

E. Facility

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

The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in **Appendix D**.

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC's website.

School response:

The Tierra Encantada Charter School campus is currently located on the south side of Santa Fe just off of S. Richards Avenue at 4601 Mission Bend, it relocated to the new site from the old Alvord facility in 2017/18. TECS shares the site with the Light at Mission Viejo Church, and is leasing the south portion of the building consisting of 28,406 SF that was once part of a private school that was operated by the church. The site is partially surrounded by undeveloped real estate on the west side of S. Richards Avenue, low density residential development to the north and east, and I-25 to the south. The south side of the site, as well as the play- field and the basketball court on the east of the building are included in the school's lease and account for approximately 6.0-acres of the overall 9.75-acre site. TECS has a five-year lease agreement in place for both property and facilities with the non-profit organization for the Light at Mission Viejo Church, which is paid for through the school's annual Lease Payment Assistance Award from the Public Schools Capital Outlay Council. The lease agreement provides an option to negotiate the purchase of the facilities and site in the future from the church, however it would require a property appraisal to determine fair market value. Classrooms range in size between 664-708 SF, the typical scheduled class size averages 14-28 students based on the school's current enrollment and classrooms currently have furniture that enables teacher to rearrange for group projects and other activities.

No 12653

STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
PERMANENT _____ TEMPORARY, _____ EXPIRATION DATE _____

CERTIFICATE OF OCCUPANCY

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP F AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

4601 MISSION BEND SANTA FE NM

BUILDING ADDRESS

MISSION VELD CHRISTIAN ACADEMY 4601 MISSION BEND SANTA FE

NAME AND ADDRESS OF OWNER

SEPESTA, RON CONSTRUCTION #14662

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

1007047932

BUILDING PERMIT NUMBER

INSPECTOR'S NAME

[Signature]

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

TOTAL

PORTION OF BUILDING

03-27-69

DATE

COMMENTS

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



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
420 Don Gaspar
Santa Fe, NM 87501
(505) 988-5989
(505) 988-5933 (Fax)

Albuquerque Field Office
1312 Basehart Drive, SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

April 26, 2016

Mr. Benavidez, Director
Tierra Encantada Charter School
551 Alarid Street
Santa Fe, New Mexico 87501

RE: Proposed Facility at 601 Mission Bend, Santa Fe New Mexico

Greetings Director Benavidez:

Public School Facilities Authority (PSFA) has assessed the proposed facilities for Tierra Encantada Charter School. This assessment was performed to see if this facility meets statewide adequacy standards for charter schools pursuant to 22-20-1 NMSA 1978. In accordance with this statute, PSFA shall grant approval if (1) the facility meets applicable provisions of the Statewide Adequacy Standards pursuant to the Public School Capital Outlay Act, or if the building can be brought into compliance with those standards within a reasonable time and at a reasonable cost and that the money and resources to do so are available to the requestor; and (2) the subject facility garners a weighted New Mexico Condition Index (wNMCI) score that is at least equal to the average score for all New Mexico public school facilities for the year in which the request is made.

PSFA understands that Tierra Encantada Charter School serves grades 6-12. With a current enrollment of 297 and a charter cap of 400. It is a dual language school that utilizes project based learning designed to prepare students for college.

PSFA is pleased to advise you that this assessment has resulted in a weighted New Mexico Condition Index score of 2.98% which is better (lower is better) than the current statewide average of 18.98% as required by this statute.

Prior to locating students in this facility you need to acquire an "E" (educational) occupancy by working through PSFA and the Construction Industries Division (CID).

Please feel free to contact me if you have any questions or concerns regarding this correspondence. I can be reached at (505) 468-0274.

Respectfully,

Martica Casias, Planning & Design Manager
Public School Facilities Authority

Cc; Steve Alarid, Business Manager Tierra Encantada Charter School
Norma Ahlskog, Financial Specialist PSFA

CERTIFICATION B
No Public Facility Available

The undersigned hereby certify under penalty of perjury that **Tierra Encantada Charter School** has diligently sought space in public buildings and that such public buildings are not available or have been determined not to be adequate for the education program of **Tierra Encantada Charter School**.

In addition, the undersigned hereby certify under penalty of perjury that the owner of the facility is fully be responsible for maintaining the facility to the statewide adequacy standards applicable to charter schools, at no cost to the lessee school or to the state, as set forth in NMSA 1978 Section 22-8B-4.2(D)(2)(a), or a successor statute.

Charter School Governing Board

By: [Signature]
Print Name: Joseph E. SALAZAR
Print Title: President
Date: 10/3/19

STATE OF NEW MEXICO)
COUNTY OF Santa Fe) ss.
(insert county))

On this 3rd day of October, 20 19, before me, the undersigned officer, personally appeared Joseph E. Salazar, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

[Signature]
Notary Public

My Commission Expires:

10/04/2022

Charter School Principal/Administrator

By: [Signature]
Print Name: Daniel Peña
Print Title: Director
Date: Oct 3, 2019


STATE OF NEW MEXICO)
COUNTY OF Santa Fe) ss.
(insert county))

On this 3rd day of October, 20 19, before me, the undersigned officer, personally appeared Daniel Peña, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

[Signature]
Notary Public

My Commission Expires:

10/04/2022



2019-2024 Facility Master Plan & Ed Spec

January 8, 2019



Visions In Planning, Inc.
Educational Facility Planning Consultants

Acknowledgments

Physical Address:

4601B Mission Bend

Santa Fe, NM 87507

Phone: (505) 983-3337

www.gotecs.org

Original charter date - 2005

Most recent charter renewal - 2015

Next Charter Renewal - 2020

Current Enrollment Cap - 400

Governance Board

Joesph Salazar - President

Melarie Gonzales - Vice President

Celendina Coss - Treasurer

Tanya Miller - Secretary

Nicholas Maestas - Board Member

Open Position - Board Member

School Administration

Daniel Pena - Director

Angela Esquibel-Martinez -Principal

Steve Alarid - Business Manager

Public Schools Facility Authority

John Valdez- Facility Master Planner

Master Planning Consultant

Visions In Planning, Inc.

P.O. Box 65130

Albuquerque, NM 87193

505-350-3465

January 10, 2019

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CONTENTS

Introduction	v
Section 1.0 - Planning Process	1 - 8
1.1 Goals and Mission	1
1.2 Planning Process	2
Section 2.0 - Projected Conditions	9 - 38
2.1 Program Overview	9
2.2 Proposed Enrollment	19
2.3 Site and Facilities	25
2.4 Capacity & Utilization Analysis	30
2.5 Facility Maintenance	37
Section 3.0 - Proposed Facility Requirements	39 - 42
3.1 Facility Goals & Concepts	39
Section 4.0 - Capital Plan	45- 8
4.1 Capital Improvement Funding	45
4.2 Capital Improvement Plan	47
Section 5.0 - Master Plan Support Material	49- 68
5.1 Site & Facility Data	49
5.2 Site Plan	55
5.3 Floor Plan	57
5.4 FMAR/ FAD	59
5.5 Detailed Space and Room Requirements	71
5.6 Additional Support Information	N/A

STUDENT LEARNING

Tierra Encantada Charter School provides a student-centered approach that incorporates a blended dual language college-prep environment that is centered around a project based Expeditionary Learning model to prepare students with post-graduation skills for success in the 21st Century.



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INTRODUCTION

This document contains the Facilities Master Plan (FMP) and Educational Specifications (Ed Spec) requirements for the Tierra Encantada Charter School, which is a 7th-12th grade charter school chartered by the State of New Mexico and is located in Santa Fe. The intent of this plan is to guide capital planning decisions that support the charter school's educational mission and that meet minimum state adequacy standards for school facilities. The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public charter schools have a five-year FMP and Ed Spec as a prerequisite for eligibility to receive state capital outlay assistance. The Master Plan and Ed Spec are in accordance with guidance issued by the PSCOC and PSFA and is required to be eligible for future Capital Outlay funds from the State of New Mexico.

The FMP and Ed Spec are combined to create a flexible facility planning tool that can be revised on a periodic basis as conditions change. It identifies the specific space needs for accommodating the charter school's anticipated five-year enrollment and the strategies and capital needs for implementation of facility needs.

The document also addresses the following facility issues:

- Life/health/safety
- Educational and programmatic needs, and curriculum needs
- Provision for growth (additions and new construction)
- Promotes efficient use of educational space
- Educational technology
- Energy management

The Master Plan and Ed Spec are comprised of five main sections:

- **Section 1** - Goals / Process provides information about the charter school's goals and the planning process
- **Section 2** - Projected Conditions provides information about programs and delivery methods, enrollment, details about existing facilities used by the school, technology and energy management
- **Section 3** - Proposed Facility Requirements outlines facility goals and concepts, identifies space needs and other facility requirements
- **Section 4** - Capital Improvement Plan provides information about capital resources, capital needs, and capital project implementation
- **Section 5** - Master Plan Supporting Material contains detailed information about school facilities, evaluations, plans, and other information.

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SECTION 1.0

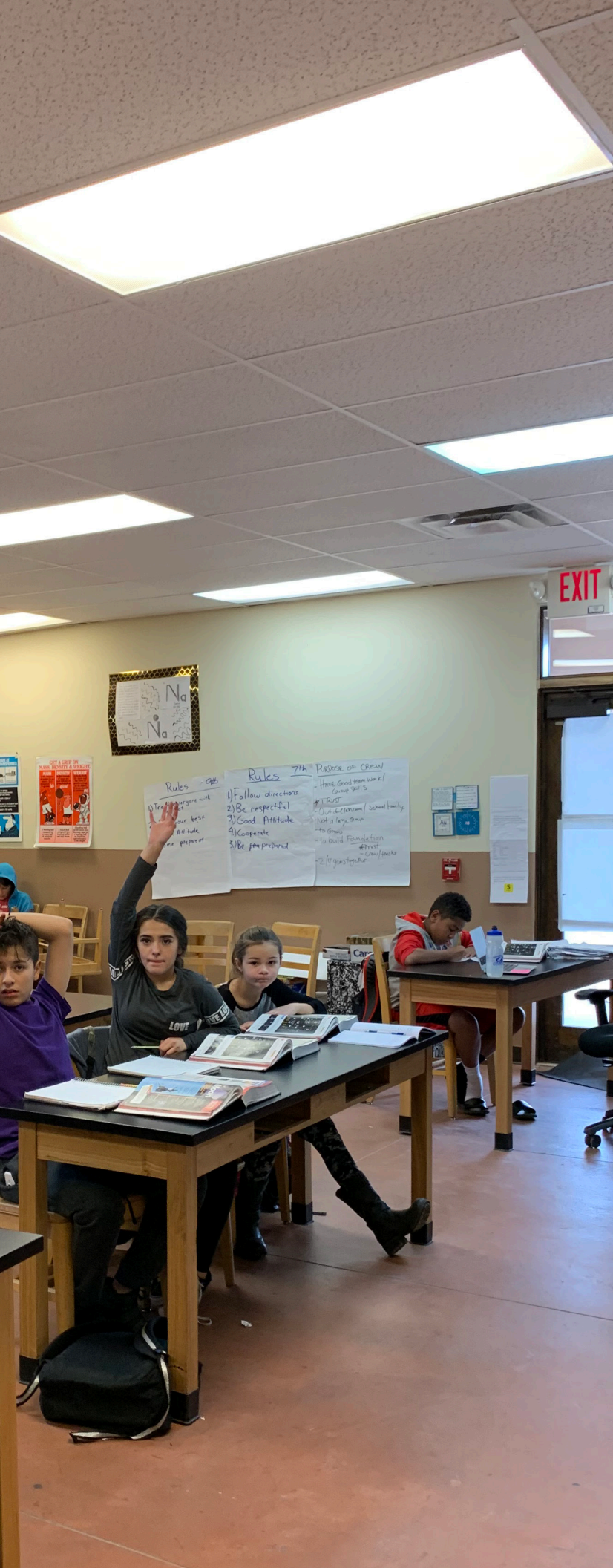
1.1 GOALS

1.1.1 MISSION & VISION

The mission of the Tierra Encantada Charter School ("TECS") is to empower students as citizen scholars within a dual language environment through a rigorous learning curriculum, which will prepare students for post-secondary success.

Vision – We believe that a dual language education should be active, challenging, meaningful, public, and collaborative. Our school uses the Expeditionary Learning model and other projected based curriculum as we use the world as our classroom through interdisciplinary learning which allows our students to excel in a post-secondary environment





1.1.2 EDUCATIONAL PHILOSOPHY

Tierra Encantada Charter School (TECS) offers a free alternative educational choice to students of all ability levels and backgrounds in grades 7th-12th, that do not wish to attend the larger middle and high school settings offered by the local surrounding school districts in the Santa Fe area. TECS was originally founded in 2005 by the Santa Fe Public Schools as a District Charter School and was “rechartered” in 2015 as a State of NM Charter School. Under its current approved charter, Tierra Encantada Charter School has implemented a comprehensive Dual Language Immersion Program as part of its core academic program, that is aligned to the NM Common Core State Standards and is delivered utilizing project based learning according to the Expeditionary Learning (EL) Model.

The overall objective of Tierra Encantada Charter School is to graduate bilingually proficient college prepared students. The goal is to ensure that every student is functionally and academically literate and prepared for post high school life. As a Dual Language College Preparatory School, students have the opportunity to earn and graduate with a Bilingual Seal on their diploma.

TECS practices a student-centered approach through a blended dual language learning environment that applies high expectations, hands-on self discovery and group learning experiences, teaching of 21st century skills, critical thinking, performance-based assessments; and opportunities for educators to reflect on their practice and develop their craft as well as through professional development and shared leadership among teachers, staff, administrators, and parents.

Schools that incorporate these key features of student-centered practice such as TECS are more likely to develop students that have transferable academic skills; feel a sense of purpose and connection to school; as well as graduate, attend, and persist in college at rates that often exceed their local area district and state averages.

1.2 PROCESS

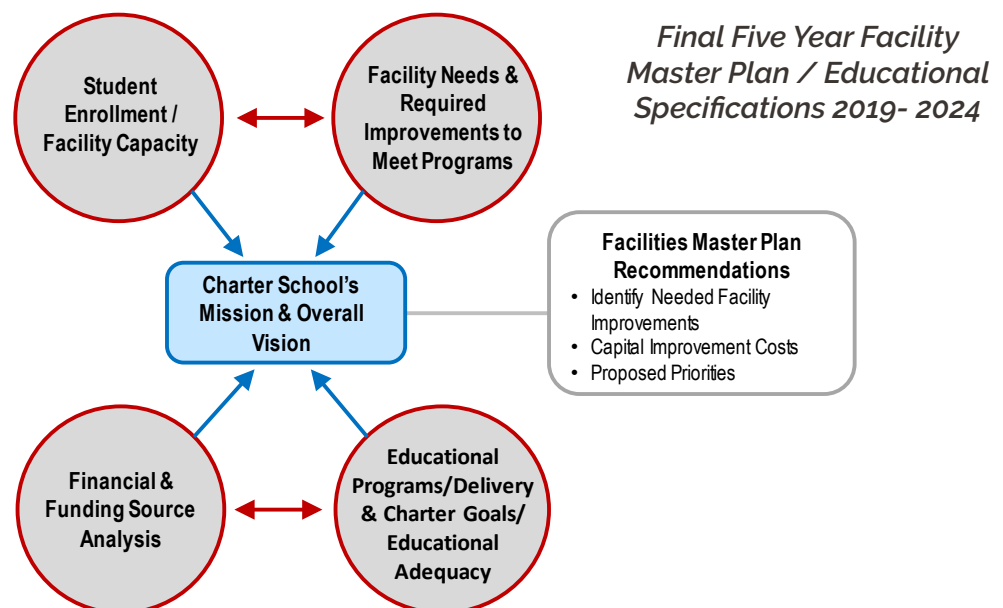
1.2.1 PLANNING PROCESS

The following Facility Master Plan / Educational Specifications summarizes the long range facility master planning efforts and educational specifications for Tierra Encantada Charter School as required by the State of New Mexico. It contains overall facility goals, describes schools educational program and delivery methods, identifies required educational spaces needed to meet enrollment and to support the educational program, evaluates existing facilities for their ability to meet current and future program needs, as well as identifies potential capital improvement needs for existing facilities that the school is responsible for under its current lease or would be under a future lease purchase agreement. This document also considers “if necessary”: new facilities that may need to be added to existing buildings, major renovation of the existing facility, relocation to a new site that may require renovation, or construction of new building by describing key concepts, detailed space need program; presents space relationship diagrams; and describes key components of the facility, along with room-by-room space criteria requirements that form the basis for the planning and design of the new or renovated facilities. At this time, Tierra Encantada Charter School has three years remaining on it’s current lease and will not be adding, renovating, or constructing new facilities in its current location unless it is able to enter into an lease-purchase agreement for the entire site and all facilities. The school will be updating the Ed Spec portion of this document in the Spring of 2019 that will be dependent on the outcome of the lease-purchase negotiations.

The project defined in this document reflects the statement of goals, objectives, curriculum / educational model and facility requirements obtained through on-site interviews, on-site investigation, facility workshops, Tierra Encantada administrators, teachers, support staff, Governance Board and community members.

This facility program contains information obtained through:

- Validation of policies established by the school’s most recently approved charter;
- Review of New Mexico Adequacy Standards and Guidelines;
- Discussion of current TECS facility goals and location;
- Interviews with various TECS representatives;
- Discussion and approval with/from the Tierra Encantada Charter School Governance Board



Governance Board

The TECS Governance Board contracted with Visions In Planning, Inc. to develop the long range Facility Master Plan and Educational Specifications for the school in September 2018. The scope of work included identification of capital improvement and maintenance needs, space utilization and future facility needs. Considerations included school organization, success for students, relationships among teachers, effective learning experiences, and connections to the community.

Facility Master Plan Committee

Visions In Planning, Inc. worked with the school's Administration and Facility Master Plan / Ed Spec Committee to understand and document the charter school's existing programs and delivery methods, and to identify current capital improvement needs. These were then combined with discussions about the schools next charter renewal in 2020, to identify any potential changes to educational programs or delivery methods, grade configurations and enrollment, special education and ancillary service needs all of which have a direct impact the schools current facilities. At the time of the approval of this document, the school does not anticipate any major changes to its educational program or it's enrollment cap, however the school is considering requesting a grade reconfiguration change to include 6th grade as part of its charter renewal in 2020. Additional space may be required to accommodate the 6th grade students beyond the existing space available or as it works towards increasing enrollments in grades 7th-9th grade to build stronger cohorts of students, however once the final decision is made by the school's Leadership Team and Governance Board, the Educational Specifications component in Section 3 will be updated and incorporated into this Document, and will submitted as an update for review and approval in Spring 2019.

Authority and How Decisions Are Made

The Tierra Encantada Charter School Governance Board consists of six community volunteers and two teacher representatives established pursuant to the terms established in the school's charter. The Board serves as the governing body under the current Tierra Encantada Charter. The Board's responsibilities include development and approval of school policy, academic goals, facility plans, and the Tierra Encantada Charter School annual budget. The Board enters into a contract with the site executive director and principal and operates under applicable state laws and regulations, Tierra Encantada Charter, and the Board's Bylaws.



Decision Making Process

1.2.2 - DATA GATHERING & ANALYSIS

Facility Assessments

A Facility Assessment/Walk-through was conducted by Visions In Planning, Inc. for the school's existing leased facilities. The facility assessment included:

- Site visit
- Meeting with site Business Manager & Director
- Facility walk-through
- Review of State's Facilities Assessment Database & FMAR (*not available*)
- Capacity and Utilization Study for the school

Facility Master Plan/ Ed Spec Goals Established by the Committee:

The goals for the Facility Master Plan/ Ed Spec were developed from information gathered during the multiple meetings and group work done by the Facilities Committee. The intent of the Facility Master Plan/Ed Spec is to create a forward thinking documented approach for Tierra Encantada Charter School, so that when fully implemented, it provides the school with facilities and potential options over the next five to ten years that meet the needs of students, teachers, staff, and supports the educational delivery model of the school's charter, as well as:



- Provides a technology rich environment to support current and future educational program needs.
- Provide facilities/programs that support dual credit options for students.
- Identify future facility space needs and requirements as part of a future Ed Spec to be included as an addendum to the Facility Master Plan once it is determined that the school is not able to acquire its current location. This will assist the school in locating future permanent facilities that meet TECS charter requirements, and will be flexible to accommodate future changes to educational programs and enrollment.
- Continue to maintain existing lease-facilities through an "Active" Preventative Maintenance Plan that promotes an on-going regularly scheduled maintenance for areas that the school is responsible for through usage of SB-9/HB-33 Mill Levy funds to reduce long term costs.
- Utilize available SB-9 and HB-33 Mill Levy funds to assist where possible to help acquire and maintain future permanent facilities.
- Leverages opportunities for PSCOC funding for priority projects when eligible and available.
- Provides school facilities that instills pride in the students, staff, and community.

Facility Master Plan Committee Members:

- | | |
|---|--|
| • Cassandra Olivas - School Counselor | • Simon Mudge - Teacher |
| • Kimberly Miera - SPED Coordinator | • Danny Pena - Director |
| • Angela Esquibel- Martinez - Principal | • Kim Larson - Technology Coordinator |
| • Dennette Martinez - Teacher | • Eva Olascoaga - Assistant Business Manager |
| • Joseph Salazar - GB President | • Melarie Gonzales - GB President |
| • Steve Alarid - Business Manager | • Ariane Gandara - Teacher |
| • Teresa Martinez - Business Office Support | • Hanna Patrick - Project Design Coordinator |

Facility Master Plan Committee Meetings:

Once the facility assessment/ walk-through was completed and the data gathered, meetings with the Facility Master Plan Committee were begun. The first committee meeting was used to explain the purpose of a facilities

master plan and identify the tasks and responsibilities of the Facility Planning Committee. Several subsequent meetings were held where facility data was presented to the Facility Master Plan Committee as well as the Charter School's Administrators and Governance Board for review. The committee aligned the needs of the school with the goals and objectives, and identified the most pressing facility needs that could be accomplished over the next five years.

Meeting 1: September 20, 2018

The first step of the FMP process was to have a kick-off meeting with the Facilities Master Plan Committee. During this meeting the following topics were discussed:

- Intent of FMP
- What is used for?
- Role of FMP Committee
- Where we are now..
- Four Components of the FMP (Educational Programs, Enrollment/ Capacity, Facility Needs, Funding)
- Group Breakout Session

The Facilities Committee was broken into groups to conduct a Modified SWOT Analysis based on the following two questions: What kinds of opportunities/ challenges does the school currently face with its current facilities in the future as programs and enrollment change? What would be the challenges and opportunities that need to be considered if the school were to relocate into a permanent location, and are there future changes to educational programs that need to be taken into consideration?

Current Facility: Opportunities

- Collaboration Area (Teacher Suite)
- Accessibility to all areas of school
- No distractions – Location
- SFCC nearby
- Opportunity to learn (more SF than prev. location)
- Sharing classrooms (not assigned)
- Better facility than Alvord

Challenges

- No gym (not part of lease – landlord limitations) or weight room
- Not enough classrooms to allow enrollment closer to cap
- Science lab does not meet program requirements
- Additional space need for ancillary services
- Fields and athletic facilities need to be leased
- Private facilities require use of ex. curricular transportation
- Future potential reduction of lease reimbursement rates
- Sharing classrooms (limited options to display materials)
- Dual language/ Project Based
- School Security – No intercom/ communication

Future Facility: Opportunities

- Lease of a "Public" facility may allow updates & improvements to support school's needs
- Public funding
- Opportunity to learn
- Can meet our capacity of students if larger
- Permanent home/ location
- Can have our own gym/ multi-purpose
- Teacher input towards design
- Better technology
- Create classroom spaces for electives / dual credit
- Media Center/ Student Commons
- Create opportunity for school spirit/ ownership
- School nurse and ancillary support spaces (PT/OT/SLP/ SW)

Challenges

- Private facility limits opportunities to update facility to our needs.
- If school moves may no longer be close to SFCC
- Transportation
- Finding a facility in SF that is big enough AND affordable – Location
- Technology Upgrades will be needed
- School Security – No intercom/ communication
- Finding and retaining qualified teachers
- Future funding

Meeting 2: October 4, 2018 - Facility Planning Meeting

Discussion at this meeting centered on the schools programmatic needs, and the capital improvement and maintenance needs of the school and included the school's executive director, facility and business managers:

- Past and current enrollment
- Educational Programmatic Needs
- Capacity & Utilization
- Group Breakout Session



Breakout group work by the committee centered on what learning environments will look like in the future? "Consider educational programs, facilities/ location, enrollment, technology and access to alternative resources." The three topics the Facilities Committee focused on were:

- *Based on your experience in your current facility as well as your previous facility – Identify 5 facility elements and/or spaces would a new building need to have OR be able to be retrofitted to have in order to accommodate your existing educational program and would be critical to the continued success of your school?*
- *What does Tierra Encantada Charter School need to do in order to attract and retain more students at the current enrollment levels and to recruit more students to get closer to the enrollment cap and still remain competitive with other public traditional & charter schools?*
- *It's now 2040, what kinds of changes have occurred in your school over the past 22 years? As a group describe it - as if you were able to see it, realistically around you.*

The end result of the discussions of these questions identified the need for facilities to be agile and flexible, as school safety and technology will be a main driver in delivering education in the future, and all facilities need to provide a safe learning environment and have the capacity to accommodate current and future changes in technology requirements. Additionally through the master plan process, it has been recognized that the school will need to find permanent facilities in another location in order to accommodate increased enrollment beyond 300 students or the addition of 6th grade.



Meeting 3 & 4: November 28 and December 11, 2018

Discussion at the follow-up Facility Committee meetings centered on existing facility needs at the current location, potential changes to the school's charter as part of the upcoming renewal that is due in late 2019, technology needs, and other topics included:

- PSFA/ PSCOC Ranking of the School
- Facility Deficiencies/ Capital Improvement Needs
- Maintenance Needs
- Funding Sources
- Existing Facilities/ Future Considerations

January 10, 2019 - Governance Board Final Presentation -

Summary presentation of the overall Facility Master Plan and the recommended priority projects that can potentially be funded in part from SB-9 and HB-33 funds. The final Facility Master Plan and Ed Spec was submitted to the TECS Governance Board for final approval on January 10, 2019.



SECTION 2.0

2.1 PROGRAMS & DELIVERY METHODS

2.1.1 PROGRAMS OVERVIEW

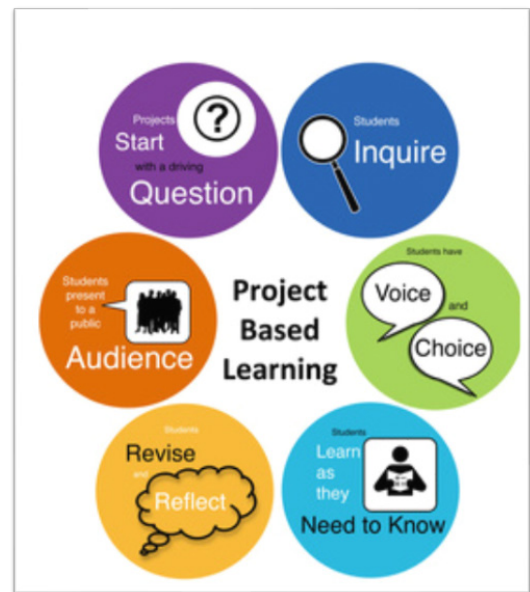
Current Educational Programs and Facilities - Overview

Tierra Encantada Charter School (TECS) is a 7th -12th grade Dual Language Immersion College Preparatory School aimed at preparing all students for the rigors of college and the workforce beyond with an enrollment cap of 400 students. TECS has designed an educational program that utilizes instructional best-practices developed from the *principals* of the Expeditionary Learning (EL) Model and has incorporated them into a Project-Based Learning instructional model that challenges students to think critically and take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in school.

Project-Based Learning at TECS encourages students to learn by doing within a dual language environment the 21st Century skills and knowledge each student must master in order to succeed in work and life: it is a blend of content knowledge, self-discovery, critical thinking, and communication that promotes personal responsibility for learning. It is crafted with an understanding of where Tierra Encantada Charter School is now and the assumptions and givens that frame the direction of educational delivery that helps students succeed. Then the educational vision is expanded through an understanding of national trends in education and what school leaders believe will be the future for TECS and its students. Finally, the vision is defined by synthesizing philosophy, mission and vision and applying it to the specific goals and needs of Tierra Encantada Charter School's current and future educational facilities. All current and future facilities (site and buildings) should strive to meet this vision over the next five to ten years, and beyond.

Instructional Programs

The TECS Charter School curriculum follows the State of New Mexico Public Education Department Standards to meet Common Core content requirements including its dual language immersion program and has designed its instructional program around the principals of the EL Model, utilized Project-Based Learning as approved in the 2015 Charter renewal performance framework to prepare its students for success in college and their career. At TECS, in addition to core academic classes, both middle and high students explore the arts, technology, study a foreign language and participate in crew daily. Starting in eighth grade students also have the ability to take accelerated course work through the unique scheduling block scheduling the school has implemented to graduate early or to take additional dual enrollment college courses, and Advanced Placement courses to further prepare them for success in college.



Expeditionary Learning Design Principles¹

The Expeditionary Learning (EL) principals that are utilized by TECS and have been integrated into the Project-Based curriculum are a modern approach to providing experiential learning opportunities within the curriculum. They foster creative learning and promote critical thinking through an approach of using semester long expeditions, which replace the traditional unit-based disciplines. It helps to harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge and courage needed both to imagine a better world and to work toward realizing it. This process is built on ten design principles that reflect the educational values and beliefs of Kurt Hahn, the founder of Outward Bound:

1. **The Primacy of Self-Discovery:** Learning happens best with emotion, challenge and the requisite support. Students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students discover they can do more than they think they can.
2. **The Having of Wonderful Ideas:** Teaching fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
3. **The Responsibility for Learning:** Everyone learns both individually and as part of a group. Every aspect encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small, with a caring adult looking after the progress and acting as an advocate for each child. Older students' mentor younger ones, and students feel physically and emotionally safe.

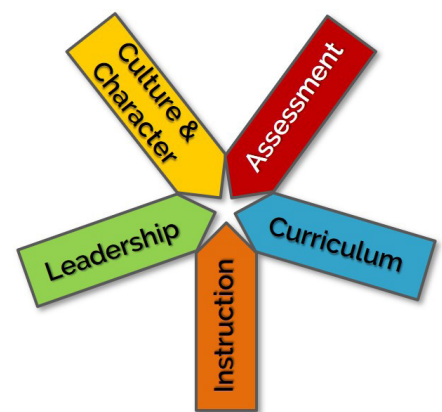
¹ eleducation.org/resources

5. **Success and Failure:** All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
6. **Collaboration and Competition:** Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with personal bests and with standards of excellence.
7. **Diversity and Inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
8. **The Natural World:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
9. **Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections and create their own ideas. They also need time to exchange their reflections with other students and with adults.
10. **Service and Compassion:** We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one the school's primary functions is to prepare students with the attitudes and skills to learn from and be of service to others.

Core Practices

Tierra Encantada Charter School, has incorporated the core practices of five key dimensions of life from EL framework into it's PBL instructional model to fit its Mission and Vision that include:

- **Real World Curriculum via Learning Expeditions:** TECS's approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. All students have access to a challenging college preparatory and dual language program, along with interdisciplinary real-world projects that engage students in actively applying their knowledge and skills in ways that serve both their learning and their community. Through learning expeditions, students work on core academic standards, critical thinking and literacy skills, and craftsmanship while creating authentic products that are useful or necessary to others.
- **Invigorating Instruction through an Active Pedagogy:** TECS classrooms are alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less. Students talk (and think) more as they become active learners. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. They learn to make connections, find patterns,



see events from multiple perspectives, experiment, formulate questions, and develop empathy and compassion for others. Student engagement strategies and activities serve to differentiate instruction and maintain high expectations to bring out the best in all students, cultivating a culture of high achievement.

- **School Culture and Character:** As College Prep and Dual Language school, TECS builds traditions and practices that support and strengthen the values it holds as a school community. Through its crews - small groups of 15-20 students with an advisor – TECS works to create a climate of physical and emotional safety. Faculty and students work together to be keepers of the school’s norms and culture through community- building, service to others and a commitment to high quality work and behavior.
- **Leadership:** TECS school leaders build a cohesive school vision that is focused on student achievement and continuous curriculum improvement. By aligning school activities with that vision, it is possible to use achievement data to wisely and boldly shape the TECS environment to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration.
- **Assessing Student Learning:** TECS leaders and teachers support student-engaged education assessments because it builds student ownership of learning, drives achievement, and focuses students on reaching standards-based learning targets. Students continually conduct learning assessments and improve the quality of their work through models, reflection, critique, rubrics, and expert assistance.

TECS uses longer and more flexible schedule blocks, common planning time, and crews to ensure student success and provides students the opportunity to take additional dual-credit classes and to potentially graduate early.

Instructional Approaches

TECS has developed the following instructional approaches to integrate the “*principals, key concepts, and many of the core practices*” from the Expeditionary Learning Model into its College Prep and Dual Language curriculum to not only support developing skills in reading, math, science, and social studies, but also incorporates the critically important 21st century skills of critical thinking, collaboration, communication, creativity, technology literacy, and socio-emotional development for all students in grades 7th-12th. These approaches are the key to the school’s success in improving test scores and providing students with necessary skills for success. TECS delivers highly effective professional development, improves instruction and school culture, fosters significant improvement in student achievement scores across all ability levels (as measured by standardized tests and portfolios of student work), improves student attendance and behavior, and works towards increasing parental involvement.

Some of the structures that are in place to provide a high quality learning environment and support student learning and success at Tierra Encantada include:

- Crews, which function as advisories for small groups of students. In Crew, students stay with the same group of students and teacher until graduation, focusing on emotional, personal, and character growth. In addition to reflecting on and making goals around the Habits of Excellence, each student also makes a personal growth plan. These plans can focus around academic growth, community service, healthy lifestyle, or other topics the student chooses. As a crew, students hold each other

accountable for these plans and help each other reflect and revise.

- **Habits of Excellence:** Students focus on four Habits of Excellence while attending TECS: Engagement in Thinking and Learning, Responsibility, Time Management, and Self and Community Awareness. These ideas are woven through each academic project and are also addressed in the TECS advisory structure, Crew.
- **Learning Expeditions** that provide students with in-depth, investigative units of study across the curriculum that engage students in real-world learning experiences
- **Fieldwork and Experts**, which are vital aspects of the school's curriculum and Project-based Learning that provide opportunities for students to learn outside of the classroom.
- **Enrichment Intensives and Academic Intensives**, which are short-term courses centered on topics of specific interest to students.
- **Exit Projects**, which are required for students to demonstrate the synthesis of their learning experiences throughout each grading period.

Classroom usage is based on the schools Project-based Learning instructional model that incorporates the principals, key concepts, and may core practices from Expeditionary Learning which requires flexibility both in the size of the space and the furnishings available to allow for multiple configurations of space based daily instruction activities and can vary class to class and day to day. TECS incorporates the following instructional methods as part of the schools daily curriculum.

Project-based Learning:

Project-based Learning (PBL) is classroom instructional model that shifts away from the classroom practices of short, isolated, teacher-centered lessons in favor of learning activities that are long-term, interdisciplinary, student-centered, and integrated with real-world issues. One immediate benefit of utilizing PBL as a primary instructional model is the unique way that it can motivate and engage students. PBL provides opportunities for TECS students to pursue their interests and questions and make decisions about how they will find answers and solve problems.

PBL also provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas at authentic moments in the production process, instead of in isolation or in an artificial setting.

In the school and beyond, PBL is a rapidly growing teaching approach and this enthusiasm provides opportunities for teachers to build relationships with each other and with those in the larger community. Student work, which includes documentation of the learning process, as well as the student's final projects, can be shared with other teachers, parents, and mentors, all of

Furniture & Equipment

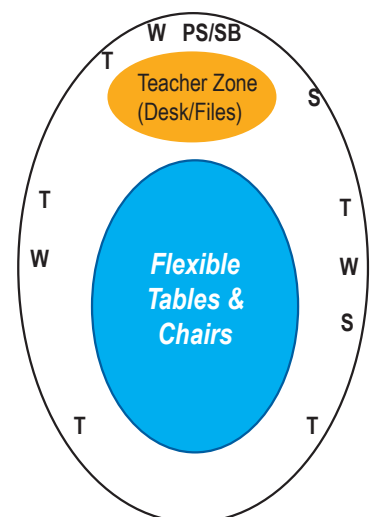
T = Tack-boards

W = White boards

S = Open shelves

PS = Projection Screen or

SB = Interactive SmartBoard



CLASSROOM

Functions of Furniture & Equipment

- Flexibility
- Display
- Quickly reach teaching aids
- Project to projection screen or Smartboard

whom have a stake in the student's education. Performance assessment is a preferred methodology of summative assessment at Tierra Encantada Charter School.

Other key elements of PBL include:

- *Key Knowledge, Understanding, and Success Skills* - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.
- *Challenging Problem or Question* - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- *Sustained Inquiry* - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- *Authenticity* - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- *Student Voice & Choice* - Students make some decisions about the project, including how they work and what they create.
- *Reflection* - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- *Critique & Revision* - Students give, receive, and use feedback to improve their process and products.
- *Public Product* - Students make their project work public by explaining, displaying, and/or presenting it to people beyond the classroom.

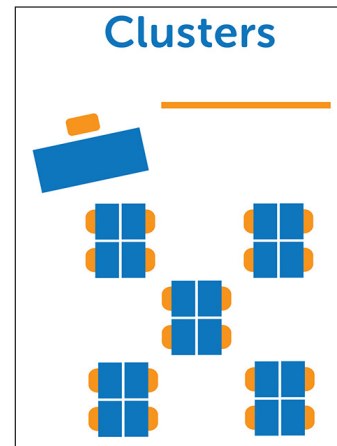
Instructional Space Requirements

Standard general classrooms that meets NMAS and supports Project Based learning techniques through multiple furniture configurations and supportive technologies for 2D and 3D presentations. Other instructional spaces needs include: project storage with shelving and access to materials.

Scaffolded Learning:

"Scaffolded" learning, in which teachers build on concepts to reinforce them in several different ways, works well for English language learners and Dual Language Immersion. Success does not depend on the teacher's knowledge of the student's native language. Examples of scaffolding:

- Some resources such as textbooks and other written materials contain the same information as those in conventional classrooms, but they are written in simpler and more direct language or supported by teacher-produced annotations.
- There is considerable reliance on a variety of methods to deliver information. A teacher may explain an idea in English and then use several methods to convey the same information: For example, the



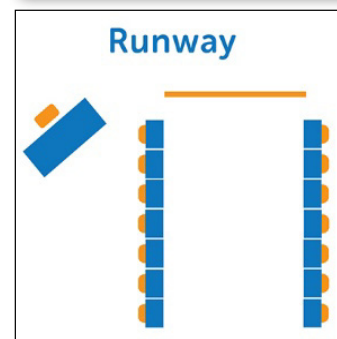
Clusters: Learner Centered Format

Pros:

- Encourages interaction of all students.
- Creates more personal and safe environment for students
- Promotes cooperation & teamwork
- Develops problem solving & communication skills
- Flexibility to strategically form groups
- Suitable for small spaces

Cons:

- Increased noise level, distractions and off-task behavior
- Less individual accountability
- Harder to assess students abilities



Runway: Individual Learning Format

Pros:

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

Cons:

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

teacher may act out the information or use illustrations.

- Continual student-teacher interaction is essential to ensure learning. It may involve diagnosis of gaps in understanding.
- In every lesson, teachers communicate and reinforce English through listening, speaking, reading, and writing.

Instructional Space Requirements

Standard general classroom that meets NMAS and supports scaffolded learning techniques through multiple furniture configurations and supportive technologies. Other instructional spaces needs include: areas with shelving and access to learning materials (visual, manipulative's, projected images).

Active Learning:

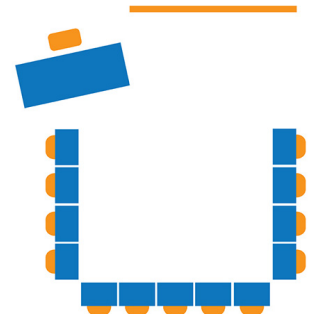
Tierra Encantada instruction is built on the idea of active, not passive learning. Active learning is a student-centered approach in which the responsibility for learning is placed upon the student, often working in collaboration with classmates. In active learning teachers are facilitators rather than one-way providers of information. The presentation of facts, so often introduced through straight lecture, is deemphasized in favor of class discussion, problem solving, cooperative learning, and writing exercises (graded and ungraded). Other examples of active learning techniques include:

- *Think Pair Share:* Students ponder the answer to a question and then share their thoughts with a neighbor.
- *Role Playing:* "Each student takes the role of a person affected by an Earth science issue, such as a volcano or a polluted lake and studies the impacts of Earth science issues on human life and/or the effects of human activities on the world around us from the perspective of that person."
- *Peer Review:* Students review and comment on materials written by their classmates.
- *Discussion:* Promoting a successful discussion depends on correctly framing questions. Discover tips for framing discussion questions to promote higher order thinking.
- *Problem solving using real data:* Students use a variety of data to explore scientific questions.
- *Just in Time Teaching:* Students read assigned material outside of class, respond to short questions Online, then participate in collaborative exercises the following class period.
- *Game Based Learning:* game-based competitive exercises, either pitting the students against each other or through computer simulations.

Instructional Space Requirements

Standard general classroom that meets NMAS and supports active learning techniques through multiple furniture configurations and supportive technologies. Furniture may include large tables (or ability to group smaller tables or desks) for team projects. Table arrangements should allow individual work, group work, or discussion. Open shelving should provide space for project storage (while in process) and access to materials.

Horseshoe/U-Shape



U-Shape: Teacher & Learner Centered Instruction - Best for small & medium sized classes

Pros:

- Easier to interact with entire class
- Encourages discussion and participation
- Fosters connection between students and teacher
- Larger area for presentations and demonstrations

Cons:

- Not suitable for work in small groups
- May overwhelm shy students
- May be difficult to control behavior
- Larger classes have difficulty engaging in discussions

Integrated Technology Based Instruction

into its curriculum to expand its use of integrated technology-based instruction through 1-to-1 laptops in the classroom. The use of these standards will affect the way students use and learn from technology inside the classroom and out by creating the “next generation” learning environment. The school has already begun the transition from using technology “only to deliver” instruction to a “tool” to encourage and empower learners in the digital age. This includes teaching based on students’ collective and individual needs, creating a project-based learning environment, and promoting critical thinking skills. The school’s ultimate goal is to get ALL TECS students prepared, at all stages, for a career in a global economy.

*Technology and creativity:*

There are several learning models that tie together technology and creative thought:

- Real world problem solving
- Unique teaching tools such as games, videos, and interactive presentations
- Collaboration and group planning
- Pursuing curiosity and answering questions through digital media
- Online testing and writing assessments.

Digital tools enhance and add to student’s inherent creative skills. By creating a safe online space for exploration, teachers can encourage students to try new things and innovate

Instructional Space Requirements

Standard general classroom that meets NMAS and supports Student-Driven Learning through robust and supportive technologies. Furniture should include large tables (or ability to group smaller tables) for team projects. Table arrangements should allow individual work, group work, or discussion. Open shelving should provide space for project storage (while in process) and access

Exceptional Education

TECS offers Exceptional Education (EE) Services for all students and is an important part of the TECS community. The school offers inclusion and special pullout instruction for all students including gifted and reading intervention program when needed, however there are not enough available classrooms spaces to schedule dedicated classes.

For ancillary services the school contracts with one Social Worker, Speech Language Therapist, Occupational Therapist, Physical Therapist, and Diagnostician. The facility does not have dedicated areas in which services are provided to students.

Electives and Dual Credit /Career Pathway Options

TECS provides all students the opportunity to take electives within the core academic schedule, however they are limited based on the school’s existing facilities and current staffing. High School students can pursue dual credit/ career pathway options through its current partnership agreements with Santa Fe Community College and UNM’s Higher Education Center in the future.

Physical Education

TECS offers a Physical Education (PE) program for all students in grades 7th-12th to participate in as required by New Mexico Public Education Department (NMPED) PE Standards. The school does not have an official gym that meets NMAS requirements for middle and high school students, however it does have a “multi-purpose” room on the first floor that is approximately 2,500 SF and is long and narrow. The space which is shared with student dining and other activities has a “high-bay” open ceiling with direct access to the outdoor field area.

Shared / Joint Use Facilities

The school’s proximity to several established community resources provides the school with opportunities to partner with outside entities to share facilities when needed. However, as additional charter schools have been established competition for these resources has increased limiting availability of usage of outside facilities such as practice fields and athletic competition space. At this time TECS does not have any joint use agreements in place to use outside facilities.

Alternative Methods for Educational Program Delivery

In order to meet the school’s project based delivery requirements, TECS requires its facilities to possess a variety of classroom spaces that are similar in nature to that of a “traditional high school”. The types of classroom spaces required include: flexible multi-use/ subject general classrooms, science labs for all grade levels that can accommodate Biology and Chemistry labs, a media center/ student learning commons, ancillary space, EE resource room, Makers Space, Visual Art classroom, and a gym. The current facility is lacking adequate Science Labs that meet NMAS and sufficient gym space. EE pull-out instruction and ancillary services are often provided in the corridor or in offices that may occasionally be empty, this often does not provide a quality learning environment as other activities may occur in the corridors at the same time.

Visual Arts instruction and Maker’s Space activities do not have dedicated classroom space and often occur in the Multi-purpose room but tend conflict with scheduled PE classes and dining activities such preparation and clean-up.

Currently, TECS has in-house staff that prepares and serves lunch daily for its students in the on-site commercial kitchen. The school does not participate in the Federal Free and Reduced Lunch program, however, students pay a fee of \$200 at the beginning of the school year to cover the cost of their lunches for the entire school year. For students who are unable to pay, the school utilizes the same criteria as the Federal Lunch Program to provide financial assistance to students. As of the 2018/19 school year 47.83% of the students enrolled at TECS qualify for Free or Reduced Lunch assistance.

Scheduling Approach

Currently, Tierra Encantada runs on a block schedule. Students may complete graduation requirements through the block schedule allowing them to further dual credit opportunities. This allows for the potential to receive a certificate or degree while completing high school requirements. Students may graduate early upon completed requirements. In order to accommodate the needs of its students, TECS has a 4.5-day instructional week. The regular school day meets from 8am - 4:13pm (Monday- Thursday), and no classes on Fridays. Teachers utilize Fridays for professional development.

Athletics and Activities

TECS is currently a member of the New Mexico Activities Association and is classified as a 2A school. The school offers a variety of middle school and varsity sports that include: soccer, volleyball, basketball, cheer, wrestling and baseball. Activities currently offered vary annually but often include: yearbook, art, student government, and community service. Each year, TECS administration evaluates athletic and activity options for possible growth opportunities each year.

Transportation

TECS does offer drop-off and pick-up bus services at nine (9) different centralized locations within the City of Santa Fe. Students wishing to participate in this must register at the start of the school year.

Anticipated Changes to Charter Renewal for 2020

As part of TECS's upcoming 2020 charter renewal application that will be submitted in late 2019, the school's Governance Board is considering to include 6th grade into its current middle school structure, however the school is not considering increasing its enrollment cap at this time from the currently approved 400 students. This will bring TECS in better alignment with the grade configurations with several nearby elementary feeder schools while helping to fulfill a greater community need within the Santa Fe area, and will allow for expanded parental choice for those that wish to begin or continue grow with Dual Language and Bi-lingual programs early-on at the middle school level that will allow them to continue on with the programs throughout their high school years at TECS.

Students who start at TECS in 6th grade will have the opportunity to establish stronger relationships with other students and teachers earlier and will gain a deeper foundation within the Project-based Learning model that includes Dual Language strands as they move towards the College Preparatory aspects in the high school grades. This will result in stronger cohorts being established in the middle school grades and help student retention during the high school years where many charter schools often lose students to other school choices, as well as help maintain enrollment levels when high school students graduate early through TECS accelerated block scheduling.

2.2 Proposed Enrollment

2.2.1 - HISTORIC ENROLLMENT

Enrollment Guidelines

As a public charter school, Tierra Encantada Charter School accepts all student applications for enrollment during the Spring and Summer time for the upcoming school year on a first-come, first served basis; and accepts enrollment applications prior to each academic semester as space is available. If the total number of enrollment applications exceeds the number of spaces available, the school will hold a lottery with the results posted on the school's website: www.gotecs.org

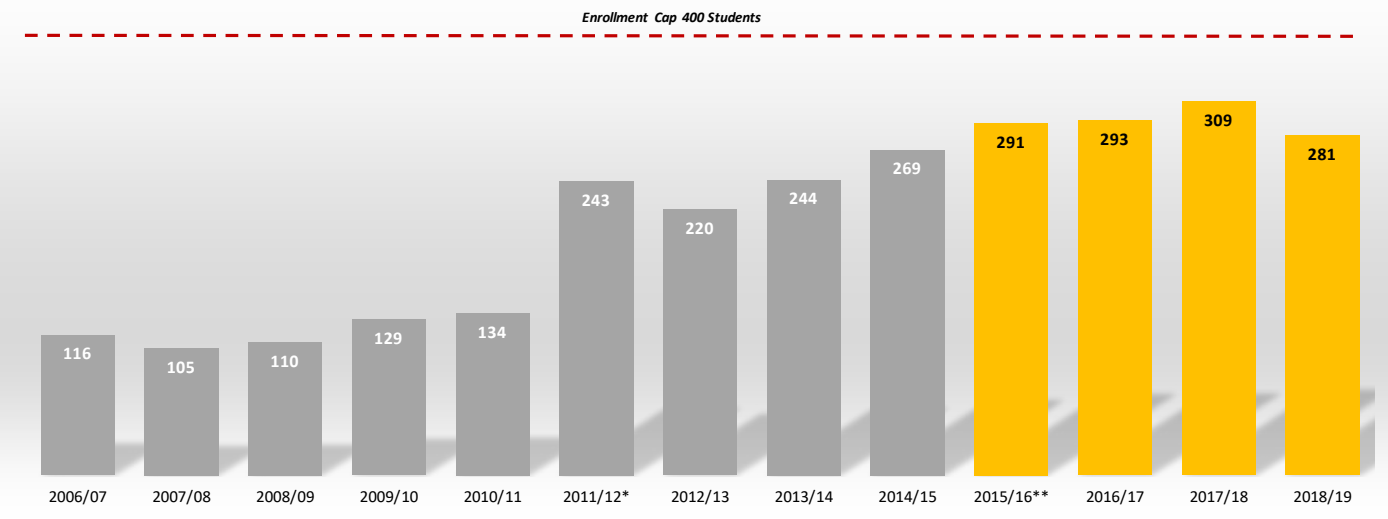
When necessary, the school maintains an active “waiting list” of interested students who would like to enroll if space were available and contact them as soon as there are openings. For many charter schools, a waiting list becomes a key indicator for projecting growth, however in the case of TECS, the ability to enroll additional students is not a “*enrollment capacity*” issue at this time, it is actually limited by the “*functional capacity*” of the schools current facility to accommodate additional students up to the enrollment cap. The school currently has an enrollment cap of 400 students in grades 7th-12th, per the Approved Charter Renewal in 2015, when the school became a state charter school.

Historic Enrollment

As an established charter school, TECS is currently in its 13th year of operation and was originally known as “Charter 37” when it was granted its charter in 2005, while it was part of the Santa Fe Public School District. In 2015, the school renewed its charter to become a state charter school, and as of the 2017/18 school year TECS relocated from the downtown Santa Fe area to its current facility on the south side of town on S. Richards Avenue. Between 2006/07 - 2010/11, TECS focused on establishing its high school enrollment in grades 9th-12th, and as part of its charter renewal in 2010, added 7th and 8th grade as of the 2011/12 school year. TECS has seen a consistent student enrollment since its inception in the 2006/07 school year as grade levels were added but has yet to reach its full enrollment cap due to facility limitations, which also has had a direct impact on the schools ability to increase and improve program offerings for students. The school did see an increase in enrollment of 8.2% between 2014/15 and 2015/16 when the school transitioned from a SFPS Charter School to a State Charter School, and another increase of 5.5% in 2017/18, to 309 students when the school relocated to the south side of Santa Fe. As of the 2018/19 school year, enrollment declined approximately 9.1% to 281 students, returning close to the enrollment levels of 2015/16 and 2016/17. Some of the enrollment loss may be attributed to a few nearby charter schools in the area adding competing grade levels, and increasing program offerings for students that TECS currently does not have. The chart on the following page shows the school's historic enrollment pattern over the past thirteen years.



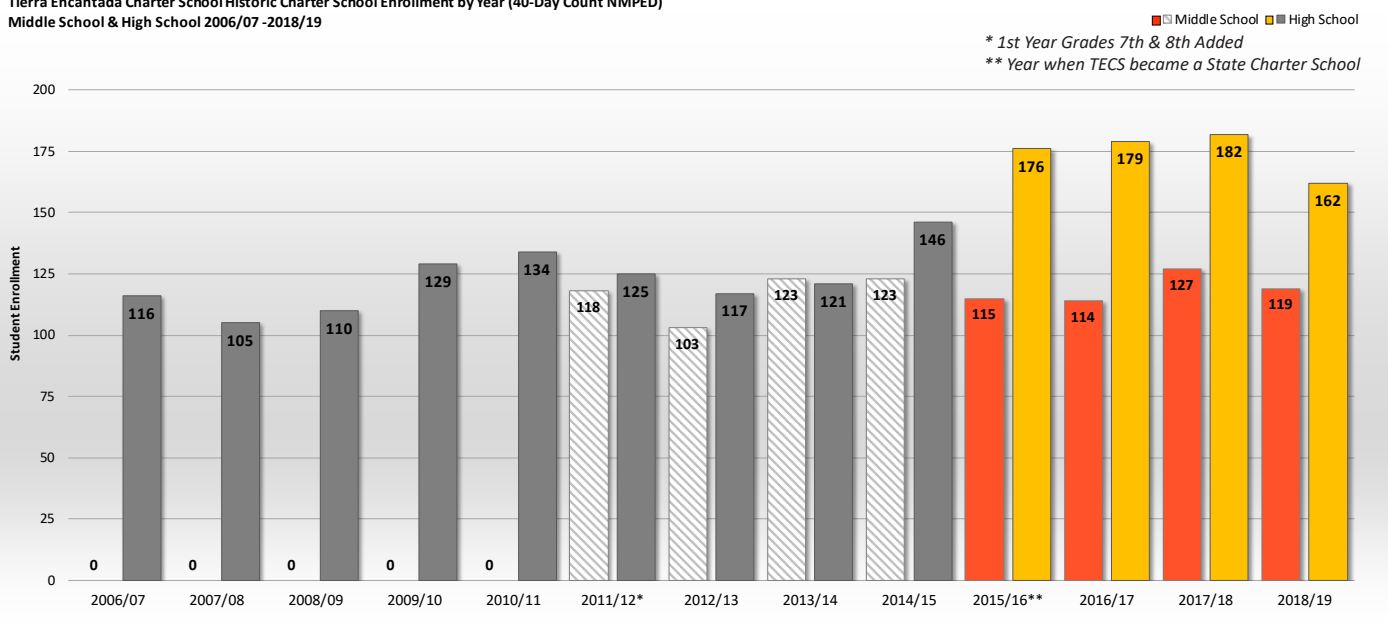
Tierra Encantada Charter School
Historic Charter School Enrollment by Year (40-Day Count NMPED)
2006/07 -2018/19



Source: New Mexico Public Education Department, 40-Day Enrollment 2006/07 - 2017/18 and TECS 2018/19

Tierra Encantada Charter School offers both middle and high school programs, starting in 7th grade through 12th, to provide parents and students in the Santa Fe area an alternative small school option that provides a college prep environment with a focus on project based learning and dual language programs. Since TECS began its middle school program in 2011/12, it has had a strong and stable enrollment in grades 7th and 8th as many of the local elementary schools in Santa Fe are configured as K-6th schools, which is a “natural” transition point for most students, although there are still several schools remaining that are operating as K-5’s. Student enrollment in the high school grades fluctuated some for the first nine years, however as of the 2015/16 school year high school enrollment increased beyond 150 students where it has stayed for the past four years. The chart below reflects TECS’s enrollment history for both middle and high school enrollment since the 2006/07 school year.

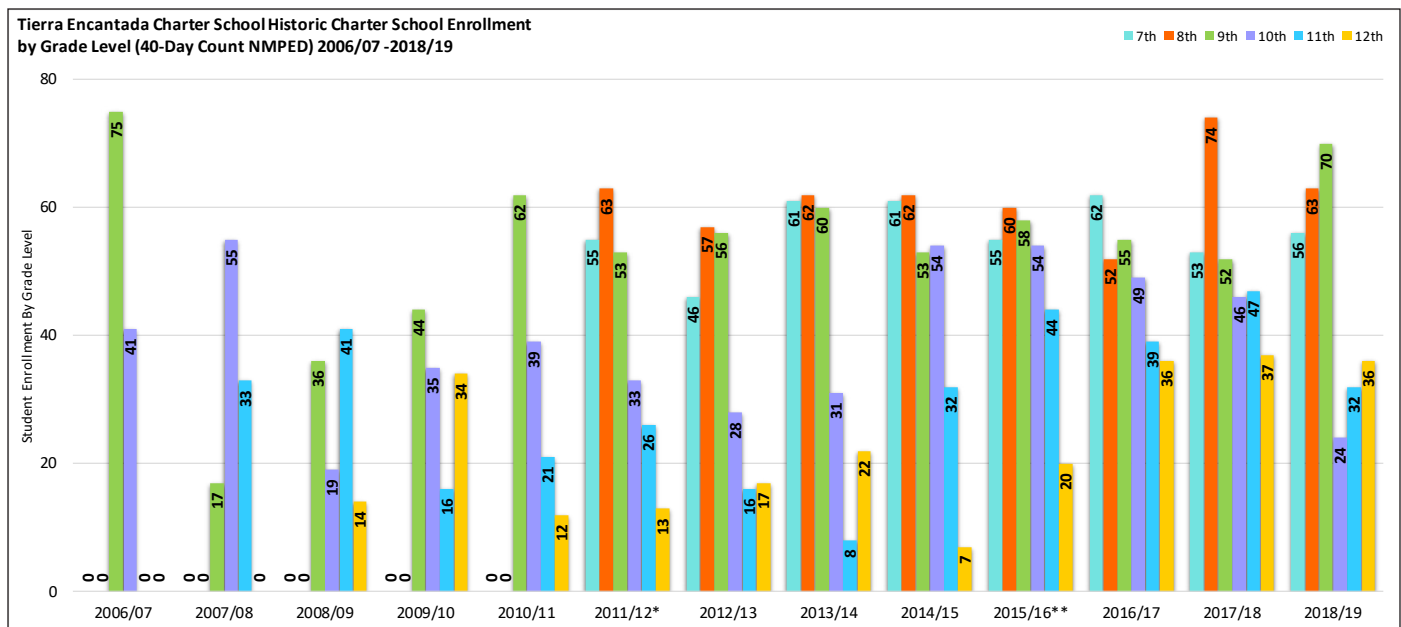
Tierra Encantada Charter School Historic Charter School Enrollment by Year (40-Day Count NMPED)
Middle School & High School 2006/07 -2018/19



Source: New Mexico Public Education Department, 40-Day Enrollment 2007/08 - 2017/18 and TECS 2018/19

Enrollment by Grade Level

As one of many public middle and high school choices in the Santa Fe area, many incoming middle school and freshman students choose TECS over traditional middle school and high school options available locally. Enrollment in grades 7th through 8th over the past five years have on average ranged between 57-63 students per grade level. Middle school enrollment is critical to sustaining TECS's cohorts at the high school level as students transition into the 9th grade, and based on historical enrollment information recruiting efforts may need to increase in this area. As a transitional year for TECS, enrollment in the 9th grade historically experiences a small decline in enrollment as the 8th grade cohort advances, students either choose to remain enrolled at the school or transfer to another high school, on average over the past five years the school has lost 8.3% of the 8th grade cohort at the 9th grade transition. Once past the 9th grade transition, the school has been able to maintain its 10th through 12th grade cohorts between 81-85% over the last 5 years, at a rate similar to or greater than most traditional high schools. The chart below identifies the historical enrollment by grade level since 2006/07 through 2018/19.

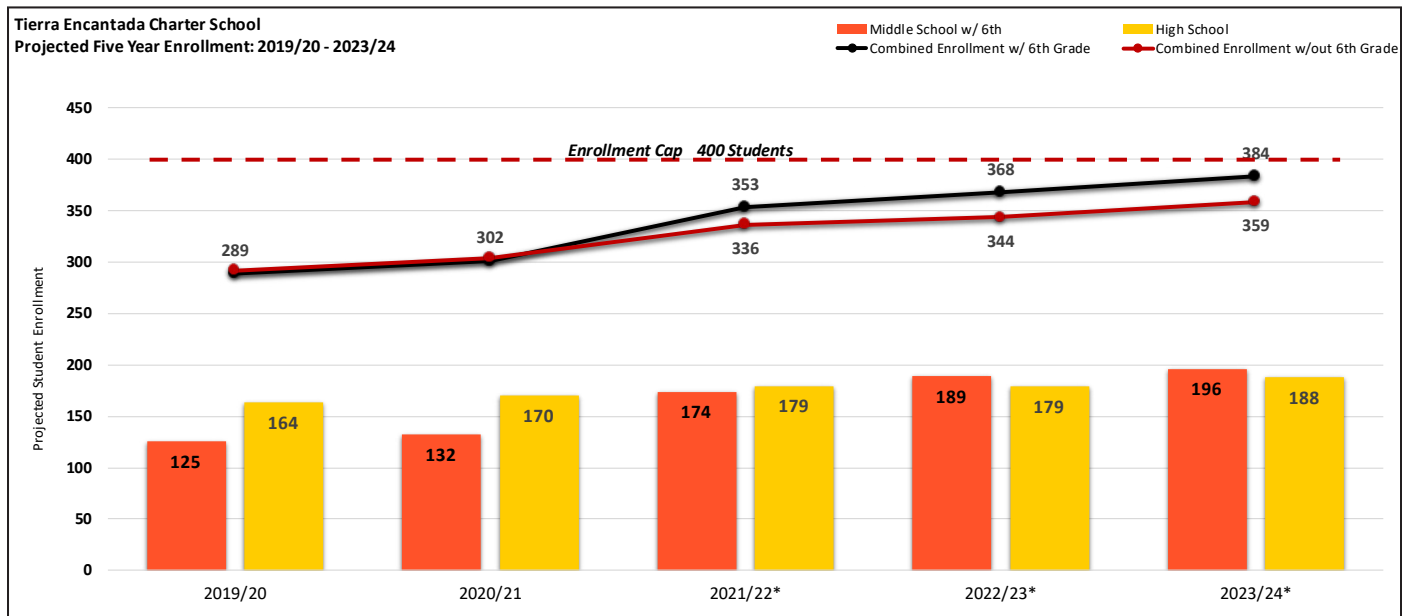


Source: New Mexico Public Education Department, 40-Day Enrollment 2006/07 - 2017/18 and TECS 2018/19

Projected Enrollment

TECS serves a large range of students in grades 7th-12th, and due to natural attrition at the eighth to ninth grade transition, specific enrollment patterns are often difficult to predict. However, the school's has had a stable enrollment pattern over the past 13 years, where at least 75-85% of the student cohorts remain enrolled at the school, which is expected to continue over the next five years. TECS would like to expand its educational program offerings to attract and retain students; but must have the student enrollment to support both additional instructional staff and programs. Over the next five years the school is preparing to grow its enrollment within in its existing cap to between 350 - 380 students by either adding 6th grade beginning in the 2021/22 school year if approved in its 2020 charter renewal, or through recruiting more students in the existing middle school grades to create larger sustaining cohorts for high school advancement. If the addition of 6th grade is approved by the school's Governance Board and as part of its 2020 charter renewal, enrollment for grades 6th-8th should range between 65-72 students per grade for a class loading between 21 -24 students which is within its charter guidelines and NMPED requirements. If the addition of 6th grade is not approved, the school will need to increase its recruitment efforts in grades 7th-8th to increase

enrollment between 75-85 students per grade, as well as work to recruit additional incoming freshman students. Enrollment in the high school grades would slightly increase with larger middle school cohorts and would range between 40 - 65 students per grade level but would most likely still maintain similar retention rates in the 81 - 85% range. The chart below identifies the projected enrollment over the next five years for TECS (both with and without 6th grade) based on historic enrollment trends, cohort survival, and the continued demand for the schools academic programs.



The school's current facilities are not sufficient to reasonably accommodate the increased enrollment beyond 5% of its functional capacity of 290 students at the current site. TECS will need to consider a lease-purchase option of the current facility to expand capacity, an amendment to the current lease to add portable classroom facilities, relocate the school to a larger facility that can accommodate the increased enrollment and academic programs, or consider constructing a new facility that will be owned by the school.

Future Enrollment Considerations

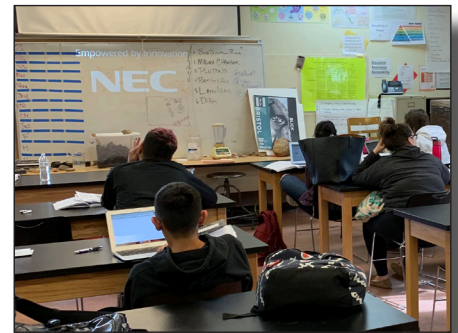
As new housing continues to be constructed on the south side of Santa Fe, TECS will continue to be a desirable option for parents that want an alternative middle and high school environment that is not part of the SFPS system. TECS has three years remaining in its lease at its current location giving it time to undertake its charter renewal, and to negotiate lease options with the current lease holder. While it is desired to begin increasing enrollment by the 2021/22 school year, if facility capacity issues have not been resolved in time it can be delayed until new facilities are acquired as long as the school continues to have an overall enrollment between 285 - 304 students.

2.2.2 - CLASSROOM LOADING POLICY

The maximum number of students within a classroom serving grades 7th and 8th should be in the range of 19 to 27 students, and in grades 9th through 12th it should be in the range of 21 to 30 students per the New Mexico Public Education Department (NMPED). These NMPED ranges are based on a “traditional” middle and high School classroom loading plan, however TECS has identified in its charter that the desirable pupil/teacher ratio (PTR) will be an *average* of 22:1 for all grade levels. However, based on actual class scheduling, enrollment, and available classrooms/ teaching staff, classroom loading often ranges between 12 to 25 students in grades 7th-2th. These fluctuations of the student population by grade level and the limitations of existing available classroom space can result in classroom loading often exceeding the *average* PTR.

2.2.3 - CLASSROOM NEEDS

The projected classroom needs for TECS is based on the school’s “current” enrollment and ability to meet “current” educational program needs and the school’s projected enrollment and future educational programs that do not exceed the enrollment cap of 400 students. This analysis assumes classroom loading numbers listed above, continuing the schools current delivery methods and utilizing the school’s current facility as baseline for “current” and future facility needs, of course if the school were to consider relocation a revised analysis would need to be completed and an inclusion of the educational program/ specifications component would need to be included in an update to this document. The number of classrooms currently available at the TECS campus is insufficient to accommodate the existing and projected number of students under these conditions based on the enrollment of the school. Based on student input regarding the existing curriculum, there is demand for additional elective course offerings that would include career education, a fine art program, as well as the need for science labs that meet NMAS requirements, and a gym with a full-size court area to expand its physical education curriculum.



While the current enrollment can be accommodated within the existing general classrooms available, there are not any ½ size Exceptional Education resource classrooms available for students that require supplemental academic instruction nor are there any ancillary spaces available for students that require PT/OT/SLP and other services, all which often have to be provided in the corridor. The existing science labs are in a general classroom that has one sink available but does not meet middle or high school requirements of a lab environment and the multi-purpose space is less than half the court size of a standard high school court. With the less than ideal environment to accommodate the school’s current enrollment, additional space will be needed as the school works towards increasing its enrollment closer to its enrollment cap of 400 students.



The chart on the following page lists the existing instructional spaces for the current year, the classroom demand if the school had the actual space available to provide Exceptional Education support instruction and

ancillary services and to add a Visual Art program to the curriculum which would require two (2) 1/2 size classrooms and 1 full size classroom. The chart also includes the needed instructional spaces in the future that would be required for the school to add 6th grade to its enrollment *or* to increase its enrollment in grades 7th-9th to bring the school closer to the enrollment cap of 400 students, this would require an additional three (3) full size classrooms on top of the ones already needed. Over the next five years, the school will need to either need to work with the current owner of the existing facility to lease additional space (if available), relocate portable classrooms on site (*if possible*) to support its existing and future enrollment needs and hire additional teachers, or consider other facility options prior to the end of its lease agreement.

Tierra Encantada Charter School Grades 7th-12th	Existing Classrooms 2018/19	Classroom Demand to meet Current Program Needs In Existing Facility	Future Classroom Needs In Existing Facility w/ 6th Grade in 2023/24
General Classrooms			
Language Arts/ English	4	4	4
Mathematics	4	4	4
Humanities/ History	3	3	4
Science Lab	2	2	2
Foreign Language	1	1	1
Subtotal General Classrooms	14	14	15
Specialized Classrooms			
Physical Education (Multi-Purpose)*	1	1	1
Visual Art Lab	0	1	1
Maker's Space**	0	0	1
Elective - TBD	0	0	1
Subtotal Specialized Classrooms	1	2	4
Exception Education & Support Classrooms			
EED Resource/ Intervention/ Ancillary	0	0.5 (2)	0.5 (2)
Subtotal Exception Ed. & Support Classrooms	0	0.5 (2)	0.5 (2)
Total # Instructional Spaces	15	17.0	20.0
Functional Capacity	290	333	394

* The size of the existing Multi-Purpose Room is 2,491, which is half the size of a standard middle or high school gym and for capacity purposes has been only been counted as one (1) instructional space instead of two (2) because the size of the space limits the types of activities and number of students that can be accommodated at one time.

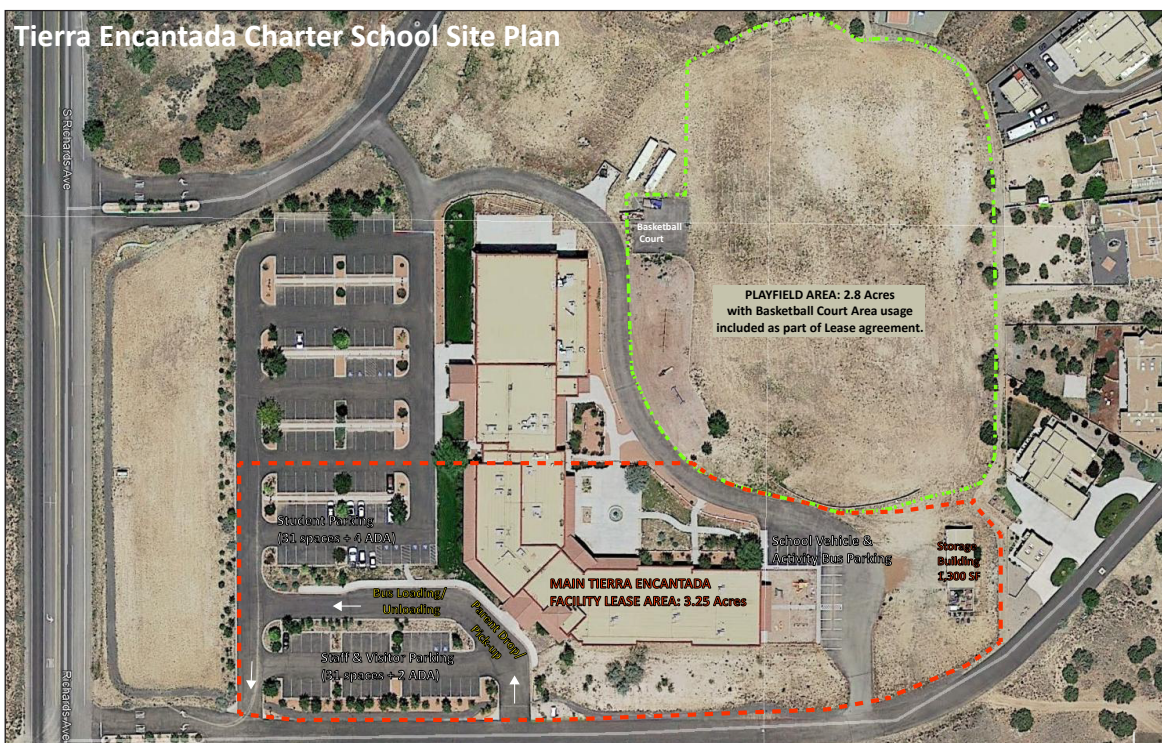
** Maker's Space can be used as a 3rd Science Lab for General Science

2.3 Site & Facilities

2.3.1 - LOCATION

The Tierra Encantada Charter School campus is currently located on the south side of Santa Fe just off of S. Richards Avenue at 4601 Mission Bend, it relocated to the new site from the old Alvord facility in 2017/18. TECS shares the site with the Light at Mission Viejo Church, and is leasing the south portion of the building consisting of 28,406 SF that was once part of a private school that was operated by the church. The site is partially surrounded by undeveloped real estate on the west side of S. Richards Avenue, low density residential development to the north and east, and I-25 to the south. The south side of the site, as well as the play-field and the basketball court on the east of the building are included in the school's lease and account for approximately 6.0-acres of the overall 9.75-acre site. TECS has a five-year lease agreement in place for both property and facilities with the non-profit organization for the Light at Mission Viejo Church, which is paid for through the school's annual Lease Payment Assistance Award from the Public Schools Capital Outlay Council. The lease agreement provides an option to negotiate the purchase of the facilities and site in the future from the church, however it would require a property appraisal to determine fair market value.

The primary entrance to access the school is located on the south end of the site off S. Richards Avenue, as the north entry is reserved for church use. The south entry to site is also used to access the drive lane near the main entrance for bus and parent drop-off and pick-up. The parking area directly in front of the school's main entrance contains 33 parking spaces, two (2) of which are ADA compliant that is for use by visitors and school staff. Directly, north of the bus loading zone, there is an additional three rows of parking that contains 35 parking spaces, four (4) of which are ADA compliant that are utilized for student parking. On the east side of the campus, there are 14 additional parking spaces that are utilized for school vehicles and activity buses. TECS contracts with Herrera Bus Transportation to offer students drop-off and pick-up bus services at nine (9) different centralized locations within the City of Santa Fe at no charge. The east side of the campus also has a 1,300 SF garage/ storage building that the school has usage of under its lease agreement for storage of materials and camping gear that is used during scheduled times of the year as part of the school's curriculum.



2.3.2 - FACILITY EVALUATION

After nearly a decade at the old Alvord facilities near downtown Santa Fe owned by Santa Fe Public Schools, Tierra Encantada Charter School relocated to its current home at 4601 Mission Bend in 2017/18. The school currently leases the south side of the building that is owned by the Light at Mission Viejo Church, which consists of a 2-story 28,406 SF structure that was originally designed and constructed as a PK-12th grade private school in 2005. The remainder of the facility located in the north side of the building (approximately 16,250 SF) was constructed as part of a later phase and is being used and occupied by the Light at Mission Viejo Church. The existing facility meets NM Adequacy Standard requirements for classrooms and support spaces. As the current utilization and capacity analysis will show in Section 2.4, the school is well utilized and supports the current enrollment, however available instructional space is lacking for a Visual Arts program, Exceptional Education instruction and intervention, and ancillary services such as PT/OT/SLP and other required services; all of which combined would require one additional full-sized classroom and two ½ size classrooms. In order to meet future increased enrollment needs beyond the current identified needs and classrooms available, three additional classrooms would also be needed.

Conformance with Adequacy Standards

The current TECS facilities conforms to slightly above the minimal level of 650 SF as required in the NM Adequacy Standards as they pertain to charter schools in regards to the size of general classrooms which range in size from 664 SF to 708 SF. As a charter school, TECS is eligible to receive variances for certain program areas if needed and applicable to the schools charter and educational delivery method. A good example of such a variance that TECS requires would be for NMAS 6.27.30.17 Food Service (B) for the size of a “full service kitchen”, the school does provide and prepare meals for students on-site with staff employed by TECS utilizing the existing kitchen that was constructed to support the former private school, which is sufficient for the current schools needs.

With the number of students TECS currently serves at nearly 300, it operates more like a “traditional” middle and high school that includes a project based instructional model that often requires more space for students to work in. By operating more like a “traditional school”, TECS is in need of program specific space that is sufficient to meet the educational needs of its students. Some of the space deficiencies based on the current enrollment include the need for existing science classrooms to be converted into standard “science labs” with workstations, a Visual Arts classroom, two ½-size EE Resource/Intervention classrooms that can be shared with ancillary services, gym with full-size play court, and additional general classrooms to meet future enrollment needs.

Facility Evaluation

Visions In Planning, Inc. evaluated the TECS campus to identify both maintenance and long-range capital improvement needs for the school to work towards completing over the next five years. Section 5.4 - Master Plan Supporting Documents contains the facility evaluation.

FAD Update

The full FAD update is in Section 5.4 - Master Plan Supporting Documents and has been submitted to NMPSFA for updating

Facility Needs

Visions In Planning, Inc. used the following methods to identify the list partial list of facility issues below:

- Analysis of compliance with adequacy standards where applicable,
- Physical condition assessment to determine facility conditions needs,
- Results of interviews with TECS administration and staff,
- Planning team observations*

* It should be noted that some of the items observed during the facility walk-thru may not be able to be corrected as they may fall under the responsibility of the Owner as a "Building System" OR the lease may not allow for major modifications to the building or site unless the school is in a "lease/purchase" agreement with the owner or purchases the facility outright.

General Classrooms

Classrooms range in size between 664-708 SF, the typical scheduled class size averages 14-28 students based on the school's current enrollment and classrooms are often difficult to rearrange for group projects and other activities.

- Minimal square footage for class sizes to support a "project based" learning model.
- Painting and interior wall repairs needed.
- Additional power is needed to support 1-to-1 technology instruction delivery.



Science Labs*

There are two larger general classrooms (814 SF ea.) that are used for science instruction with class sizes ranging between 18-24 students. Neither classroom meets the requirements of a standard middle or high school science lab. Each classroom has only one sink which is not designed or rated for chemical use. Students do not have access to proper lab stations, power or water to perform basic science experiments. There are restrooms in each science classroom that are being used as "quasi" prep rooms, have flammable storage cabinets, improper ventilation, and hand-wash sinks used for various prep activities. The typical class size averages between 18-25 students and classrooms are often difficult to rearrange for group work and other activities.

- Function/ Layout in Science classrooms needs to be improved to better support science instruction.
- Need student lab workstations with water, power, gas (can be optional)
- Need teacher demonstration station with water, power, gas (portable)
- Need Shower/Eyewash Station
- Need Fume Hood - Portable may be a good option to consider
- Non compliant "science prep" or storage rooms.
- Painting and interior wall repairs needed



Exceptional Education/ Ancillary Services*

As of the 2018/19 school year, TECS had approximately 20% of its student population that qualified for exceptional education and support services, and over the next five years students that require support

services is expected to grow another 5-10% as enrollment increases. While the school operates on an inclusion model, many students still need supplemental instruction and/ or ancillary services that requires a separate space for students to receive services in. Currently, supplemental instruction and/ or services are provided in the corridors, in the teacher's collaboration area, or any space that happens to be temporarily vacant. This often has to be done with one or two students at a time versus having a series of classes scheduled that can accommodate more students at a time due to the lack of available classroom space and impacts the quality of the student's instructional time.

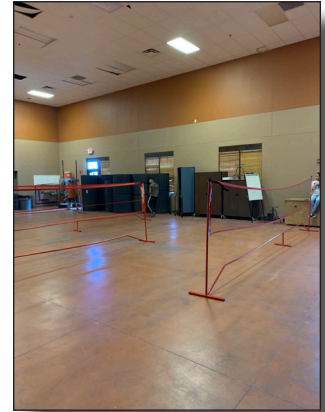
- Lack of available ½-size Resource Classroom Space to provide Exceptional Education Resource Instruction and Ancillary Services (2 are needed)

*Additional Facility Needs**

- Four additional classrooms are needed to meet programmatic and future enrollment needs
- New gym with full-size play court and dressing rooms for a fully functional Physical Educational program for all grade levels (6th) 7th-12th grade.

Site/ Play-fields

- Grading & drainage improvements - Ponding issues various areas
- Parking crack repairs, resealing, and re striping
- Property perimeter* - Perimeter fencing does not enclose the site (safety/security)



Statewide Adequacy Standards

New Mexico's statewide Adequacy Standards for primary and secondary educational facilities (NMA 6.27.30) are guidelines for public school districts to "... provide and sustain the environment to meet the needs of public schools." They are intended to create a minimum facility standard to establish equity among all educational facilities serving New Mexico public school students. Alternative and Charter Schools may seek a variance for facilities, since they do not necessarily conform to the programs, delivery methods, and facility needs and budgets that are the basis for the standards. It is through these variances that these types of schools are intended to meet many of the facility requirements for their "alternative programs" through "alternative methods" when applicable. However, both alternative and charter schools must provide the minimum square footage allowances for general classroom spaces, as identified in the NM Adequacy Standards. Because TECS operates very similar to a traditional combined middle/high school, it requires of some of the more "traditional" type classroom spaces found in other middle/high schools in the SFPS district such as general classrooms, science labs, art and elective classrooms, and gymnasium.

It should be noted that while TECS meets all of the required standards in the area's listed below (statute section citations in parentheses), there are several areas in which the school's educational programs - general classroom, electives, exceptional education, physical education, and science lab that need to meet the higher requirements of a traditional middle/ high school that need improvement.

(6.27.30.8) General Requirements - Required

- Building structural soundness (A.1)
- Weather-tight exterior envelope (A.2)



- Interior surface condition (A.3)
- Interior finish harmful elements (A.4)
- Building system integrity (B.1)
- Plumbing type / accessibility (B.2)
- Adequate fire alarm system (B.3)
- Adequate two-way communication system (B.4) (*Phone system only - no intercom*)

(6.27.30.10) Site - Required

- Student drop-off pedestrian pathway (A)
- Protection of building structural integrity (C)
- Potential of flooding, ponding, or erosion (C)

(6.27.30.11) Site Recreation and Outdoor PE

- Playground and Play Area
- Multipurpose playing Area (Basketball Courts)
- Playing Field w/ Movable Equipment

(6.27.30.12) Academic - Required

- Appropriate size (A)
- Lighting (C)
- Temperature range (D)
- Acoustics (E)
- Air quality (CO2 PPM) (F)



2.4 Capacity & Utilization Analysis

2.4.1 CAPACITY & UTILIZATION

The capacity of a school reflects how many students the school's physical facility can serve effectively. There are various methodologies that exist to calculate the capacity of a facility depending on the objective and time when its analyzed. It is not uncommon to review an existing facility only to find that the capacity which once had been assigned to it is now greater than what can be reasonably accommodated today. This can be primarily attributed how educational programs have changed and evolved over time, especially in a Charter School environment where alternative instructional programs and methodologies are often used.



Over the past sixty years, educational programs in public schools and the way they are being delivered have changed significantly with technology being a main driver both now and in the future. Repeated arguments are heard that “This school was able to accommodate 600 students thirty years ago and now you are saying it can only accommodate 400 students today. How can this be the case?” Persons making these statements often do not realize that when the building was originally constructed, the average class size was 30 students, the music program was being held on the stage, the teacher provided art on a cart, there were no computer labs, the Kindergarten program went from half day to full day, and special education students with severe developmental and medical needs were in separate facilities and did not attending mainstream public schools. Add to this the fact that many states have legislation for class sizes of 22 or under for the early elementary grades, funding for Pre-K is expanding, and there are many more required at-risk student programs that must be adhered to.

A critical component of a capacity and utilization analysis is how each classroom is actually used and managed. An analysis of how each classroom space is used daily at Tierra Encantada Charter School was accomplished through review of the school's master schedule, floor plans, facility walk-through, and confirmation of any questions regarding use by the school's director and principal.

In defining the “capacity” of a facility, it simply refers to the number of students a school can accommodate based on the educational model for the specific use, however for the State of New Mexico there are two types of capacity measures that are calculated as part of the Facility Master Plan: Maximum Capacity (also known as Design Capacity), and Functional Capacity.

- Design Capacity is the desired maximum student capacity of a school at the time of the building's design and assumes the maximum number of students per each classroom or “learning space”. This counts every available space including specialized spaces such as art, music, SPED, career tech classrooms, etc., for general education use – it usually results in a fixed number. Class-loading follows either NMPED ‘standards’ or a modification of this standard utilizing the student loading factor that reflects average pupil/teacher ratios (PTR) of that was approved in the schools charter by NMPED/PEC.
- Functional Capacity is the amount of students a school can accommodate by taking into account the site specific educational program, number of classrooms or “learning spaces” available to regular, and C & D level enrollments - multiplied by a student loading factor that reflects average

pupil/teacher ratios (PTR) as identified in the school's charter and approved by NMPED. The results are then multiplied by factors addressing the school's size/cap, scheduling utilization, physical classroom size divided by nsf per student per NMAS for non-standard sized classrooms, special education inclusion/ non-inclusion, overall school size (current enrollment vs enrollment cap) and grade levels served. In the case of middle and high schools, specialty classrooms are counted towards available capacity; however, instructional areas that are used for special federal and categorical programs for all school types are exempted.

NMPSFA Guidelines for Capacity & Utilization

As part of the capacity and utilization analysis the following criteria was established by NMPSFA and was used to identify and categorize the instructional spaces available at Tierra Encantada Charter School. A review of the existing facility identifies all available classrooms for instruction to determine whether or not they meet the current and projected classroom needs based on the school's educational delivery model and enrollment needs. The existing floor plans and space *utilization* chart for the school identifies how the facility is being utilized classroom by classroom, and class period by class period. From that information, utilization and capacity of the facility was analyzed and calculated as it relates to the State of NM Adequacy Standards (NMAC 6.27.30) and Tierra Encantada Charter School's approved charter.

Middle / High School (6th or 7th thru 12th Grade)		
Classroom Use	Notes	Space
Standard Classroom	Graded, 650 sf min, 27-30 students maximum	U&C
Special Ed. Classroom	If Std. Or 1/2 CR size	U&C
1/2 Classroom	450-650 sf - 12 students maximum. Do not count seminar rooms	U&C
Labs	Science, Business Ed, Foreign Language	U&C
Music	Chorus, Band, Orchestra. Do not count rehearsal or ensemble rooms.	U&C
Computer Lab	Count all, including "open" lab. Not counted if part of Media Center	U&C
Shop/Home Ec. Lab	If separate labs with separate access count each	U&C
Shop/Home Ec. Classroom	Only if separate space <u>and</u> separate access	U&C
Gymnasium	Count full-size gym as 2. Count usable mezzanines	U&C
Wrestling Gym	Or Dance, Gymnastics	U&C
Weight Room	Count only if a scheduled class	U&C
Auditorium	Only if fixed seating	U&C
Lecture Hall	Always count	U&C
Program Management Space	If Std. or 1/2 CR size - Tutoring, School to Work, ISS, Detention, etc.	NC
Greenhouse	Not counted	NC
Media Center	Not counted	NC
Multipurpose Room	Not counted - Commons, Lunch Room, Cafeteria, etc.	NC
Lounge, etc. in Classroom Space*	Classified as Non-instruction/non-program Space see (*) to determine inclusion or exclusion	NC

Key:

U&C: Counted as part of utilization/capacity analysis.

NC: Not Counted for Utilization/Capacity.

U: Counted for utilization analysis, but not for capacity Analysis. **U&C:** Counted as part of utilization/capacity analysis if a class is scheduled.

* Administrative and Non Instruction/Programs - Classrooms greater than or equal to 675 SF used by the school for administrative or non-teaching purposes will be counted as having capacity. They include but are not limited to: office, workroom, parent's room, lounge, storage, custodian, maintenance, tutoring, counseling, vending and production. If a school can demonstrate that the administrative or non-teaching function is required at the school, and that no other space is available that can adequately house the function, then the classroom is excluded from capacity.

Currently the *Maximum/ Design* (100%) capacity at TECS is 345 students, which would require that every available classroom would be fully loaded and scheduled to its maximum PTR of 22 students, however as a charter school that serves middle and high school grades (7th-12th) on a daily rotating class period schedule,

it would mean that the school would need to recruit and maintain between 55-60 students per grade level to operate at 100% maximum efficiency. This level would be very challenging even for a traditional middle or high school to operate and maintain at 100% efficiency, as it leaves very little flexibility in many of the classrooms to deliver instruction and make adjustments to course scheduling to accommodate enrollment needs. Taking into account TECS's educational delivery model of Expeditionary Learning which utilizes project-based learning for instruction and the course offerings available to meet NMPED and charter requirements, the *Functional Capacity* for TECS has been calculated to be a total of 290 students. The current 40-day enrollment for 2018/19 is 281 students in grades 7th -12th grade and the school is currently nearing capacity. In 2017/18, enrollment was 309 students and many classes were fully loaded to capacity, which challenged the school's operation and flexibility. The school's Functional Capacity should not be exceeded by more than 5% or 304 students before additional classrooms or facility options must be considered.

Utilization of Current Facilities

Utilization refers to the actual placement of students within the classroom measured against the NMPED maximum or in the case of a charter school - the maximum class size identified and approved in the school's charter. In general, most middle/ high schools do not utilize each classroom to 100% because of the uneven number of students per grade level (i.e., enrollment is not equally divisible by 22, 24, etc.). The NMPSFA guidelines indicate a maximum efficiency for middle and high schools to between 80-95% depending on the type of instructional model and schedule being used by the school, this information is even more critical in the case of a charter school as oftentimes non-traditional instructional methods, schedules or class sizes play a large factor in determining the actual utilization of a classroom. For this analysis, the Tierra Encantada Charter School currently utilizes its facilities efficiently at 93% with an enrollment of 281 students in grades 7th-8th based on a 7-class period day. The school has two lunch periods scheduled - one for middle school students and one high school students, at which time is when most teachers get their lunch break and classes are not scheduled.

It should be noted that the school operates on a collegiate model, as there are 21 teachers (FTE's) for 15 available classrooms. Teachers do not "own" specific classrooms, as they rotate through several different classrooms throughout the day, which helps keep the utilization of the school high. There is a centralized "Teacher Collaboration Work Area" with desks to each teacher, work area, conference table for teachers to meet with students and provide supplemental instruction as needed.

The charts on page 33 identify the current number of available classrooms, maximum and functional capacity as well as the actual needed demand for classrooms both currently and in the future considering both the school's educational programs and enrollment. The subsequent chart on page 35 demonstrates the "actual" utilization of the facility based on how the school is scheduled and used on a daily basis.

Table 2.4.1.A Classroom Data & Capacity Tierra Encantada

The Classroom Data & Capacity information below is based on current the 2018/19 school year enrollment and program demands which identifies a total of one full size and two ½-size classrooms to meet current enrollment demand. Based on the projected increase in enrollment in five years, the school will require additional 3-full size classrooms, which result in a total facility need of 4-full size and 2 ½-size classrooms to meet current and future demand.

STATE CHARTER SCHOOL																																		Total Existing Classrooms																			
Facility Name		Regular Education		Special Ed			Specialized Classrooms Designed for a Specific Use (Middle/ High School)																		Special Program Space (General classroom or specially designed space)						Classrooms used for purposes other than instruction						Total Existing Teaching Spaces (Classrooms/Program Spaces) On Site																
		Regular Education 1st - 12th		SPED C/ Resource		SPED D	Science Lab (MS/HS) Classroom Not LAB at TECS		Computer / Technology/ STEM-STEAM Lab		Music/ Choir/ Drama/ Dance		Fine Art		FACS / Child Devel		Career Tech		Multi-Purpose / PE (Less than 1/2 Size HS Gym)		ITV Distance Learning		Auditorium / Lecture		Resource Rooms		Fed. / Cat. / Title I		PT / OT/ SLP		Other Use Use Avail		Other Use Not Avail		Substandard Spaces used for instruction ¹			Total Perm CR	Total Port	Total Perm & Port	Percent Port	Total General & Specialized Perm/ Port	Total SPED C/D Perm/ Port	Total Special Program Perm/ Port	Other Use excluded from Cap	Total Reg, C&D Classrooms							
		Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port								
Charter Schools																																																					
Tierra Encantada Charter School		12.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.0	0.0	15.0	0%	15.0	0.0	0.0	1.0	14.0	
		12.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.0	0.0	15.0	0%	15.0	0.0	0.0	1.0	14.0
		1 Not included CR count. Not used in any calculation.																																																			
STATE CHARTER SCHOOL		General & Specialized Classroom Need								Special Program Space Need						Current Total Need	Utilization Based on Current Need																																				
		Calculated Classroom Need Based on Enrollment								Calculated Special Program Space Need Based on Enrollment							Total Demand																																				
		General & Specialized Classrooms		SPED C/D Classrooms		Total Reg and C&D Classrooms needed		Classrooms (Surplus)/ deficit		Total Fed/Cat, A&B, Gifted, etc. Classrooms		Calculated Fed/Cat, A&B, etc. Clrms & Resource Rms		Fed/Cat, A&B, etc.Classrooms (Surplus)/ deficit		Total Regular Ed + SPED + Federal/ Categorical	Current CR Reg Ed, SPED., & Spec Prgms Perm/Port		Needed CR Reg Ed, SPED & Spec. Prgm Perm/Port	% Utilization																																	
Charter Schools																																																					
Tierra Encantada Charter School		15.0	2 (.5)		17.0		2.0		0.0	0.0	0.0		2 Demand	15.0	17.0	113%																																					
		15.0	2 (.5)		17.0		2.0		0.0	0.0	0.0			15.0	17.0	113%																																					
STATE CHARTER SCHOOL		Capacity																																																			
		Classrooms						Maximum Capacity ¹	Functional Capacity ²			Full Inclusion ³		Capacity for Additional Students																																							
									Based on Existing Classrooms			Elem:	100%																																								
Facility Name	Reg. Ed Classrooms	SPED C/D Level Classrooms	Special Program	Specialty Uses and/or Shared Science Labs* Excluded from Cap	Total CR	No. Pds Taught	Total Enrollment Capacity	Reg Ed Capacity	Sp Ed C/D Level Enrollment Capacity	Total Enrollment Capacity	Full Inclusion Capacity	Full Inclusion Capacity Small District	Current Enrollment 2018/19 (40-day)	Capacity for additional Students	Future Enrollment 2023/24	Capacity for Additional Students	Future # of Classrooms Needed 2023/24																																				
Charter Schools																																																					
Tierra Encantada Charter School		14.0	0.0	0.0	1.0	15.0	6	345	290	0	290	290	251	281	9	384	-94	3																																			
		14.0	0	0	1.0	15.0		345	290	0	290	290	251	281	9	384	-94	3																																			
		14.0	0.0	0	1.0	15.0		345	290	0	290	290	251	281	9	384	-94	3 Needed																																			

1. Max Capacity: Maximum NMPEDPTRs are applied to all classrooms in the facility with no adjustments with 100% utilization of ALL classroom spaces

2. Functional Capacity: State PTRs are applied by grade level and program to all classrooms designed for regular ed & C/D instruction (certain spaces excluded at each school level) with scheduling efficiency factors and potentially other factors applied.

- Varies PTRs

- Limits the classrooms

- Adds efficiency factors

- Potentially small district and full inclusion factor (working capacity + efficiency & other factors)

- Excludes 3/4DD, Preschool, Kindergarten and C/D level students. These can be fully loaded.

3. Full Inclusion: Applies to schools whose C & D level students stay in the classroom and are taught by teachers certified in Special Education and General Education.

1. Max Capacity: Maximum NMPEDPTRs are applied to all classrooms in the facility with no adjustments with 100% utilization of ALL classroom spaces

2. Functional Capacity: State PTRs are applied by grade level and program to all classrooms designed for regular ed & C/D instruction (certain spaces excluded at each school level) with scheduling efficiency factors and potentially other factors applied.

- Varies PTRs
- Limits the classrooms
- Adds efficiency factors
- Potentially small district and full inclusion factor (working capacity + efficiency & other factors)
- Excludes 34DD, Preschool, Kindergarten and C/D level students. These can be fully loaded.

3. Full Inclusion: Applies to schools whose C & D level students stay in the classroom and are taught by teachers certified in Special Education and General Education.

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Table 2.4.1.B Current Utilization Chart - Tierra Encantada Charter School

The Utilization Table below is for the TECS 2018/19 school year, based on current enrollment and program demands, the school has sufficient available classrooms to meet its average PTR of 22:1, however it is lacking sufficient available SPED resource classrooms and ancillary spaces to provide PT/OT/SLP and other services. On average, the general classrooms have between 670 - 817 SF available. The school currently has a 93% utilization rate and uses its facility very effectively.

Date: December 4, 2018

Utilized Classroom	
Unscheduled Classroom	
No Class Scheduled - Lunch MS or HS	
Shared Classroom	
Gen Classroom Used for Ancillary	
Number of Lunch Periods	2

1. The school operates on a colligate model, and teachers do not "own" specific classrooms and they rotate through different classrooms during the day to help keep utilization high. There are two scheduled lunch periods which is when the largest number of classrooms are unoccupied. There is a centralized "Teacher Collaboration Work Area" with desks for each teacher, prep area, and area for teachers to meet with students and provide supplemental instruction.

2. The school is located in a former private school and the leased area does not have "actual" Science Labs that meet NMAS which are needed.

Rm #	Room Name/ Type	Cirm NSF	1	2	TEACHER(S) ASSIGNED	3			Period 2			Period 3A (Crew)			Period 3B (Crew)			Period 4			Period 5			Period 6			Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day		
			Max # of St./ Sq Ft	PED MAX PTR / Cirm		Period 1 Time: 8:00 - 9:30			Time: 9:32-11:02			Time: 11:04-11:44			Time: 11:44-12:24			Time: 12:24-1:54			Time: 1:56-3:26			Time: 3:28-4:13									
						Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.							
110	General Classroom	674	27	27	K. Montoya T. Abeyta	Math 7	19	70%	Algebra 1	22	82%	Seminar (Crew)	21	78%	NONE/ Lunch	0	0%	Math 7	18	67%			Applied Math	12	45%	116	150	61%	6	86%			
111	General Classroom	674	27	27	J. Lewis F. Salas C. Marquez	Geometry	15	56%	Algebra 1	26	96%	Seminar	11	41%		NONE/ Lunch	0	0%	Geometry	22	82%			Applied Math	13	48%	103	150	55%	6	86%		
112	General Classroom	674	27	27	R. Murphy S. Mudge L. Thornton A. Kirkland	Community Service	6	22%	ELA 2	19	70%	Seminar	17	63%										Sociology	6	22%	108	150	54%	7	100%		
113	General Classroom	678	27	27	T. Abeyta L. Thornton A. Kirkland	ELA 1	25	93%	ELA 1	24	89%	Seminar	17	63%	NONE/ Lunch	0	0%	NONE	0	0%						109	150	58%	5	71%			
114	General Classroom	674	27	27	C. Marquez S. Mudge	ELA 4	14	52%	Creative Writing	25	93%	Seminar	15	56%		NONE/ Lunch	0		0%			US History	21	78%	Principles of Democracy	14	52%	111	150	59%	6	86%	
115	General Classroom	678	27	27	A. Kirkland A. Gandara	ELA 7	19	70%	ELA 7	18	67%	Seminar	16	59%	NONE/ Lunch		0	0%			World History	23	85%	NM History	21	78%	Journalism (ELD)	16	59%	113	150	60%	6
121	General Classroom	664	27	27	J. Lewis J. Karthausier F. Salas				NONE	0	0%	NONE/ Lunch	0	0%		Seminar	17	64%									78	150	42%	5	71%		
123	General Classroom	814	33	27	J. Karthausier F. Salas	Anatomy & Physiology	12	48%													Acadmic Skills	16	60%	Chemistry	18	68%	Applied Math	14	53%				
125	General Classroom	817	33	27	J. Zebrowski A. Gandara	Physical Science	23	85%	Financial Literacy	20	74%	Seminar	13	48%	NONE/ Lunch	0	0%			Life Science	21	78%	Physics	24	89%	Drama/Intro to Theater	19	70%	120	150	63%	6	86%
125	General Classroom	817	33	27	J. Zebrowski A. Gandara	Environmental Science	18	67%						Seminar		18	67%	Biology	12	44%	Art Rocks	24	89%	Art Rocks	20	74%	128	150	67%	7	100%		
151	General Classroom	674	27	27	K. Miera C. Olivas L. Thornton R. Murphy				ELA Lab	24	89%	Seminar	18	67%	NONE/ Lunch	0	0%	NONE	0	0%						NONE	0	0%	100	150	53%	5	71%
152	General Classroom	674	27	27	A. Del Valle K. Miera	Spanish LA	25	93%	Spanish LA	21	78%											Spanish LA	24	89%									
PE	Multi-Purpose/ Cafeteria	2,495	52	27	G. Rodriguez	PE	18	67%	None	0	0%	Middle School Lunch	119	441%	High School Lunch	162	600%	PE	25	93%	HS PE	24	89%	Athletics	23	85%	354	150	187%	6	86%		
204	General Classroom	708	27	27	P. Arevalo-Sanchez K. Miera	Spanish LA	19	70%	Spanish LA	22	81%				NONE/Lunch	0	0%	Seminar	19	70%	Spanish LA	17	63%			Spanish LA	24	89%	123	150	65%	6	86%
205	General Classroom	708	27	27	De Andres Presa G. Rodriguez	Spanish LA	30	111%	Spanish LA	21	78%					NONE/ Lunch	0	0%			Spanish LA	25	93%	Fitness	18	67%	Spanish LA	24	89%	139	150	74%	6
206	General Classroom	708	27	27	D. Martinez	Algebra II	13	48%	Algebra II	18	67%	Seminar (Crew)	18	67%	NONE/ Lunch		0	0%	Seminar	18	67%	Computer Science	25	93%									
		12,314	441				281	70%		279	69%		281	69%			281	69%		273	68%		264	65%		259	65%	1,910		67%		83%	

UTILIZATION NOT INCLUDING CLASSROOMS SCHEDULED AT LUNCH 93%

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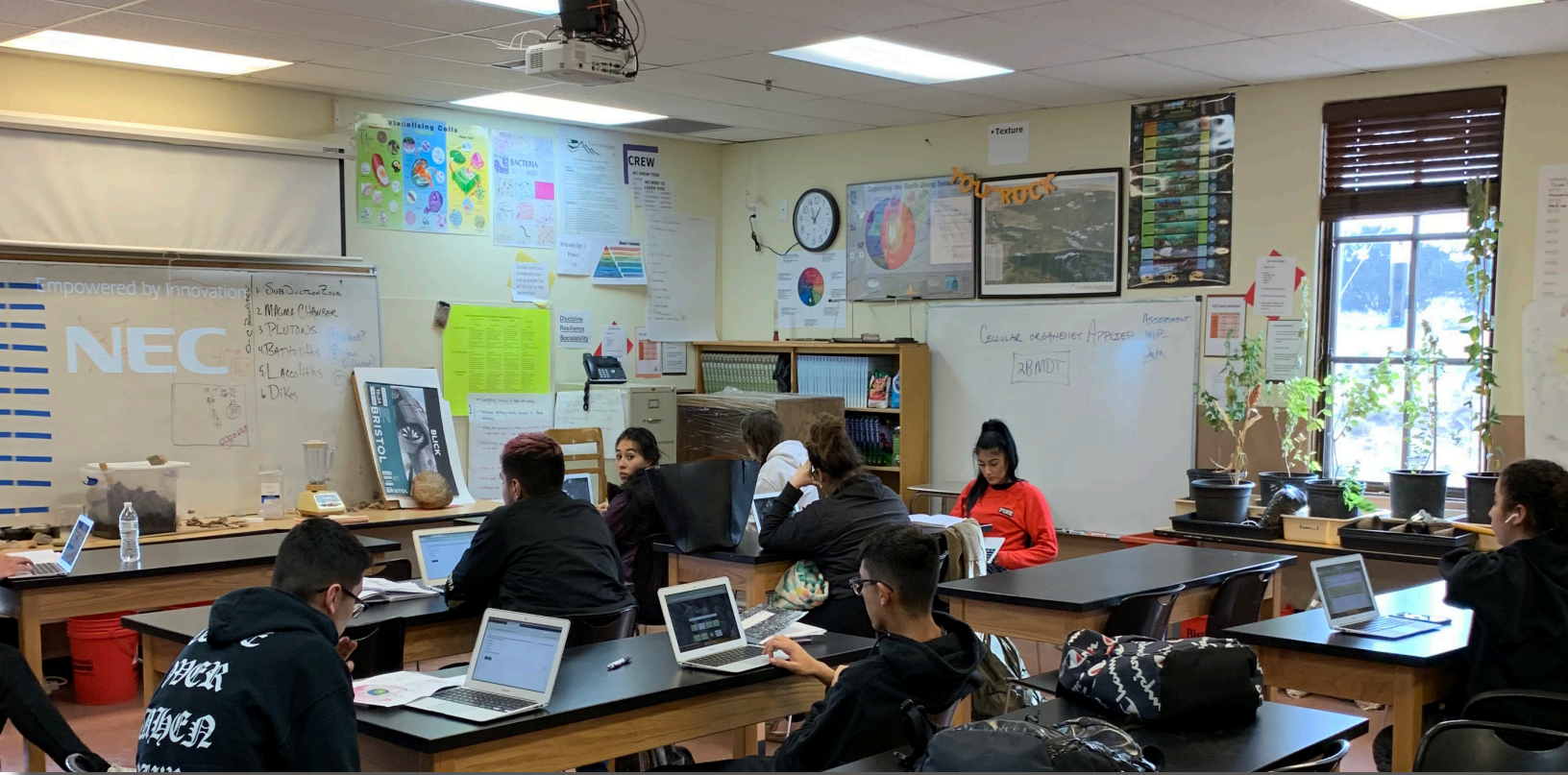
2.5 Facility Maintenance

2.5.1 - MAINTENANCE PROJECTS

Currently, Tierra Encantada Charter School does not utilize “School Dude” to log its maintenance work orders, however it does utilize an internal work order process to track when maintenance or repairs are needed that are not included in the school’s lease agreement. As major facility maintenance needs do arise, requests are submitted to the TECS Business Manager, who then contacts the appropriate on-call contractor to make the needed repairs, which are funded from SB-9 monies that the school receives annually. While the school is responsible for the overall maintenance of the facility and any repairs that are needed to the building per the schools lease agreement; any major repairs to or replacement of major building systems is still the responsibility of the building owner. Currently, the school spends on average between \$15,000 to \$25,000 annually on general maintenance projects to maintain its facilities per its lease agreement which is funded from the SB-9 funds it receives annually. As part of the Facility Master Plan process, the facility assessment identified several minor maintenance projects that are listed below that will be addressed by the school over the Summer of 2019.

- Landscaping improvements and maintenance including irrigation system (repairs to sprinkler heads)
- Fire lane curbs need to be repainted.
- Repair and repaint interior wall surfaces and wood trim
- Install interior corner guards to help protect wall surfaces from future damage.
- Replace all damaged ceiling tiles 2’x 4’ and 12”x 12”.
- Reseal interior control joints (interior concrete flooring - 1st floor)
- Replace mirror above sink in the girl’s restroom on the 1st floor near the teacher collaboration office.
- Relocate items stored in front of electrical panels

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SECTION 3.0

3.1 FACILITY GOALS & CONCEPTS

3.1.1 - FACILITY GOALS - EXISTING FACILITY

The established goals of TECS are to continue to provide a high-quality educational environment to serve the needs of its students in grades 7th-12th in the greater Santa Fe area. According to state statute, TECS is required to be housed in facilities that meet educational occupancy standards and the facility that TECS currently occupies does comply with NMSA 1978, §22-8B-4.2. When TECS relocated to its current facility it has complied to those requirements that are applicable to it under NMSA 1978, §22-8B-4.2(D), by entering into a lease agreement with a non-profit landlord for a facility that meets adequacy standards, as the leased portion of the facility was originally constructed as a private Pre-K through 12th grade school that has ceased operation. The lease agreement is between Tierra Encantada Charter School and the non-profit organization established by the owner of the Light at Mission Viejo Church (501C3 - Ron Sebesta Realty Retirement Plan) for the south building containing 28,406 SF at 4601B Mission Bend, and contains provisions requiring the owner to maintain the existing facilities to adequacy at no cost to TECS as required by NMSA 1978, §22-8B-4.2(a) and (b). The current lease agreement does have an option for the school to negotiate the purchase of the facilities and site in the future from the property owner, however, it would require a property appraisal to determine fair market value to establish a purchase price.

Prior to relocating to its present location in 2017/18, TECS leased the former Alvord Elementary School located at 551 Alarid Street, near downtown Santa Fe, from Santa Fe Public Schools since 2010/11, prior to that the school leased facilities from the Santa Fe Indian School. While that facility had undergone a minor improvements over the years, it was in need of major renovation that the district did not want to make any significant investment in. As of 2017, TECS chose not to renew the lease for the Alvord facility

and as the school district did not have any other school properties available that met the needs of TECS to lease, they relocated; SFPS has since sold the Alvord facility. The school's lease agreement also provides it usage of approximately 6.0 acres of the 9.75-acre site, which provides for on-site parking, parent and bus pick-up/ drop-off, outdoor play areas and use of storage facilities; the property owner occupies and retains usage of the remainder of the property and the north half of the building. The land area around the Light at Mission Viejo was developed as a "mixed-use" development for residential, commercial, and open space; and as such the lease does have some restrictions as to what can and cannot be done on the property. Any major reconfigurations and additions to the building or placement of any portable buildings on the site would need to be prior approved by the property owner and may require zoning approval by the City of Santa Fe. Based on the school's educational programmatic requirements, and current and future facility needs to meet student enrollment the TECS Facilities Committee identified the following facility goals to help plan for both the short and long-term needs of the school:

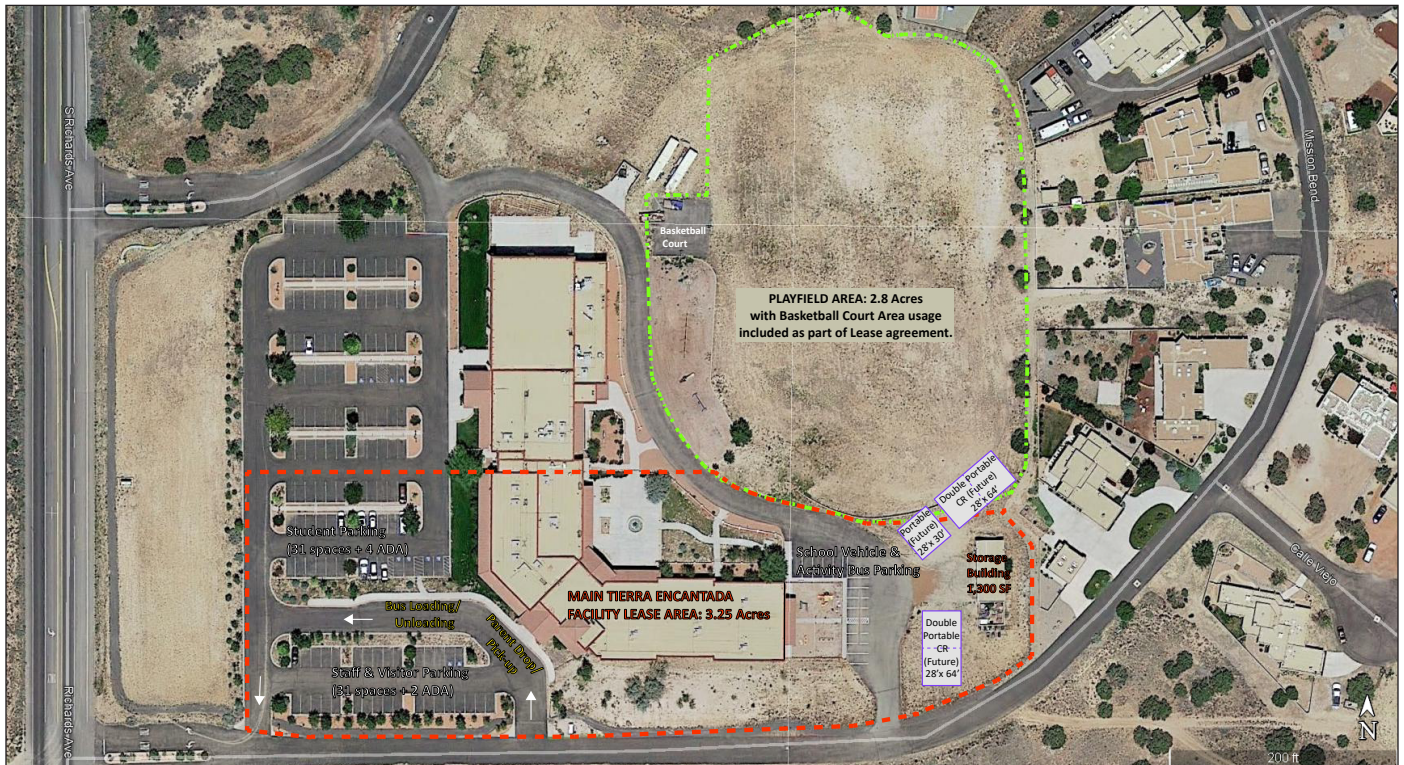
- Provide a technology rich environment to support current and future educational program needs.
- Provide facilities/programs that support dual credit options for students.
- Identify future facility space needs and requirements as part of a future Ed Spec to be included as an addendum to the Facility Master Plan once it is determined that the school is not able to acquire its current location. This will assist the school in locating future permanent facilities that meet TECS charter requirements, and will be flexible to accommodate future changes to educational programs and enrollment.
- Continue to maintain existing lease-facilities through an "Active" Preventative Maintenance Plan that promotes an on-going regularly scheduled maintenance for areas that the school is responsible for through usage of SB-9/HB-33 Mill Levy funds to reduce long term costs.
- Utilize available SB-9 and HB-33 Mill Levy funds to help acquire and maintain future permanent facilities.
- Leverages opportunities for PSCOC funding for priority projects when eligible and available.
- Provides school facilities that instill pride in the students, staff, and community.

Facility Space Needs (Existing Facility)

TECS's current facility consists of administrative offices, 14 general classrooms plus a small multi-purpose room that is used for PE activities and dining, all of which meet or exceed the minimum NMAS square footage requirements for general classrooms, with the exception of the "science classrooms" which need to be renovated into actual "science labs" to meet academic program needs. The school does have some unmet needs that the current facility is unable to accommodate as it does not have any additional classroom space available for Exceptional Educational Resource and Ancillary programs, or a much-needed Visual Arts elective program, which would require (2) ½-size classrooms and 1 additional full-size classroom to meet its current needs. Over the next five years, once the school undergoes its charter renewal in 2020, and if 6th grade is added or as student recruitment and retention efforts intensify and by 2023/24, it is expected that enrollment will reach 384 students. This increase in enrollment will require an added 3 full-size classrooms that are not currently available, one of which would need to be a Maker's Space while the other two could be general classrooms. Pending negotiation and approval from the school's current lease holder, one potential way to improving existing conditions and supplying added classroom space in the future could include the following:

- Renovate classrooms 123 and 125 to provide 6 perimeter student lab stations with sinks and movable work tables, and one teacher demonstration station with sink. Install emergency shower/ eyewash station and provide portable fume hood. Renovate existing restroom within each classroom and adjacent storage space into a single "prep/ storage room" with sink and ventilation, and chemical storage cabinet.
- Provide on-site location and utility infrastructure for two (2) double portable classroom buildings and one (1) single portable building that can be partitioned into two 1/2-sized classrooms.

Existing Site with Portable Option



Existing Facility with Portable Option



3.1.2 - Future Facility Concepts (Ed Spec to be included in future FMP Update if required)

The most desirable facility solution for Tierra Encantada Charter School as increases enrollment and expands its educational program opportunities for students would be to remain at its current location, however, this will be dependent on the current owner's flexibility and desire in continuing to work with the school. Based on the schools current and future educational program needs along with it's projected enrollment of 384 students in five years, it is anticipated that TECS will need between 42,900 to 45,850 SF which includes the following preliminary space requirements:

- 13 - General Classrooms with lockable cabinet storage for teachers for Mathematics, English Language Arts, Humanities/ History, and Foreign Language.

The classroom environment shall facilitate an interdisciplinary, learner-centered instructional approach with full integration of technology and infrastructure that can adapt to changing instructional needs compatible with the school's instructional model. The facilities and amenities must be flexible to accommodate a variety of instructional activities, providing active and passive spaces that encourage different types of learning styles; from large lecture to small group to individual work.

- 2 - Science Labs that will support the school's required curriculum that includes General Science, Biology, Physics, Environmental Science, and Chemistry. Activities in the Science Labs will consist of will consist of hands-on lab experiments, small group working sessions and full classroom lectures.
- 2 - ½-size resource classrooms for exceptional education and ancillary services; TECS's goal is to integrate special needs students with general education peers, providing assessment and instruction in the least restrictive environments; at the same time, providing dedicated space for students to seek more individualized help.
- 1 - Visual Arts Lab, 1 Maker's Space, and 1 Elective Classroom (TBD). Currently the existing facility utilizes general classrooms for all electives which are very limited in nature and gives students in the lower grade levels few options to choose from. In a new or the existing facility, if it is purchased and facility improvements can be made, three new elective classrooms that are flexible are needed. One elective type at this time has yet to be determined, however, a new Visual Arts Lab, and Maker's Space which can also be utilized as a 3rd general science classroom have been identified at this time.
- 1 - Full-size gym with changing rooms to comply with minimum NMAS, but not on the size or scale of a comprehensive high school.
- Administration office space with reception area, offices for school leadership and operations, IT maintenance, storage, and student health office.
- TECS intends to continue to operate under the collegiate model to reduce the number of classrooms that it needs and the square footage required, which will help keep operational and maintenance costs down. All classrooms will continue to be shared amongst the teachers and no teacher will "own" a specific room. Centrally located near the general classroom area will be a "Collaborative Teaming Area" with approximately 24-26 staff workstations. This area will encourage staff collaboration,

provide space for work, meetings, conferences, staff development, and storage of teaching materials while rotating teachers to classrooms based on schedule to reduce the number of classrooms needed.

- Student learning commons/digital media center (something the school currently doesn't have but needs) and;
- Full kitchen to meet minimum NMAS with waiver as TECS currently employs its own kitchen staff to prepare and serve meals daily for students.

The current lease agreement in place for TECS is for the south side of the building which consists of 28,406 SF and includes 14 general classrooms (2 are currently used for science), Multi-Purpose room used for PE and dining, storage rooms, kitchen, and administration area. If the school is able to negotiate with the owner to include both the south and the north-sides of the building into a lease-purchase agreement which would include approximately 16,250 SF of additional space for a total of 44,656 SF combined, along with the remainder of the site, the building would meet the all of the school's facility needs to accommodate current and future enrollment without having to relocate. The north side of the building would require limited reconfiguration and renovation as it already has some additional classroom space including at least one science lab, and the current sanctuary was designed to be converted for gym use when the private school was in operation. This option would depend on the building owner's openness to selling the entire facility to Tierra Encantada Charter School as part of a Lease-Purchase agreement for a fair market price to be determined by appraisal.

If the lease-purchase option is determined to not be feasible or cost prohibitive, the school will work with its planning consultant to update and prepare the educational specifications section of this document in Spring 2019 to help determine the exact building parameters that will be needed for the school to find a new facility in which to relocate into or to construct a new facility.

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SECTION 4.0

4.1 Capital Improvement Funding

4.1.1 - Capital Improvement Funding

Historic and Current Funding Sources

Over the past twelve years, Tierra Encantada Charter School has steadily increased its enrollment as it added grade levels, renewed its charter in 2015 to become a state charter school and relocated in 2017/18 relocated from the downtown Santa Fe area to its current facility on the south side of town on S. Richards Avenue. While the 2018/19 school year saw a small decrease in enrollment as competition from other surrounding charter schools and SFPS increased with more course options and programs. While those are certainly challenges for the school to overcome, the reality is facility limitations have become the school's greatest challenge that needs to be addressed first. While the school is in good physical condition, available space to expand programs and increase enrollment is beyond the available capacity of the existing facility. As part of TECS's charter renewal in 2020, the school with approval from its Governance Board requesting to add 6th grade to the grade levels to it already serves but will not be seeking to increasing its enrollment cap beyond the 400-student limit already in place. By adding 6th grade or by working increasing recruitment levels at the 7th-9th grades, TECS can work on student retention by building stronger cohorts as students transition through the high school grade levels towards graduation. One of the main benefits of boosting enrollment is that the school would be able to improve course offerings and provide more program options for students to choose from. TECS



currently has a lease agreement in place with a non-profit organization established by the owner of the Light at Mission Viejo Church with option to purchase the south side building comprising of 28,406 SF, while this building is too small to meet the long-term needs of the school, if the building owner would consider selling the north side building consisting of an additional 16,250 SF, the two sides combined would result in 44,656 SF. Both sides of the building along with the site would meet the all of the school's current and future long term needs without having to relocate. This would depend on the building owner's openness to selling the entire facility to Tierra Encantada Charter School as part of a Lease-Purchase agreement for a fair market price to be determined by appraisal.

Every year TECS requests lease reimbursement assistance funding through the PSCOC to help pay the lease cost for its facilities. The amount it receives annually is always subject to change as the lease reimbursement is based on the 80/120 day average prior year MEM enrollment and if enrollment increases or decreases, so does the lease reimbursement amount the school is eligible to receive. For the 2018/19 academic year, the amount of lease assistance funding the school is expected to receive is \$156,453, which covers approximately 57.95% of the school's annual lease cost of \$270,000, the remainder of the lease cost (\$113,547) will have to be paid from the school's operation funds. TECS receives a portion of SB-9 funds from Santa Fe Public Schools (SFPS) in the amount of \$173,000 annually which includes State of NM matching funds. As SFPS also has an HB-33 mill levy in place, the school also receives \$165,000 annually from the district from this funding source, as well as \$112,000 from the district's ED Tech Bonds.

Tierra Encantada did not receive any funding for facilities from the 2017 SFPS GO Bond, and as a State Charter School is eligible to take part in the districts GO Bond election. TECS will be requesting to be included in the 2021 SFPS GO Bond election for funds to help it acquire permanent facilities. Although TECS is eligible for either Standards Based or Systems Based Funding through the PSCOC/PSFA as it is currently going on its fourth charter renewal in 2020; the school's current facilities are not ranked high enough (341) to qualify for matching funding assistance through either funding option. In any Standards Based or Systems Based funding requests, TECS will only be eligible for a 10% match in PSCOC funds as the school is located in the SFPS district and is subject to the districts match rate.

Tierra Encantada Charter School in anticipation of needing to provide a down-payment on either the existing facilities it currently occupies as part of the current lease-purchase agreement or if the school has to enter into a lease purchase agreement for different facility, has been able to save some of the proceeds of it's SB-9 (~\$325K) and HB-33 (~\$600K) that was not used for maintenance or other eligible school expenses over the past few years. This will provide TECS with nearly \$1M in 2019 to use towards securing a permanent facility that is the most advantageous in the long term that meets its charter goals, educational programs, has building systems that are in good condition, and is fiscally responsible.

4.1.2 - Anticipated Preventative Maintenance Needs

The current lease agreement requires that the school only provide general basic maintenance to the facility and capital improvements to "major building systems such as the roof, boiler, chiller, etc" are the responsibility of the building owner. As maintenance needs arise that are covered under the schools lease agreement, the school utilizes local job order contractors for repairs which are paid for from SB-9 funds, repairs that are needed to major building systems are reported to the building owner. TECS at this time does not have any major maintenance needs outstanding. However, there are a few items that the school has an annual schedule for that are addressed over the summer, which will also include the items that were

identified as part of the site walk-through for the Facility Master Plan over the summer of 2019. A few items were also discovered that would be considered part of the facility's major building systems and will need to be reported to the Building Owner for repair and are listed separately below.

Maintenance Items to be addressed by TECS Summer 2019 Budget \$25,000:

- Landscaping improvements and maintenance including irrigation system (repairs to sprinkler heads)
- Fire lane curbs need to be repainted.
- Install kick-plates at the bottom of the main entrance doors to protect the wood surfaces.
- Repair and repaint interior wall surfaces and wood trim
- Install interior corner guards to help protect wall surfaces from future damage.
- Replace all damaged ceiling tiles 2'x 4' and 12"x 12".
- Reseal interior control joints (interior concrete flooring - 1st floor)
- Replace mirror above sink in the girl's restroom on the 1st floor near the teacher collaboration office.
- Relocate items stored in front of electrical panels

Building System Items to be addressed by Owner:

- Repair damaged stucco on south side of building (cracked surfaces in multiple locations around building and hole in stucco near classroom 115)
- Tighten all fasteners on all flashings and metal copings around building perimeter and reseal.
- Wood lintels and trim around building exterior need to be repainted/stained to protect deteriorating wood surface.
- Repair cracked asphalt surfaces in parking lot, seal coat parking lot and re-stripe
- Replacement of the wood casement windows in the restrooms and on the south side of the building as they are minimally operable and are warping.

4.2 Capital Improvement Plan

4.2.1 Five Year Plan

Capital Improvement Plan for Tierra Encantada Charter School

Currently, Tierra Encantada Charter School's SB-9 and HB-33 Mill Levy funds from SFPS and future proceeds these as well as a request to be included in the 2021 GO Bond request will be the primary source of funding for any identified Capital Improvement Projects the school undertakes, and funding for any technology improvements will utilize funds from the ED Tech Funds that the school receives annually. Additional funding sources that the school may consider to help supplement capital improvement funding may also include: direct legislative appropriations and through the Lease Purchase Act - if necessary.

As Tierra Encantada Charter School does not own the existing facilities and they are under private ownership, any permanent capital investment to address the identified facility needs has to be limited in scope. The existing school facilities are in good condition and other than the maintenance needs identified above, site fencing and intercom system are the only major capital improvements that are needed.

Capital Improvement Needs:

- Site fencing to improve campus security* - \$115,000
- Intercom System - the school is in the process of acquiring portable system cost is less than \$25K

* May require approval of Building Owner

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SECTION 5.0

5.0 MASTER PLAN SUPPORT MATERIAL

5.1 SITE & FACILITY DATA TABLE AND FACILITY CONDITION INFORMATION

District	STATE CHARTER SCHOOL
12/18/2018	<--Update
Original Entry	Year of Report
10/5/2018	2018

Facility Inventory Data																											
INFORMATION							PROFILE							ENROLLMENT		CLASSROOMS											
Facility Name	District ID	School ID	Address	ZIP	Phone	Principal / Site Manager	Bldg Open Date*	Age (Years)	Additional Construction Dates	2018/19 NWCJ (Final)	Site Acres	Owned or Leased?	Total Perm Bldg Area	Total Port Bldg Area	Total Bldg Area (GSF)	Grades Served	2018/19 Current Enrollment	Full-Size Classrooms	SPEID CR/hrs Available	Multi-Purpose/ Dining	No. of Perm. Classrooms	Total Classrooms	Port CR % of Total	GSF Per Student			
Charter Schools																											
Tierra Encantada Charter School	565	001	4601 Mission Bend, Santa Fe	87507	505-983-3337	Steve Alarid/ Daniel Pena	2005	13		25.18%	6.00	Leased	28,400	0	28,400	7th-12th	281	14.0	0.0	1.0	15.0	15.0	0%	101.1			
Sub-Totals											6.00			28,400	0	28,400		281	14.0	0.0	1.0	15.0	15.0	0.0%	101.1		
TOTAL EDUCATIONAL FACILITIES											6.00			28,400	0	28,400											
Tierra Encantada Charter School										Charter Totals			6.00			28,400	0	28,400		281	14.0	0.0	1.0	15.0	15.0	0.0%	101.07

Tierra Encantada Charter School

* Per the original construction documents the building was designed and permitted in late 2004, and constructed and occupied in 2005.

The information contained on the following pages contains information regarding the existing Tierra Encantada leased facilities that was gathered based on data gathered from facility walk-thru's and assessment, and verified with the existing construction documents (permit set) for validation of existing conditions where access was only partially available.

Tierra Encantada Charter School

Date Opened: 2007/08 (School became State Charter in 2014 Renewal)

Site Acreage: 6.0

Constructed: 2005

Permanent SF: 28,406 GSF (100 GSF per student)

Portable Building Qty: 0

NMCI: 25.18% (Incorrect- Based on previous facility information)

PSCOC Ranking: 341 (Incorrect- Based on previous facility information)

Serves Grades: 7th-12th

2017/18 Enrollment: 281 (Grades 7th -12)

Enrollment Cap Per Charter: 400

Functional Capacity: 290

Utilization: 93%

Executive Summary:

The Tierra Encantada Charter School's (TECS) campus is located on the south side of Santa Fe just off S. Richards Avenue at 4601 Mission Bend, it relocated to the new site from the old Alvord facility in 2017/18. TECS has a five-year lease agreement in place for both use of a portion of the property and the facilities with the non-profit organization for the Light at Mission Viejo Church, which is paid for through the school's annual Lease Payment Assistance Award from the Public Schools Capital Outlay Council. TECS shares the site with the Light at Mission Viejo Church, and is leasing the south side of the building consisting of 28,406 SF that was once part of a private school that was operated by the church. This site of the building was constructed 2005, as the first of a two-phase construction project and is a 2-story structure. Major maintenance, general repairs and up-keep of the facility are the responsibility TECS under the current lease agreement with Light at Mission Viejo Church, while all major building systems repairs, and replacements remain the responsibility of the property owner.

Site:

The site is partially surrounded by undeveloped real estate on the west side of S. Richards Avenue, low density residential development to the north and east, and I-25 to the south. The south side of the site, as well as the play-field and the basketball court on the east of the building are included in the school's lease and account for approximately 6.0-acres of the overall 9.75-acre site.

The primary entrance to access the school is located on the south end of the site off S. Richards Avenue, as the north entry is reserved for church use. The south entry to site is also used to access the drive lane near the main entrance for bus and parent drop-off and pick-up. The parking area directly in front of the school's main entrance contains 33



Main Entry to the School: Curbs need repainting



Southeast entrance to the site: multiple cracks in asphalt need repairs and seal coat



Bus drop-off & pick-up area



Parking lot areas also have a lot of asphalt cracks that need repairs and seal coat

parking spaces, two (2) of which are ADA compliant that is for use by visitors and school staff. Directly, north of the bus loading zone, there is an additional three rows of parking that contains 35 parking spaces, four (4) of which are ADA compliant that are utilized for student parking. On the east side of the campus, there are 14 additional parking spaces that are utilized for school vehicles and activity buses. TECS contracts with Herrera Bus Transportation to offer students drop-off and pick-up bus services at nine (9) different centralized locations within the City of Santa Fe at no charge. The east side of the campus also has a 1,300 SF garage/ storage building that the school has usage of under its lease agreement for storage of materials and camping gear that is used during scheduled times of the year as part of the school's curriculum.

All paved areas are in good to fair condition, however there are several areas that have multiple cracks that need to be repaired, and resealed. Concrete sidewalks around the west side of the building at the main entrance and along the east side of the building appear to be in good condition, however the fire lane curbs need to be repainted as they are beginning to fade and peel along the front of the school. Landscaped areas that the school is responsible for maintaining include grass areas and xeriscaping around the leased portion of the building and the play areas that are used by the school, these areas are irrigated on a controlled sprinkler system. During the site walk-through it was noted that there were several sprinkler heads that will require repairs in the Spring before the irrigation can be used and the grassed areas may require reseeding. The playground equipment appears to be good condition but is not age appropriate for the grades the school serves, all bolts and screw connections need to be checked for tightness or missing ones replaced, and any open "S" hooks closed. The school site is not fenced which presents a security issue for the school from trying to manage the students on campus daily and trying to keep unwanted visitors off the campus, this is something that will need to be resolved with the property owner.

Structural/Exterior Closure:

The portion of the facility that is being leased by TECS is a partial 2-story structure that was constructed in 2005 consisting of 28,406 SF with concrete footings and slab on grade foundation that is in good condition. It does not appear currently that there are any areas of settlement occurring outside the normal surface cracks that are visible in the polished concrete on the first floor. The remaining building structure and exterior walls consist of steel columns, open web steel floor and ceiling joists with metal decking, light gauge steel stud bearing walls with exterior gypsum board and portland cement stucco system. There are several areas in which the stucco is beginning to develop cracks (including one area that has a 2" hole), particularly on the south and west sides of the



Broken sprinkler head: east side of building near play area



Outdoor play equipment to be maintained for safety



Outdoor playfield area on east side of building: no site fencing to secure campus



Damaged stucco along southside of building near Classroom #115

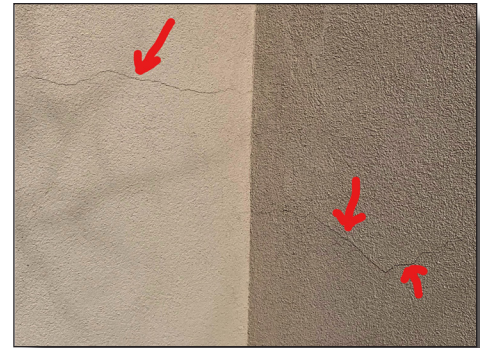
building that should be repaired to reduce the opportunity for moisture infiltration and further damage. The roof design is a combination of two roof types, the first roof system consists of a flat roof which has a light tan colored single-membrane TPO system that is mechanically fastened over 4" poly-iso insulation utilizing internal roof drains for drainage. This portion of the roof has had areas of numerous leaks which are visible by the damaged and stained ceiling tiles throughout the interior of the building. Based on reports from the school, the owner has had the roof repaired but the school is closely monitoring the areas for future leaks. The second roof system consists of clay tiles at all pitched roof areas that appears to be in good condition and is not leaking at this time. All parapets have metal caps, and flashings that appear to be in good to fair condition, however both materials need re-caulking/ maintenance at all joints and seams.

The exterior door frames are metal clad wood and all exterior doors are metal clad wood with glazed vision panels; the interior side of the main entry doors are beginning to wear at the bottom and should have kick-plates installed at the base. The exterior casement windows and frames are also metal clad wood, the windows in the restrooms and along the south-side have begun to warp. The can be opened but are very difficult to close and re-secure. The windows also have wood lintels installed above them that need to be repainted/ stained to protect the deteriorating wood.

Interiors:

The interior walls consist of metal stud framed walls with painted gypsum board and are in good condition only needing minor repairs and repainting, installation of corner guards would help to reduce future damage. Flooring throughout the facility is in good condition consisting of colored polished concrete throughout the entire first floor, and 12"x12" unglazed ceramic tile throughout the second floor and in the stairwells. All restrooms have 12" ceramic tile floors and wainscots that are in good condition, however, are in need of a good steam cleaning. The interior door systems consist of wood door frames and wood doors with classrooms and offices having glazed vision panels. Door hardware throughout is in good condition, however classrooms can only be locked from the outside of the room. All doors and frames to interior mechanical rooms and rated storage closets are wood with a 1-hour rating.

There are three ceiling types with most of the facility consisting of 2'x4' suspended acoustical panels in the classrooms, corridors, and offices. Painted gypsum board ceilings can be found in the restrooms, mechanical rooms, and storage/custodian rooms; while 12"x12" acoustical adhered



Numerous surface cracks appearing in multiple locations that need maintenance and repair.



Exterior wood lintels and trim need to be repainted/ stained



Secure Entry to the School with Camera System



Repaint interior of main entry doors and install metal kick plates to protect from future damage

panels are located in the main entry area only. There are numerous areas throughout the facility have stained and damaged ceiling tiles from previous roof leaks that need to be replaced. The building does have an operational elevator that does serve the 2nd floor.

Administrative services are located adjacent to the main entrance; there is partial visual sight lines to the exterior entrance and direct visual sight-lines to the main lobby area but during high traffic times it is difficult to monitor from the office without camera support. Entry to the building area is controlled during the day by a remote lock and buzzer system with camera, which requires all visitors/ parents to check-in during the school day.

Mechanical/Plumbing:

The HVAC system serving the school is comprised of a gas-fired boiler and a chiller system that was installed as part of the school's construction in 2005. Heating and cooling is distributed through individual thermostat-controlled fan coils above the ceiling located in the ductwork system. The chiller system is located on the east side of the building in a separate secure enclosure. There were no issues reported at the time of the facility assessment of the HVAC systems ability to maintain air temperature throughout the facility.

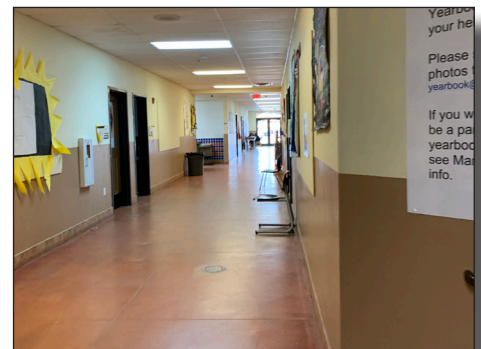
The water supply within the building is assumed to be copper piping that ranges in size from $\frac{3}{4}$ " to 2", while the sewer line is assumed to be 4" PVC (information for both based on existing permitted construction documents), there have been no major issues reported with the water or sewer lines within the building by the school staff. The building's commercial water heater was recently replaced and supplies the existing restrooms and kitchen. Restrooms throughout the facility are ADA compliant and are in good condition. However, the girl's restroom on the first floor near the teacher collaboration office has a very large crack in the mirror and needs to be replaced. The kitchen hood is a commercial grade hood system with full suppression system and is in operable condition that is vented to the exterior.

Electrical:

The electrical service to the facility is provided by a 750 KVA. 480/277V., pad mounted transformer that provides power to the south side of the site via a 1000 amp, 3-phase, 4 wire MDP. The secondary service appears to provide adequate power supply throughout the building with sufficient excess capacity for future needs of the school. The school has heavy technology needs as it is a one-to-one technology school and while all laptops are stored in laptop carts, there are not enough outlets in each classroom to support current and future technology needs as demand grows.



Teacher Collaboration Area: Stained ceiling tiles need to be replaced.



First floor classroom corridor



Typical student restrooms: ADA compliant



Typical student restrooms: ADA compliant

Lighting throughout the building is a combination of 2nd generation T8 suspended fluorescent fixtures and 2'x4' lay-in fluorescent light fixtures all of which are in good condition. Emergency lighting with battery back-up are in all classrooms, interior corridors, stairwells, and emergency exit signs are illuminated. Exterior lighting is provided with wall mounted light fixtures that not on a photo-cell system around the perimeter of the building, and general site lighting is provided in the parking lot with 400W down-lit pole lights.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system was installed in 2005 as part of the original construction and is nearing the end of its life-cycle and should be planned for replacement in the next 3-4 years. The fire alarm system is centrally monitored consisting of audible alarms, smoke detectors, and strobes in all occupied spaces and corridors, and fire alarm pulls adjacent to the exit doors. Emergency back-up light fixtures and wall packs appear to be operable and in good condition. The building does have fire sprinkler system in place with the fire riser installed with exterior FDC and appears to meet IBC/NFPA requirements at the time the building was constructed. The school has a security alarm and camera system in place but does not have an intercom system which is problematic when security situations arise.



Elevator to access 2nd floor: can be used by staff and students who need ADA access



Full prep kitchen with equipment

Facility Improvements to be addressed by TECS & Building Owner

- Landscaping improvements & maintenance including irrigation system (repairs to sprinkler heads)
- Fire lane curbs need to be repainted.
- Repair cracked asphalt in parking lot, seal coat parking lot and re-stripe
- Repair damaged stucco on south side of building
- Tighten all fasteners on all flashings and metal copings around building perimeter and reseal.
- Replacement of the wood casement windows in the restrooms and on the south-side of the building as they are minimally operable and are warping.
- Wood lintels and trim around building exterior need to be repainted/ stained to protect deteriorating wood surface.
- Install kick-plates at the bottom of the main entrance doors to protect the wood surfaces.
- Repair and repaint interior wall surfaces and wood trim
- Install interior corner guards to help protect wall surfaces from future damage.
- Replace all damaged ceiling tiles 2'x 4' and 12"x 12".
- Reseal interior control joints (concrete flooring - 1st floor)
- Replace mirror above sink in the girl's restroom on the 1st floor near the teacher collaboration office.
- Relocate items stored in front of electrical panel
- Intercom System - TECS is in the process of acquiring portable system
- Site fencing to improve campus security

* May require approval of Building Owner

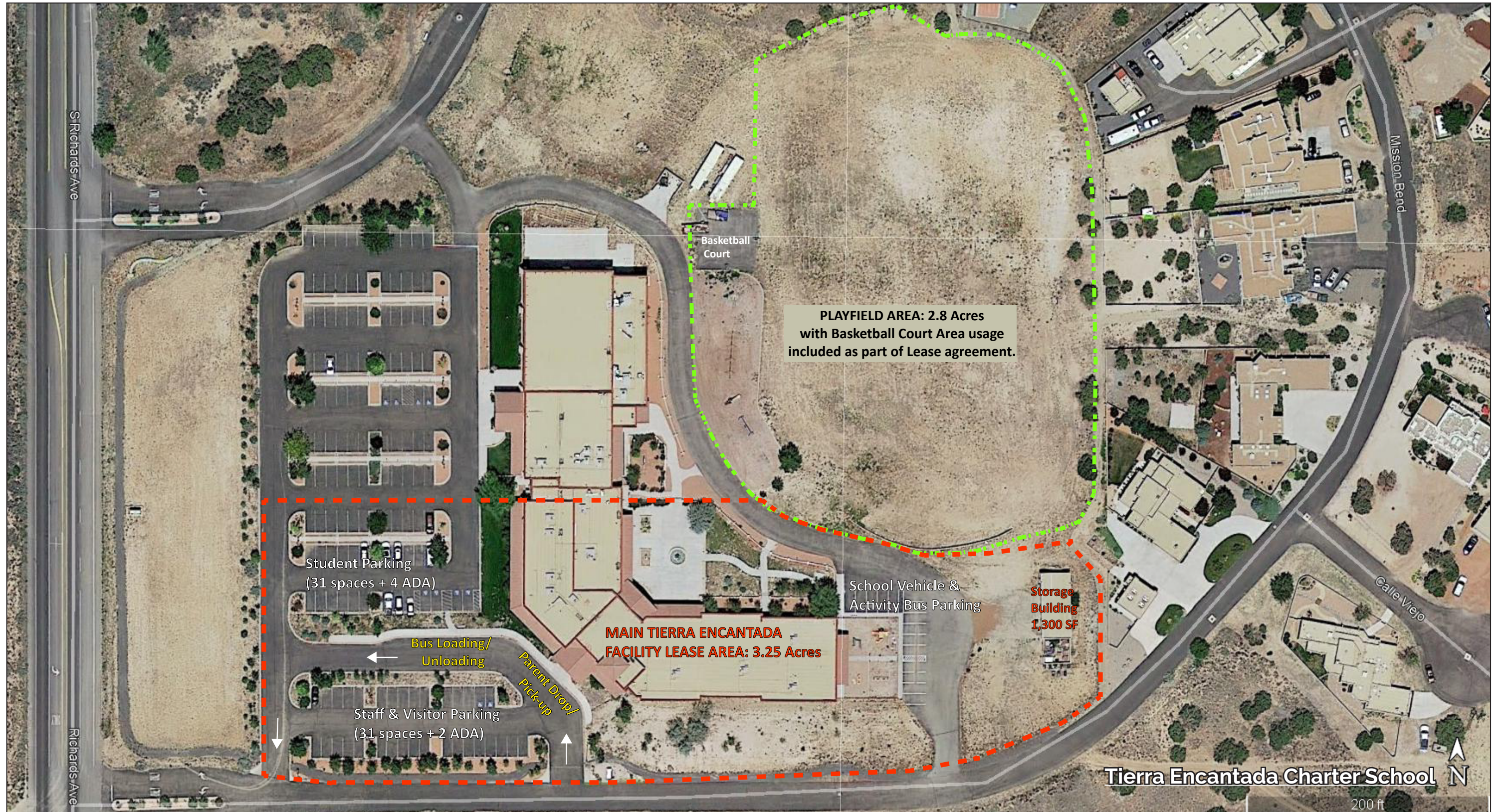


Fire Alarm pull stations and exit signage visible



Relocate items stored in front of electrical panels

5.2 Site Plan



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5.3 Floor Plan

FACILITY USE LEGEND

- | | |
|-----------------------|-----------------------------------|
| School Administration | Science |
| General Classroom | Teacher Offices/ Student Tutoring |
| SPED/ Resource | Multi-Purpose PE/ Dining |
| Art / Electives | Business Administration |



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5.4 FMAR Reports/ FAD Data

Tierra Encantada Charter School does not have a current FMAR Report available from NMPSFA and a site visit will need to be scheduled with the school to complete an FMAR in the Spring of 2019 at it's new location. The FAD data for the school was also reviewed and it was revealed that it contained the information from the school's previous location at the old Alvord location not the school's current location. A new Executive Summary was prepared for the school's current location and submitted to NMPSFA by Visions in Planning, Inc., for update along with current building system information to be included in the FAD for the school's facility. PSFA will be scheduling a site assessment to validate the data in the Spring of 2019, so that the NMCI score accurately reflects the schools current facility. The updated FAD report has been provided by NMPSFA and included for reference in this section.



Executive Summary Report

State Chartered Schools **Tierra Encantada Charter School** **School ID: 565001**

High Level Overview

General Information

Location:	Santa Fe, NM 87507	Ed. Adequacy Model:	Charter School Educational Adequacy
School Type:	High	Ed. Adequacy CCI:	100.00%
School Category:	Charter	School CCI City:	RSMEANS2018:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	309	Number of Buildings:	1
Growth Factor:	1.00	Number of Portables:	0
Total Gross Square Feet:	28,406	Building Square Feet:	28,406
Site Size (Acres):	0.00	Portable Square Feet:	0

NMCI School Metrics

Replacement Cost:	\$5,362,201	Unweighted Repair Cost:	\$2,294,697
Weighted Repair Cost:	\$644,214	Unweighted Educational Adequacy Cost:	\$0
Weighted Educational Adequacy Cost:	\$0	Total Unweighted Cost:	\$2,294,697
Total Weighted Cost:	\$644,214	Unweighted NMCI Score:	42.79
Weighted NMCI Score:	12.01		

NMCI Facility History

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



Executive Summary Report

State Chartered **Tierra Encantada Charter** **School ID: 565001**
District: Schools **School: School**

Facility Description

Executive Summary:

The Tierra Encantada Charter School's (TECS) campus is located on the southside of Santa Fe just off S. Richards Avenue at 4601 Mission Bend, it relocated to the new site from the old Alvord facility in 2017/18. TECS has a five-year lease agreement in place for both use of a portion of the property and the facilities with the non-profit organization for the Light at Mission Viejo Church, which is paid for through the school's annual Lease Payment Assistance Award from the Public Schools Capital Outlay Council. TECS shares the site with the Light at Mission Viejo Church, and is leasing the south side of the building consisting of 28,406 SF that was once part of a private school that was operated by the church. This site of the building was constructed 2005, as the first of a two-phase construction project and is a 2-story structure. Major maintenance, general repairs and up-keep of the facility are the responsibility TECS under the current lease agreement with Light at Mission Viejo Church, while all major building systems repairs, and replacements remain the responsibility of the property owner.

Site:

The site is partially surrounded by undeveloped real estate on the west side of S. Richards Avenue, low density residential development to the north and east, and I-25 to the south. The south side of the site, as well as the playground and the basketball court on the east of the building are included in the school's lease and account for approximately 6.0-acres of the overall 9.75-acre site.

The primary entrance to access the school is located on the south end of the site off S. Richards Avenue, as the north entry is reserved for church use. The south entry to site is also used to access the drive lane near the main entrance for bus and parent drop-off and pick-up. The parking area directly in front of the school's main entrance contains 33 parking spaces, two (2) of which are ADA compliant that is for use by visitors and school staff. Directly, north of the bus loading zone, there is an additional three rows of parking that contains 35 parking spaces, four (4) of which are ADA compliant that are utilized for student parking. On the east side of the campus, there are 14 additional parking spaces that are utilized for school vehicles and activity buses. TECS contracts with Herrera Bus Transportation to offer students drop-off and pick-up bus services at nine (9) different centralized locations within the City of Santa Fe at no charge. The east side of the campus also has a 1,300 SF garage/ storage building that the school has usage of under its lease agreement for storage of materials and camping gear that is used during scheduled times of the year as part of the school's curriculum.

All paved areas are in good to fair condition, however there are several areas that have multiple cracks that need to be repaired, and resealed. Concrete sidewalks around the west side of the building at the main entrance and along the east side of the building appear to be in good condition, however the fire lane curbs need to be repainted as they are beginning to fade and peel along the front of the school. Landscaped areas that the school is responsible for maintaining include grass areas and xeriscaping around the leased portion of the building and the play areas that are used by the school, these areas are irrigated on a controlled sprinkler system. During the site walk-through it was noted that there were several sprinkler heads that will require repairs in the Spring before the irrigation can be used and the grassed areas may require reseeding. The playground equipment appears to be good condition but is not age appropriate for the grades the school serves, all bolts and screw connections need to be checked for tightness or missing ones replaced, and any open "S" hooks closed. The school site is not fenced which presents a security issue for the school from trying to manage the students on campus daily and trying to keep unwanted visitors off the campus, this is something that will need to be resolved with the property owner.

Structural/Exterior Closure:

The portion of the facility that is being leased by TECS is a partial 2-story structure that was constructed in 2005 consisting of 28,406 SF with concrete footings and slab on grade foundation that is in good condition. It does not appear currently that there are any areas of settlement occurring outside the normal surface cracks that are visible in the polished concrete on the first floor. The remaining building structure and exterior walls consist of steel columns, open web steel floor and ceiling joists with metal decking, light gauge steel stud bearing walls with exterior gypsum board and portland cement stucco system. There are several areas in which the stucco is beginning to develop cracks (including one area that has a 2" hole), particularly on the south and west sides of the building that should be repaired to reduce the opportunity for moisture infiltration and further damage. The roof design is a combination of two roof types, the first roof system consists of a flat roof which has a light tan colored single-membrane TPO system that is mechanically fastened over 4" poly-iso insulation utilizing internal roof drains for drainage. This portion of the roof has had areas of numerous leaks which are visible by the damaged and stained ceiling tiles throughout the interior of the building. Based on reports from the school, the owner has had the roof repaired but the school is closely monitoring the areas for future leaks. The second roof system consists of clay tiles at all pitched roof areas that appears to be in good condition and is not leaking at this time. All parapets have metal



Executive Summary Report

caps, and flashings that appear to be in good to fair condition, however both materials need re-caulking/ maintenance at all joints and seams.

The exterior door frames are metal clad wood and all exterior doors are metal clad wood with glazed vision panels; the interior side of the main entry doors are beginning to wear at the bottom and should have kick-plates installed at the base. The exterior casement windows and frames are also metal clad wood with many of the windows having wood lintels installed above them that need to be repainted/ stained to protect the deteriorating wood.

Interiors:

The interior walls consist of metal stud framed walls with painted gypsum board and are in good condition only needing minor repairs and repainting, installation of corner guards would help to reduce future damage. Flooring throughout the facility is in good condition consisting of colored polished concrete throughout the entire first floor, and 12"x12" unglazed ceramic tile throughout the second floor and in the stairwells. All restrooms have 12" ceramic tile floors and wainscots that are in good condition, however, are in need of a good steam cleaning. The interior door systems consist of wood door frames and wood doors with classrooms and offices having glazed vision panels. Door hardware throughout is in good condition, however classrooms can only be locked from the outside of the room. All doors and frames to interior mechanical rooms and rated storage closets are wood with a 1-hour rating.

There are three ceiling types with most of the facility consisting of 2'x4' suspended acoustical panels in the classrooms, corridors, and offices. Painted gypsum board ceilings can be found in the restrooms, mechanical rooms, and storage/custodian rooms; while 12"x12" acoustical adhered panels are located in the main entry area only. There are numerous areas throughout the facility have stained and damaged ceiling tiles from previous roof leaks that need to be replaced. The building does have an operational elevator that does serve the 2nd floor.

Administrative services are located adjacent to the main entrance; there is partial visual sight lines to the exterior entrance and direct visual sightlines to the main lobby area but during high traffic times it is difficult to monitor from the office without camera support. Entry to the building area is controlled during the day by a remote lock and buzzer system with camera, which requires all visitors/ parents to check-in during the school day.

Mechanical/Plumbing:

The HVAC system serving the school is comprised of a gas-fired boiler and a chiller system that was installed as part of the school's construction in 2005. Heating and cooling is distributed through individual thermostat-controlled fan coils above the ceiling located in the ductwork system. The chiller system is located on the east side of the building in a separate secure enclosure. There were no issues reported at the time of the facility assessment of the HVAC systems ability to maintain air temperature throughout the facility.

The water supply within the building is assumed to be copper piping that ranges in size from ¾" to 2", while the sewer line is assumed to be 4" PVC (information for both based on existing permitted construction documents), there have been no major issues reported with the water or sewer lines within the building by the school staff. The building's commercial water heater is also in fair condition as it is beginning to near the end of its lifecycle at 14 years old, however it is sufficient to supply the existing restrooms. Restrooms throughout the facility are ADA compliant and are in good condition. However, the girl's restroom on the first floor near the teacher collaboration office has a very large crack in the mirror and needs to be replaced. The kitchen hood is a commercial grade hood system with full suppression system and is in operable condition that is vented to the exterior.

Electrical:

The electrical service to the facility is provided by a 750 KVA. 480/277V., pad mounted transformer that provides power to the south side of the site via a 1000 amp, 3-phase, 4 wire MDP. The secondary service appears to provide adequate power supply throughout the building with sufficient excess capacity for future needs of the school. The school has heavy technology needs as it is a one-to-one technology school and while all laptops are stored in laptop carts, there are not enough outlets in each classroom to support current and future technology needs as demand grows.

Lighting throughout the building is a combination of 2nd generation T8 suspended fluorescent fixtures and 2'x4' lay-in fluorescent light fixtures all of which are in good condition. Emergency lighting with battery back-up are in all classrooms, interior corridors, stairwells, and emergency exit signs are illuminated. Exterior lighting is provided with wall mounted light fixtures that not on a photo-cell system around the perimeter of the building, and general site lighting is provided in the parking lot with 400W down-lit pole lights.

Executive Summary Report



Fire Protection/Life Safety Systems/Accessibility: The fire alarm system was installed in 2005 as part of the original construction and is nearing the end of its life-cycle and should be planned for replacement in the next 3-4 years. The fire alarm system is centrally monitored consisting of audible alarms, smoke detectors, and strobes in all occupied spaces and corridors, and fire alarm pulls adjacent to the exit doors. Emergency back-up light fixtures and wall packs appear to be operable and in good condition. The building does have fire sprinkler system in place with the fire riser installed with exterior FDC in the mechanical room next to Classroom 110 and appears to meet IBC/NFPA requirements at the time the building was constructed. The school does have a security alarm and camera system in place but does not have an intercom system in place which is problematic when security situations arise.

Facility Improvements to be addressed by TECS or Building Owner

- Landscaping improvements and maintenance including irrigation system (repairs to sprinkler heads)
 - Fire lane curbs need to be repainted.
 - Repair damaged stucco on south side of building
 - Tighten all fasteners on all flashings and metal copings around building perimeter and reseal.
 - Wood lintels and trim around building exterior need to be repainted/stained to protect deteriorating wood surface. Install kick-plates at the bottom of the main entrance doors to protect the wood surfaces.
 - Repair and repaint interior wall surfaces and wood trim
 - Install interior corner guards to help protect wall surfaces from future damage.
 - Replace all damaged ceiling tiles 2'x 4' and 12"x 12"
 - Reseal interior control joints (interior concrete flooring - 1st floor)
 - Replace mirror above sink in the girl's restroom on the 1st floor near the teacher collaboration office.
 - Relocate items stored in front of electrical panels
 - Site fencing to improve campus security*
 - Intercom System*
- * May require approval of Building Owner



District: **State Chartered Schools** School: **Tierra Encantada Charter School** School ID: **565001**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size Type	Use
South Building (2005)	Elementary School Building	\$2,062,463	\$586,155	2005	28,406 Building	Educational
Site	Elementary School Site	\$232,234	\$58,059	2005	28,406 Building	Site
Building Totals		\$2,294,697	\$644,214			
Educational Adequacy Need	Charter School Educational Adequacy	\$0	\$0			
School Totals		\$2,294,697	\$644,214			

Executive Summary Report



State Chartered District: Schools: School ID: 565001

Asset Detail

Building Name: South Building (2005) Cost Model: Elementary School Building Size: 28,406

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Repair Cost (Weighted)	Comments
Ceiling Finishes	\$6.18	30	110%	2005	2035	47%	33.25%	\$90,115	9	.25	\$22,529	1/3/19 Update AM Per VIP: Acoustic tile and painted gyp board.
Communications and Security	\$2.19	15	90%	2005	2020	93%	33.25%	\$52,256	9	.25	\$13,064	1/3/19 Update AM Per VIP: Telephone only no intercom. Security cameras have been installed in 2017
Cooling Generating Systems	\$16.02	30	100%	2005	2035	47%	33.25%	\$212,363	9	.25	\$53,091	1/3/19 Update AM Per VIP: Chiller system
Drain, Waste, and Vent	\$5.52	30	100%	2005	2035	47%	33.25%	\$73,174	9	.25	\$18,293	
Emergency Light and Power	\$0.49	20	90%	2005	2025	70%	33.25%	\$8,769	9	.25	\$2,192	
Exhaust Ventilation System	\$3.17	30	100%	2005	2035	47%	33.25%	\$42,022	9	.25	\$10,505	
Exterior Doors	\$3.19	30	100%	2005	2035	47%	33.25%	\$42,287	9	.25	\$10,572	1/3/19 Update AM Per VIP: Metal clad frames and doors.
Exterior Walls	\$14.08	100	100%	2005	2105	14%	33.25%	\$55,994	9	.25	\$13,998	1/3/19 Update AM Per VIP: Steel framing with light gauge steel studs
Exterior Windows	\$3.19	30	100%	2005	2035	47%	33.25%	\$42,287	9	.25	\$10,572	1/3/19 Update AM Per VIP: Metal clad wood casement windows and frames
Fire Detection/Alarm	\$2.19	15	90%	2005	2020	93%	33.25%	\$52,256	9	.25	\$13,064	
Floor Finishes	\$6.02	12	110%	2005	2017	100%	33.25%	\$188,105	4	.625	\$117,565	1/3/19 Update AM Per VIP: 1st floor - polished concrete; 2nd floor - ceramic tile
Foundation/Slab/Structure	\$25.16	100	100%	2005	2105	14%	33.25%	\$100,057	9	.25	\$25,014	1/3/19 Update AM Per VIP: Concrete slab in grade and footings
Heat Generating Systems	\$16.02	30	100%	2005	2035	47%	33.25%	\$212,363	9	.25	\$53,091	1/3/19 Update AM Per VIP: Boiler system with fan coils.
HVAC Controls	\$3.17	20	110%	2005	2025	70%	33.25%	\$69,336	9	.25	\$17,334	
Institutional Equipment	\$3.79	30	100%	2005	2035	47%	33.25%	\$50,241	9	.25	\$12,560	1/3/19 Update AM Per VIP: Kitchen equipment was part of original construction installation.
Interior Doors	\$11.15	50	90%	2005	2055	28%	33.25%	\$79,815	9	.25	\$19,954	1/3/19 Update AM Per VIP: Wood doors and frames



Executive Summary Report

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Repair Cost (Weighted)	Comments
Interior Walls	\$8.14	60	90%	2005	2065	23%	33.25%	\$48,557	9	.25	\$12,139	1/3/19 Update AM Per VIP: Light gauge steel stud framing and gyp board.
Lighting/Branch Circuits	\$12.21	30	90%	2005	2035	47%	33.25%	\$145,672	9	.25	\$36,418	1/3/19 Update AM Per VIP: 2nd generation fluorescent lighting.
Main Power/Emergency	\$1.47	30	90%	2005	2035	47%	33.25%	\$17,538	9	.25	\$4,384	1/3/19 Update AM Per VIP: 750 Kva transformer in site, 100 amp service
Plumbing Fixtures	\$5.52	30	100%	2005	2035	47%	33.25%	\$73,174	9	.25	\$18,293	1/3/19 Update AM Per VIP: Good condition
Roof	\$11.41	20	120%	2005	2025	70%	33.25%	\$272,254	9	.25	\$68,064	1/3/19 Update AM Per VIP: Two roof systems: Single Ply Mech Attached TPO and clay Tile
Sprinklers and Standpipes	\$4.00	50	130%	2005	2055	28%	33.25%	\$41,359	9	.25	\$10,340	
Technology	\$0.32	10	90%	2017	2027	20%	33.25%	\$1,636	9	.25	\$409	1/3/19 Update AM Per VIP: School upgraded technology at move in.
Wall Finishes	\$3.73	12	100%	2017	2029	17%	33.25%	\$17,659	9	.25	\$4,415	1/3/19 Update AM Per VIP: Interior was repainted.
Water Distribution	\$5.52	30	100%	2005	2035	47%	33.25%	\$73,174	9	.25	\$18,293	
Total:								\$2,062,463			\$586,155	



Executive Summary Report

State Chartered District: Schools School: School ID: 5650001

Asset Detail

Building Name:		Site		Cost Model:				Elementary School Site				Size: 28,406	
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	
Fencing	\$0.60	100	90%	2005	2105	14%	33.25%	\$2,147	9	.25	\$537		
Parking Lots	\$5.11	20	110%	2005	2025	70%	33.25%	\$111,749	9	.25	\$27,937		
Playground Equipment	\$1.38	15	80%	2005	2020	93%	33.25%	\$29,163	9	.25	\$7,291		
Site Domestic Water Utility	\$2.18	50	120%	2005	2055	28%	33.25%	\$20,839	9	.25	\$5,210		
Site Lighting	\$2.79	40	100%	2005	2045	35%	33.25%	\$27,738	9	.25	\$6,935		
Site Specialties	\$0.23	40	100%	2005	2045	35%	33.25%	\$2,287	9	.25	\$572		
Walkways	\$2.63	30	110%	2005	2035	47%	33.25%	\$38,310	9	.25	\$9,578		
Total:								\$232,234			\$58,059		



District: **State Chartered Schools**

School: **Tierra Encantada Charter School**

School ID: **565001**

Executive Summary Report

Educational Adequacy Detail

Population

Growth Factor:	1	Number of Kindergarten Students:	0
Number of Staff:	21	Number of 1-5 Students:	0
Number of Students:	309	Number of 6-8 Students:	122
Number of Special Education Students:	0	Number of 9-12 Students:	162

Square Footage

Permanent GSF:	28,406	General Storage NSF:	665
Portable GSF:	0	Maintenance or Janitorial Space NSF:	257
Admin NSF:	2,179	Media Center NSF:	0
Art/Music NSF:	0	Parent Work Space NSF:	0
Assembly NSF:	0	Physical Ed NSF:	2,495
Career Ed NSF:	0	Science Classroom NSF:	1,628
Computer Lab NSF:	0	Science Storage NSF:	107
Faculty Work Area NSF:	1,543	Special Education Classroom NSF:	0
Food Service NSF:	3,067	Student Health NSF:	162
General Classroom NSF:	8,188		

Classrooms

Number of Classrooms:	14	Number of Special Education Classrooms:	0
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Parking

Number of Paved Parking Spaces:	82	Number of Bus Drop Offs:	1
Number of Handicap Parking Spaces:	6	Number of Student Drop Offs:	1
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	0	Number of Multi-Use Playgrounds:	1
Playground Equipment:	Yes		



Executive Summary Report

State Chartered District: Schools School: School ID: 565001

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	1	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	82	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	162	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	107	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	1,628	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	2,495	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	257	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	665	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	8,188	7,466	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	3,067	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	1,543	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	0	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	2,179	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	6	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

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5.5 Detailed Room & Space Criteria

Depending on the outcome of the negotiations with the school's current lease holder - Light at Mission Viejo Church, detailed room and space criteria will be developed. If the approval is for portable installation is granted, no additional information will be needed, if the school is able to acquire the north side of the building information will be developed as to what spaces will need to be reconfigured and renovated to meet the school's educational program. However, if negotiations fail and the school is forced to relocate a full Ed Spec will be developed so that Tierra Encantada will be able to have the information available it needs to seek the appropriate facilities that will accommodate it's educational program. It is anticipated that this document will be updated with an Addendum in Spring 2019 and submitted to NMPSFA for re-approval.

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