might not include larger spaces present in traditional school districts such as gyms, locker rooms, full kitchens, labs, and/or vocational space.
- PSFA allows variances for certain spaces under adequacy, meaning the school does not have to provide that space within a facility as long as they demonstrate they provide this

part of the curriculum in another manner. For example, if the school utilizes a local community center for a physical education, they do not need a facility with PE space.

- The charter school's cap and facility influences their enrollment and do not require a more robust demographic analysis typical of traditional school districts.
- Their charter governs their grade level configuration and they must wait until charter renewal process to adjust grade level configuration.
- While there are charters that consist of K-12th grades, the majority of charters limit their grade levels served, such as K-5, 6th-8th, or 9th-12th (or some combination thereof).
- They may not experience the same level of changes that school districts face such as sudden increases or decreases in enrollment.

III. ELIGIBILITY FOR CHARTER SCHOOL FMP/ED SPECS RENEWAL

As a result of these findings, charter schools can renew their existing five-year facilities master plan/educational specifications by using the following renewal template as long as they meet the following criteria:

- The school already has a governing board and PSFA approved five-year facilities master plan/educational specifications document.
- The charter school owns its building, is in a lease to purchase arrangement, OR does not plan to move in the next five years.
- The charter school has not changed location since adopting its existing FMP/Ed Specs.
- The school has not changed its enrollment cap identified in the existing FMP/Ed Specs (growth to meet its cap is okay. This provision pertains to schools that have decided to change their cap since adoption of existing plan).
- The school is still employing the same educational model and curriculum delivery methods identified in the existing FMP/Ed Specs.
- The school has not completed any capital projects that have significantly altered its existing building with additions or reductions that increased or decreased square footage.
- The existing FMP/Ed Specs floor plans and site plans are still current and pertain to the existing facility.
- School must review PSFA Facilities Assessment Database.
- Governing Board must adopt the renewal.

Charter schools meeting the criteria can follow the checklist below to renew their existing FMP/Ed Specs for the next five years.

IV. UPDATED PLANNING PROGRAM – RENEWAL OF THE SCHOOL'S EXISTING FMP/ED SPECS

This section updates the planning program in the Cesar Chavez Community School facilities master plan/educational specifications dated 2015-2020. Updating this section,

makes the existing facilities master plan good through 2022-2027. Please note PSFA considers a facilities master plan expiration date December 31st of the fifth year. In order to consider renewal of the existing charter school FMP/Ed Specs document, PSFA requires the charter address the sections in the following checklist, as applicable. The checklist is the template for the FMP/Ed Specs five year renewal that a school can provide in its own without having to go through the time and expense of a full FMP/Ed Specs process.

The following procedures and information will provide PSFA enough information to renew the charter's existing FMP/Ed Specs.

A. PSFA Facilities Assessment Database Review

1. Contact PSFA to determine the date of the last school assessment
2. If PSFA conducted assessment within 4-years, print out school's Executive Summary from the PSFA Facilities Assessment Database.
3. Use this assessment data to help guide the school in some of its building needs, which could play a role in determining capital or systems priorities.

B. Available Funding for Capital, Systems, Security, and Broadband/Technology Needs

1. Identify current and future financial resources available (indicate years available) to meet capital, system, security, maintenance, and technology needs.
 - List sources of funds for maintenance
Operational Budget
SB-9 Funds
 - List sources of funds for capital needs
SB-9 Funds
HB33 Funds
Special Capital Outlay
 - Lists source of funds for systems needs
SB-9 Funds
 - List source of fund for security needs
Special Capital Outlay
 - List sources of fund for technology/broadband
E-Rate
SB-9
HB-33

C. Planning Strategy (The school's building ownership status will guide this section).

1. If the school owns the building or is in its permanent space, identify whether the school needs to complete projects in the following areas as applicable and identify those needs below:

- Additions needed to accommodate enrollment or educational program - N/A
- Renovation Projects - Possible renovation if building is purchased.
- Systems Upgrades - HVAC Upgrades if building is purchased.
- Security/safety improvements - Perimeter Fencing if building is purchased.
- Broadband/Technology Needs - N/A
- GSF reductions - N/A

2. If the school leases its building, identify

- Building ownership strategy or options
Currently leasing with the option to purchase. Working towards purchasing the building.
- Public building compliance
We reached out to Albuquerque Public Schools and they have had no vacant facilities we could house our school in. As there are no available public buildings, our current lease agreement meets the requirements for public building compliance and we are working with our foundation for purchasing the building.

3. Discuss building maintenance needs, if not part of the lease agreement.
We have an in-house maintenance person and contract work out as needed.

D. Planning Implementation

Use this section to identify and prioritize the facility's needs. The school can base these needs projects the existing FMP/Ed Specs identify but not yet addressed as well as new needs found in the PSFA Facilities Assessment database and/or new needs school staff or the Governing Board want to implement.

1. Address prioritization process and how school determined planning priorities for the next five years.

Our Governing Council and Staff decided upon the facilities needs and prioritized them.

2. Provide priorities for **capital improvement standards** based projects for the next five years and identify sources of funding **(if applicable)**

N/A

3. Provide priorities for **systems based projects** for the next five years and identify anticipated sources of funding **(if applicable)**

Priority One - Replace HVAC units at end of life, if building is purchased.

4. Provide priorities for **security based projects** for the next five

years and identify anticipated sources of funding **(if applicable)**

Priority One - Add perimeter fencing around the entire property, if building is purchased.

5. Provide priorities for **broadband and technology** projects for the next five years and anticipated sources of funding **(if applicable)**

N/A

6. Identify **maintenance issues**, including Major and Minor findings from the FMAR for the school to address and identify anticipated sources of funding **(if applicable)**

N/A

By identifying your buildings needs in this section, your FMP/Ed Specs will be renewed for another five years

Please provide this update to PSFA in electronic format. You can email John Valdez at jvaldez@nmopsfa.org to submit your update.