



**JEMEZ MT PUBLIC SCHOOLS FACILITY MASTER PLAN UPDATE  
GALLINA CAMPUS MASTER PLAN &  
EDUCATIONAL SPECIFICATIONS  
2022 TO 2026**





# TABLE OF CONTENTS

## PART I: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

<b>1. REVIEW OF PSFA FACILITIES ASSESSMENT DATABASE .....</b>	<b>5</b>
A. Review of NM PSFA FAD .....	5
<b>2. EXISTING SITE / FACILITIES OVERVIEW .....</b>	<b>6</b>
A. Site / Facilities Overview .....	6
B. Adequacy Analysis .....	7
C. Dates of School Construction & Additions .....	8
D. Site Plan .....	19
<b>3. DEMOGRAPHICS &amp; ENROLLMENT .....</b>	<b>20</b>
Past Enrollment Trends & Enrollment Projections .....	20
<b>4. UTILIZATION &amp; CAPACITY .....</b>	<b>64</b>
A. Gallina Campus .....	64
B. Lybrook Campus .....	68
<b>5. STUDENT TEACHER HOUSING NEEDS ANALYSIS .....</b>	<b>73</b>
A. Quantities and Potential Locations .....	74
<b>6. RECOMMENDATIONS .....</b>	<b>75</b>
A. Options for efficient campus utilization & organization .....	75
B. Revised conceptual floor plan .....	76
C. Conceptual site plan .....	77

## PART II: EDUCATIONAL SPECIFICATIONS

<b>7. EDUCATIONAL PROGRAM AND DELIVERY SYSTEM .....</b>	<b>78</b>
A. Educational Program & Delivery System .....	78
<b>8. FACILITY GOALS &amp; CONCEPTS FOR NEWCOMB ES .....</b>	<b>79</b>
A. Major Facility Goals & Concepts .....	79

# TABLE OF CONTENTS

<b>9. SPACE REQUIREMENTS .....</b>	<b>99</b>
A. Quantity & Sizes of Required Spaces .....	99
B. Student Capacity, Utilization & Efficiency .....	99
C. Graphic Diagram.....	103
<b>10. PHASING PLAN .....</b>	<b>104</b>
A. Project Phasing .....	104
<b>11. PROJECT BUDGET .....</b>	<b>105</b>
A. Estimated Project Cost.....	105
B. Cost Assumptions .....	105

## **APPENDIX:**

Community Dialogue Results



## **ACKNOWLEDGMENTS**

Cooperative Strategies extends our appreciation to the Jemez Mt Public Schools, and New Mexico Public Schools Facilities Authority for commissioning this facility master plan update, Gallina campus master plan and educational specifications and enrollment projections which includes projections by school of attendance. Special acknowledgements go to the staff of the Jemez Mt schools and the Jemez Mt community for their support and guidance throughout this planning process. As a planning team, we hope that this document will serve the Jemez Mountain Public Schools for years to come.

### **BOARD OF EDUCATION**

Sabrina Lujan, President  
Robert Vigil, Vice-President  
Sandy Imler-Jacquez, Secretary  
Antonette Serrano-Martinez, Member  
Randy Cordova, Member

### **DISTRICT ADMINISTRATION**

Mr. Felix Garcia, Superintendent  
Ms. Frances Martinez, K-12 Principal / Director of Instruction  
Mrs. Kimberly Cordova, Business Manager  
Troy Green, Maintenance Supervisor

### **NEW MEXICO PUBLIC SCHOOL FACILITIES AUTHORITY**

John Valdez, Facilities Master Planner  
Dave Biggs, Central Facilities Coordinator  
Alex Garrubba, Regional Facilities Manager

### **COOPERATIVE STRATEGIES**

Ann Hoffsis, REFP, Chief Operating Officer  
Kevin Huber, Executive Director, Build / Assessment Services  
David Sturtz, Executive Director, Planning Services  
Kerriane Wolf, REFP, Senior Associate Director  
Rob Olsen, Senior Director  
Galina Lyogky, Senior Associate

## **TEACHER INTERVIEWEES, PLANNING LAB & COMMUNITY DIALOGUE PARTICIPANTS**

- Glenn Callaway
- Carl Michael Carlson
- Alverda Castillo
- Frank Chacon
- Whitney Charley
- Crystal Chavez
- Darlene Chiquito
- Gabrielle Corrales
- Rudy Duran
- Crystal Gallegos
- Rhonda Gallegos
- Tonya Gallegos
- Monique Garcia
- Samantha Garcia
- Joel Gilbert
- Ambrosia Jacquez
- Alverda Julian
- Melanie R Martinez
- Scott Meihack
- Shelly Padillo
- Pauline Pinto
- Erik Rothrock
- Kellie Sanchez
- Dawn Thomas
- Ocaris Trujillo
- Marc Valdez
- Victoria Valdez

# **PART 1: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS**

## **Section 1: Review of PSFA Facilities Assessment Database**

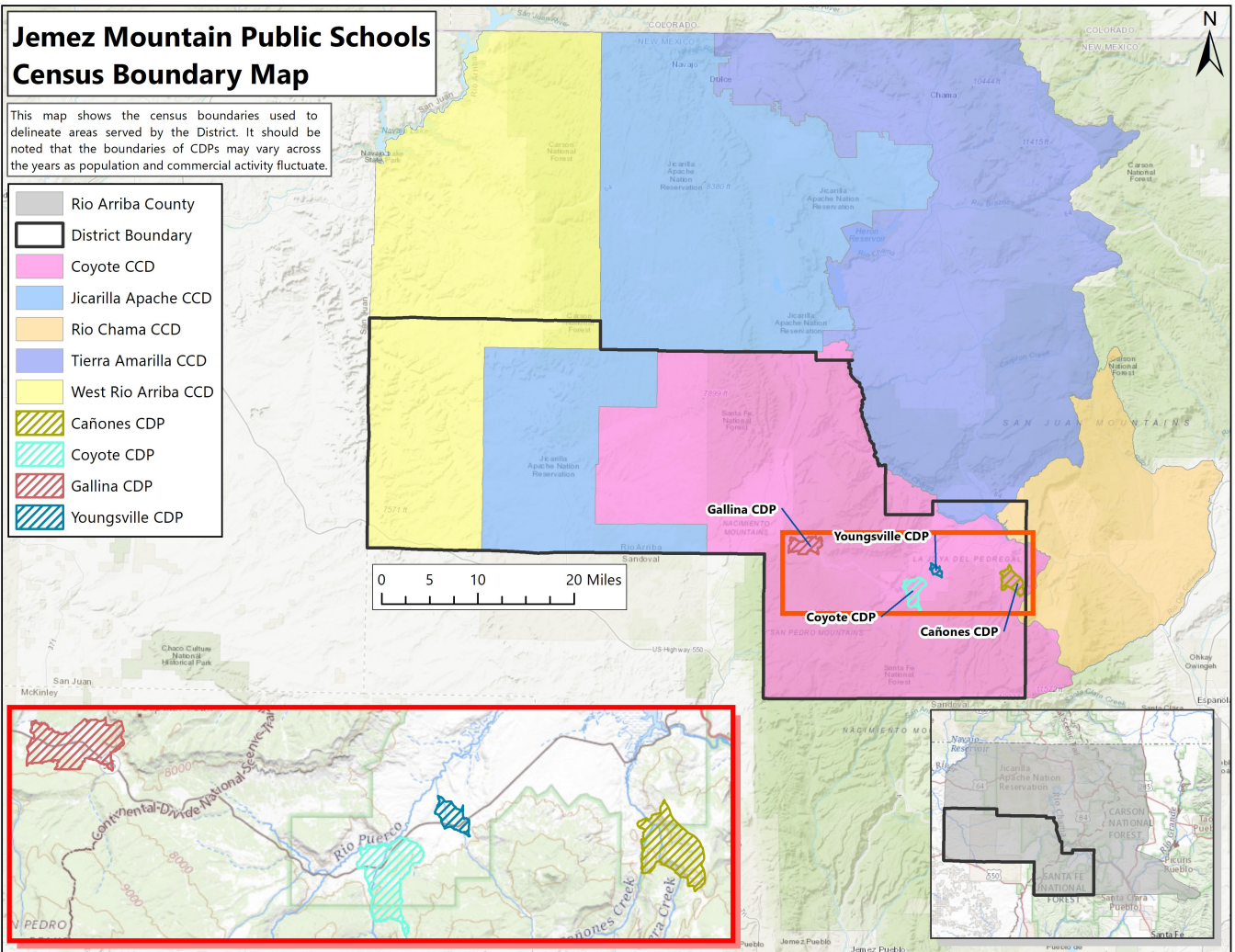
A review of the PSFA Facilities Assessment Database is complete. After assessing the interior and exterior of all of the facilities in August 2021, we did not indicate any discrepancies in the condition of the facilities when compared to that of the current database. Since the last assessment visit from PSFA in September 2020, the district has relocated the elementary classrooms into Coronado Middle School/High School and is no longer using Galina Elementary School for instructional purposes.

There was a discrepancy in the year that the Fine Arts facility was built. The PSFA Facilities Assessment Database indicated the facility was built in 2004 and the most recent Facilities Master Plan indicated the facility was built in 1977. After assessing the facility, we would agree the facility was built in 1977, but since there was a discrepancy in the information, we approached the District to see if they had any documents like blueprints, etc. that would confirm the year it was built. As of the publishing of this report, we have not received any confirming documentation from the District.

This study also reviewed the PSFA Facilities Assessment for Lybrook K-8 facility. After assessing the interior and exterior of the Lybrook facility, we did not indicate any discrepancies. Although we did not identify any discrepancies, we recommend additional further study be conducted by an architect or engineering firm to determine the full extent of the foundation issues and potential solutions to remedy those. If the foundation is left unchecked, additional systems, like gas and water supply lines due to the shifting of the structure, may continue to fail potentially accelerating the failing condition of the facility causing premature aging.

## Section 2: Existing Site / Facilities Overview

### A. Site/Facilities Overview



2. The Jemez School District is made of six facilities on two campuses and all of the facilities are owned by the Jemez School District. Five of the six facilities are located on a seven acre site on State Highway 96 in Gallina, NM. The Lybrook facility is a 29 acre site located at 9935 US Highway 550 in Cuba, NM.

Facility Name	State ID Number	Date of Opening	Major Additions and Renovations	FCI	wNMC1
Gallina Elementary	56054	1963	Classroom Addition (3,954 SF) 1970	86.07 (1963); 80.24 (1970)	3469244 (1963); 502732 (1970)
Coronado MS/HS	56060	1963	Classroom Addition (1999)	72.68 (Gomez Gym and VO-AG); 57.73 (Classroom Addition)	2929331 (Gomez Gym and VO-AG); 3253119 (Classroom Addition)
Fine Arts	56054	1977	NA	54.97 (Ed - South End); 49.94 (Non-Ed - North End)	2269576 (Ed - South End); 1057757 (Non-Ed - North End)
Coronado Gym	56060	1987	NA	74.23	5576322
Administration	56390	1963	NA	NA	NA
Lybrook K-8	56087	2006	2011 - Addition & 2014 - Fire Damage/Repair	49.15	179728

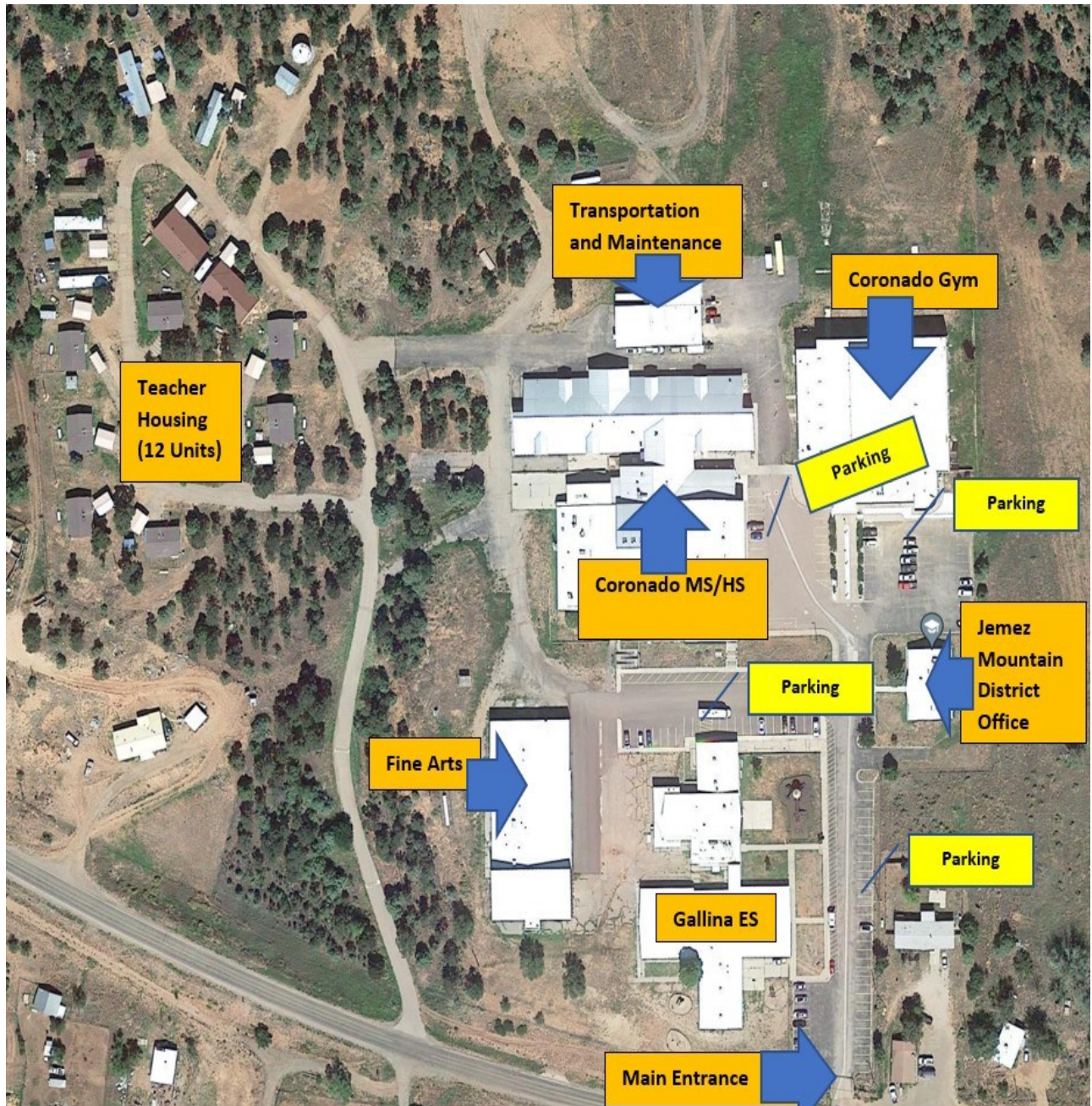
Facility Name	GSF	Permanent General Classrooms	Permanent Specialty Classrooms	Portable Classrooms	Grand Total Classrooms	Current Year Enrollment
Gallina Elementary	23,044 SF	6	4	0	10	42
Coronado MS/HS	50,865 SF	12	7	0	19	MS 31, HS 39 = 70
Fine Arts	17,776 SF	6	3	0	9	NA
Coronado Gym	39,533 SF	0	2	0	2	NA
Administration	3,135 SF	0	0	0	0	NA
Lybrook K-8	27,737 SF	7	2	0	9	67

## B. Adequacy Analysis

Facility Name	Under Adequacy and SF	To Adequacy and SF	Over Adequacy and SF
Gallina Elementary	All classroom spaces = 7,899 SF	0	0
Coronado MS/HS	0	All spaces = 23,344 SF	0
Fine Arts	0	All spaces = 11,391 SF	0
Coronado Gym	0	0	All spaces = 39,533 SF
Administration	0	All spaces = 1,526 SF	0



D. Pictured below is the site plan showing Coronado High, Coronado Middle and Gallina Elementary School footprints along with designated parking, teacher housing area, and other features on the site. Additional buildings are the administration building, the transportation and maintenance building, and Coronado Gym. There are no portables on this approximate 7 acre site. The main entrance is right off of State Highway 96.



**Section 3: Demographics and Enrollment**

**Table of Contents**

<b>SECTION</b>	<b>PAGE</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>21</b>
<b>ENROLLMENT PROJECTION METHODOLOGY</b> .....	<b>23</b>
<b>U.S. CENSUS</b> .....	<b>25</b>
<b>GENERAL DEMOGRAPHICS</b> .....	<b>38</b>
<b>ESTIMATED SCHOOL-AGED POPULATION CHANGE</b> .....	<b>39</b>
<b>HOUSING DATA</b> .....	<b>41</b>
<b>RESIDENT LIVE BIRTH DATA</b> .....	<b>42</b>
<b>SURVIVAL RATIOS</b> .....	<b>43</b>
<b>HISTORICAL ENROLLMENT</b> .....	<b>44</b>
<b>PROJECTED ENROLLMENT</b> .....	<b>47</b>
<b>ENROLLMENT BY SCHOOL OF ATTENDANCE</b> .....	<b>56</b>
<b>ENROLLMENT PROJECTIONS CONCLUSION</b> .....	<b>63</b>

## EXECUTIVE SUMMARY

The enrollment projections by school of attendance for the Jemez Mountain Public Schools included in this report were developed using the cohort survival methodology and Cooperative Strategies' custom enrollment projection software, S.T.E.P. [Student Trends & Enrollment Projections]. This custom software was developed in collaboration with The Ohio State University and is based on industry best practices as well as the national experience Cooperative Strategies has with schools, school districts, and state agencies.



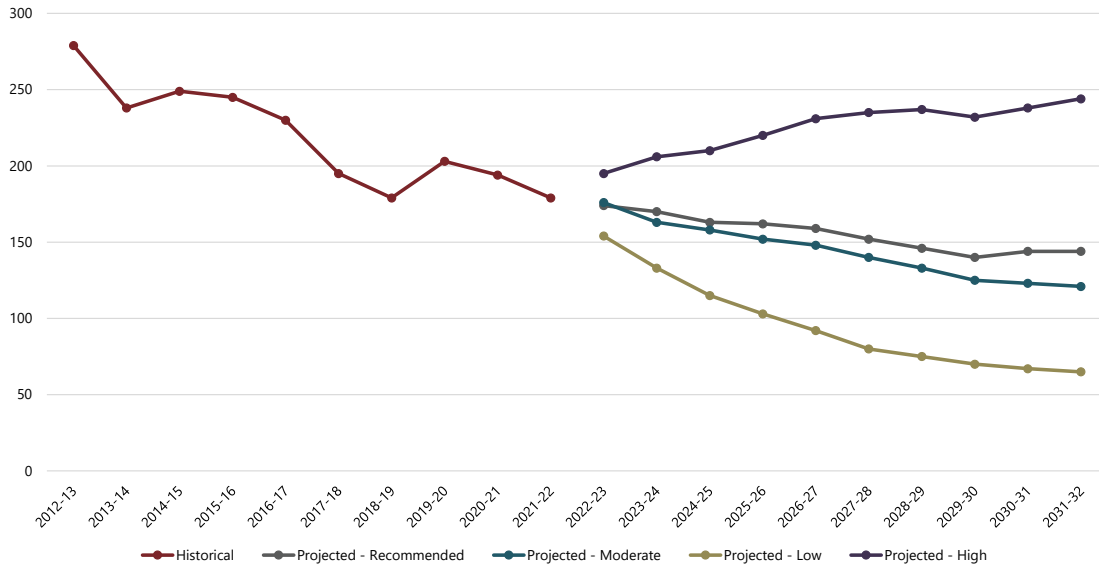
The Jemez Mountain Public Schools is a school district serving 179 K—12 students in Gallina Elementary, Lybrook Elementary Middle, Coronado Middle, and Coronado High schools in the 2021-22 school year.

The projections presented in this report are meant to serve as a planning tool for the future, and represent the most likely direction of the District. Enrollment projections were developed using the cohort survival methodology and by analyzing the following data outlined in this report:

- Historical enrollment by school, by grade, by year
- Resident live birth data
- Census data
- Building permits

Enrollment in the Jemez Mountain Public Schools has decreased by 100 students from the 2012-13 to the 2021-22 school year. Based on the cohort survival methodology, enrollment is projected to decrease over the next ten years.

**HISTORICAL & PROJECTED ENROLLMENT - JEMEZ MOUNTAIN PUBLIC SCHOOL DISTRICT**



As with any projection, the District should pay close attention to the variables associated with determining enrollment projections discussed in this document. Any one or more of these factors can increase or decrease enrollment within the Jemez Mountain Public Schools. It is recommended that the data contained in this report be reviewed on an annual basis to determine how more recent trends and any new housing development will impact the enrollment.

When projecting future enrollments, it is vital to track the number of live births, the amount of new housing activity, and the change in household composition. In addition, any of the following factors could cause a significant change in projected student enrollment:

- Boundary adjustments
- New school openings
- School closures
- Changes / additions in program offerings
- Preschool programs
- Changes in grade configuration
- Interest rates / unemployment shifts
- Intra- and inter-District transfers
- Magnet / charter / private school openings or closures
- Zoning changes
- Annexations
- Unplanned new housing activity
- Planned, but not built, housing
- School voucher programs
- Pandemics

Obviously, certain factors can be gauged and planned for far better than others. For instance, it may be relatively straightforward to gather housing data from local builders regarding the total number of lots in a planned subdivision and calculate the potential student yield. However, planning for changes in the unemployment rate, and how these may either boost or reduce public school enrollment, proves more difficult. In any case, it is essential to gather a wide variety of information in preparation for producing enrollment projections.

When looking ahead at a school district's enrollment over the next two, five, or ten years, it is helpful to approach the process from a global perspective. For example: How many new homes have been constructed each year? How many births have occurred each year in relation to the resident population? Is housing experiencing a turnover—if so, what is the composition of families moving in/out? Are more or less students attending private school or being home-schooled? What has the unemployment rate trend been over the past ten years? What new educational policies are in place that could affect student enrollment figures?

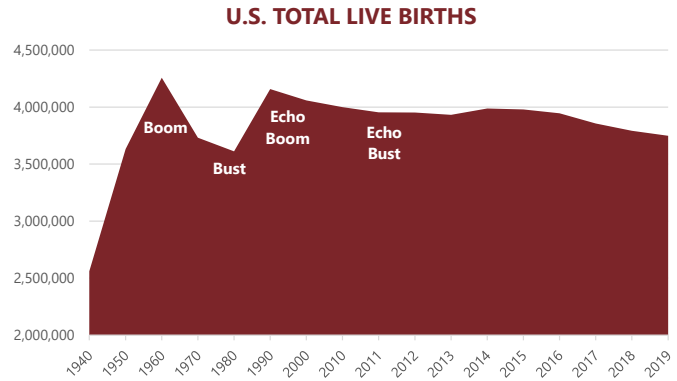
The cohort survival methodology is a standard methodology used throughout the educational planning industry to project enrollment. The enrollment projections developed for the Jemez Mountain Public Schools were developed using the cohort survival method.



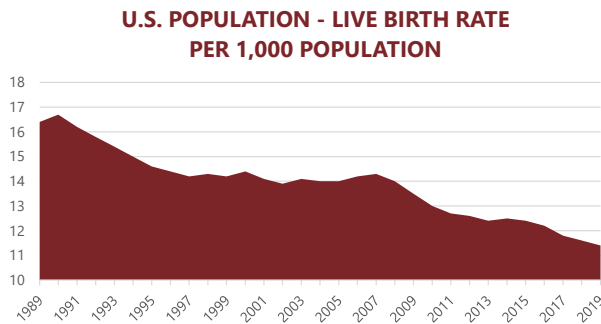
# ENROLLMENT PROJECTION METHODOLOGY

## Introduction

Tracing the landscape of the country's public school enrollment back over the past fifty years reveals demographic, economic, and social changes. The United States as a whole continues to undergo major shifts in public student enrollment, due in large part to past events including the baby boom, the availability and use of birth control, and the development of suburbs. The baby boom of the late 1940s and 50s was followed by the baby bust of the 1960s and 70s. This gave rise to the echo baby boom of the 1980s.



Source: CDC, National Vital Statistics Report



Source: CDC, National Vital Statistics Report

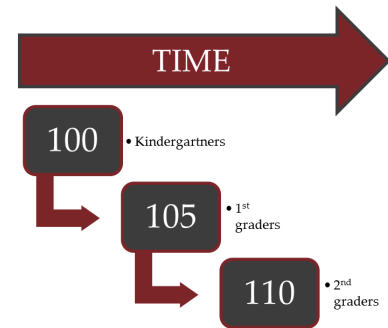
Nationwide, districts have experienced the effects of the echo baby bust of the 1990s. From the 1950s to the 1970s, a dramatic downsizing of the family unit occurred. A direct result was the declining school enrollment of the 1970s and 1980s. As of the 2010 Census, the size of a family was at an all-time low of 3.14 persons. The live birth rate increased for the first time in several years in 1998 and increased again in 2000 and 2006. However, the birth rate resumed a descending pattern in 2008 and reached an all-time low of 11.4 (per 1,000) in 2019.



## Cohort Survival Method

The cohort survival methodology (sometimes referred to as the grade progression ratio method) is a widely used enrollment projection model that is used by many school districts and state and federal agencies to project K-12 enrollment.

A cohort is a group of persons [in this case, students]. The cohort survival enrollment projection methodology uses historic live birth data and historic student enrollment to “age” a known population or cohort throughout the school grades. For instance, a cohort begins when a group of kindergarteners enrolls in grade K and moves to first grade the following year, second grade the next year, and so on.



A “survival ratio” is developed to track how this group of students increased or decreased in number as they moved through the grade levels. By developing survival ratios for each grade transition [i.e. 2nd to 3rd grade] over a ten year period of time, patterns emerge. A projection ratio for each grade transition is developed based on analysis of the survival ratios. The projection ratios are used as a multiplier in determining future enrollment.

For example, if student enrollment has consistently increased from the 8th to the 9th grade over the past ten years, the survival ratio would be greater than 100% and could be multiplied by the current 8th grade enrollment to develop a projection for next year’s 9th grade. This methodology can be carried through to develop ten years of projection figures. Because there is not a grade cohort to follow for students coming into kindergarten, resident live birth counts are used to develop a birth-to-kindergarten survival ratio. Babies born five years previous to the kindergarten class are compared in number, and a ratio can be developed to project future kindergarten enrollments.

The cohort survival method is useful in areas where population is stable [relatively flat, growing steadily, or declining steadily], and where there have been no significant fluctuations in enrollment, births, and housing patterns from year to year. The cohort survival methodology inherently considers the net effects of factors such as migration, housing, dropouts, transfers to and from charter schools, open enrollment, and deaths. This methodology does not assume changes in policies, program offerings, or future changes in housing and migration patterns.

## U.S. CENSUS

This section presents data from the United States Census Bureau and estimates from the American Community Survey (ACS) to demonstrate the demographic characteristics and historic trends of the District. While the Census is conducted every 10 years, the American Community Survey collects social, housing, educational, occupational, financial, and other demographic data from over 3.5 million households throughout the nation monthly and is compiled yearly, as mandated by the U.S. Constitution. This data helps public officials, federal/state/local agencies, school districts, etc. assess historic trends and plan for the future.

The Jemez Mountain Public Schools is located in Rio Arriba County, New Mexico. It serves parts or all of the Coyote CCD, Jicarilla Apache CCD, Rio Chama CCD, Tierra Amarilla CCD, West Rio Arriba CCD, Cañones CDP\*, Coyote CDP\*, Gallina CDP\*, and Youngsville CDP\*. The data on the following pages is aggregated and color-coordinated by the boundaries show in the map on the following page.

According to the U.S. Census Bureau, New Mexico is a state where minor civil divisions (such as townships, commissioner districts, towns, etc.) are not legally established, so Census County Divisions (CCDs) are formed and used by the Census Bureau to aggregate Census data. While CCDs are not used in legal or governmental functions, they dissolve counties into smaller sections for statistical purposes by following geographical or man-made features (such as mountain ranges, rivers, roads, etc.) and are named after local places or settlements that help identify their location.

It should be noted that the District does not necessarily serve whole municipalities but data presented by municipality is for the whole municipality. Additionally, because there is low population in the municipalities, small sample sizes for the ACS estimates may skew estimated characteristics.

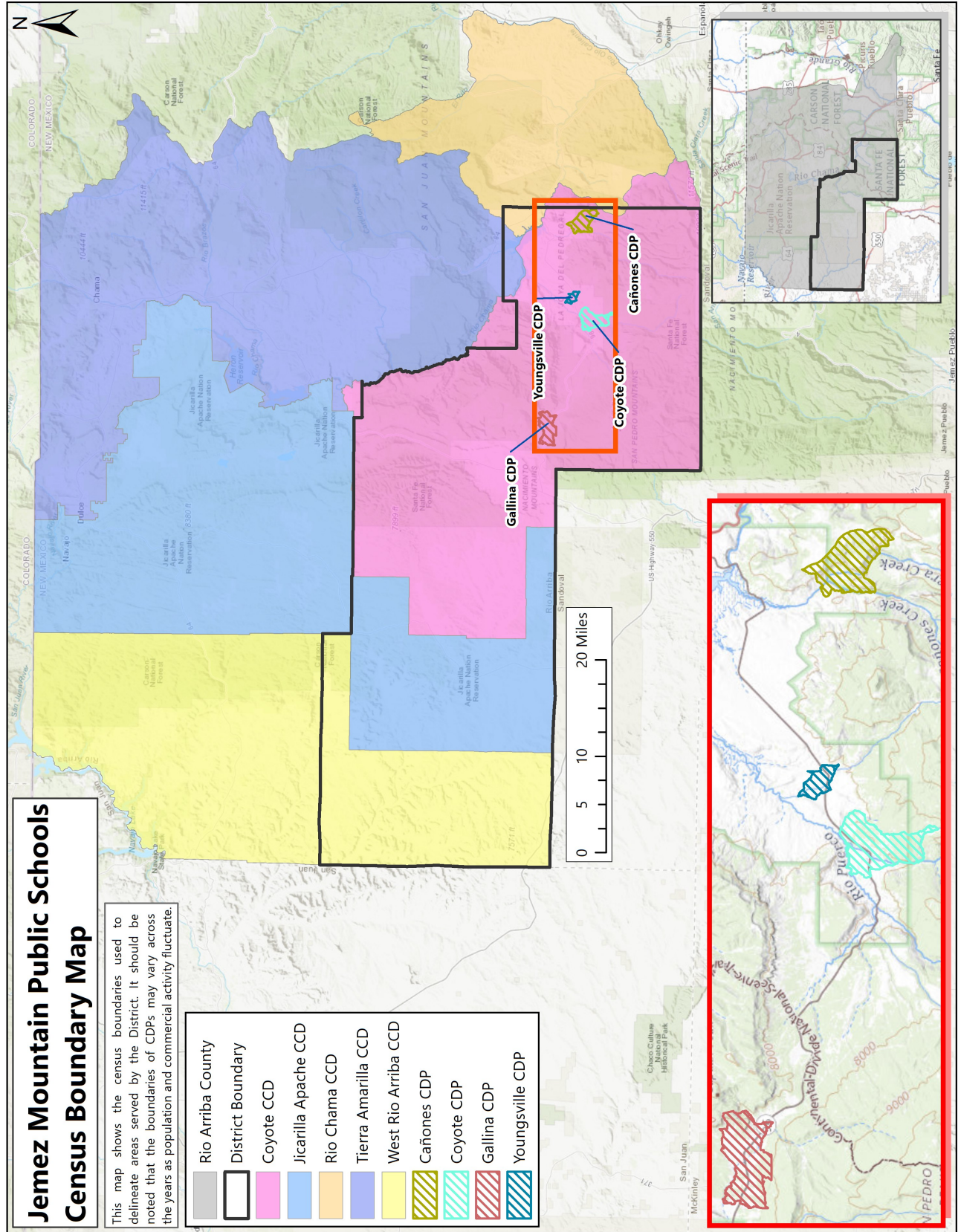
Due to the pandemic, the release of the 2020 Census data and 2020 ACS estimates was postponed and is not yet readily accessible, in full, to the public. As such, the latest data available is shown in the tables on the following pages.

\*Census Designated Place

# Jemez Mountain Public Schools Census Boundary Map

This map shows the census boundaries used to delineate areas served by the District. It should be noted that the boundaries of CDPs may vary across the years as population and commercial activity fluctuate.

- Rio Arriba County
- District Boundary
- Coyote CCD
- Jicarilla Apache CCD
- Rio Chama CCD
- Tierra Amarilla CCD
- West Rio Arriba CCD
- Cañones CDP
- Coyote CDP
- Gallina CDP
- Youngsville CDP



## Population

According to the 2019 ACS estimates, since the 2010 Census, the total population and median age increased in the District boundary.

Based on the 2019 estimates, since the 2010 Census, the number of children under the age of 5 has decreased by 39%, the number of children ages 5 - 19 has decreased by 30%, and the number of adults ages 65 and over has increased by 59% in the District boundary.

The 2000 and 2010 population counts and 2019 population estimates are shown in the table to the right.

Population		Under 5 years	5 to 19 years	20 to 64 years	65 years and over	Total Population	Median Age
Rio Arriba County	2000	2,771	10,093	23,878	4,448	41,190	**
	2010	2,715	8,310	23,562	5,659	40,246	39.0
	2019*	2,557	7,627	21,669	7,306	39,159	41.3
	Trend						
Jemez Mountain Public Schools Boundary	2000**	-	-	-	-	-	-
	2010	74	289	862	285	1,510	45.4
	2019*	45	203	1,008	453	1,709	47.7
	Trend						
Coyote CCD	2000	71	387	830	291	1,579	**
	2010	60	231	742	255	1,288	47.3
	2019*	45	130	688	300	1,163	51.6
	Trend						
Jicarilla Apache CCD	2000	271	920	1,422	116	2,729	**
	2010	335	890	1,774	229	3,228	27.2
	2019*	347	931	1,755	269	3,302	28.1
	Trend						
Rio Chama CCD	2000	244	976	2,200	322	3,742	**
	2010	220	679	2,122	496	3,517	42.9
	2019*	118	673	1,829	646	3,266	41.2
	Trend						
Tierra Amarilla CCD	2000	173	740	2,037	524	3,474	**
	2010	149	494	1,791	665	3,099	47.8
	2019*	153	498	1,771	772	3,194	48.9
	Trend						
West Rio Arriba CCD	2000	17	62	136	51	266	**
	2010	19	63	159	30	271	34.8
	2019*	0	73	852	425	1,350	57.8
	Trend						
Cañones CDP	2000**	-	-	-	-	-	-
	2010	5	15	67	31	118	53.4
	2019*	0	0	89	3	92	46.3
	Trend						
Coyote CDP	2000**	-	-	-	-	-	-
	2010	22	66	166	32	286	35.5
	2019*	0	0	34	38	72	66.2
	Trend						
Gallina CDP	2000**	-	-	-	-	-	-
	2010	5	23	78	22	128	47.0
	2019*	0	41	70	9	120	46.6
	Trend						
Youngsville CDP	2000**	-	-	-	-	-	-
	2010	3	11	34	8	56	42.5
	2019*	0	0	37	7	44	57.3
	Trend						

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available



## Race / Ethnicity & Language

The table below shows race and ethnic distribution throughout the Jemez Mountain Public Schools boundary and the municipalities that are served by the District.

Race & Ethnicity		White alone	Black or African American alone	American Indian and Alaska Native alone	Asian alone	Native Hawaiian and Other Pacific Islander alone	Some other race alone	Two or more races	Total Population	Hispanic Population
Rio Arriba County	2000	56.8%	0.4%	13.5%	0.1%	0.1%	25.4%	3.8%	41,190	72.9%
	2010	51.6%	0.5%	16.0%	0.4%	0.0%	28.0%	3.3%	40,246	71.3%
	2020	34.4%	0.5%	17.2%	0.6%	0.0%	21.2%	26.1%	40,363	67.3%
Jemez Mountain Public Schools Boundary	2000**	-	-	-	-	-	-	-	-	-
	2010	61.7%	0.5%	11.7%	0.4%	0.0%	19.8%	6.0%	1,510	64.0%
	2020	44.0%	0.6%	10.4%	0.6%	0.1%	19.2%	25.0%	1,394	58.9%
Coyote CCD	2000	55.3%	0.4%	1.0%	0.0%	0.0%	40.5%	2.7%	1,579	70.6%
	2010	68.4%	0.5%	1.8%	0.2%	0.0%	22.2%	6.9%	1,288	73.5%
	2020	48.6%	0.3%	2.3%	0.5%	0.1%	21.0%	27.2%	1,234	64.3%
Jicarilla Apache CCD	2000	3.9%	0.2%	88.9%	0.0%	0.1%	4.9%	1.9%	2,729	11.8%
	2010	4.5%	0.6%	91.1%	0.2%	0.0%	1.9%	1.6%	3,228	10.4%
	2020	1.8%	1.0%	88.5%	1.4%	0.0%	1.8%	5.5%	3,472	11.5%
Rio Chama CCD	2000	45.4%	0.0%	2.9%	0.0%	0.0%	46.3%	5.3%	3,742	80.9%
	2010	56.3%	0.6%	2.9%	0.4%	0.0%	35.2%	4.6%	3,517	73.5%
	2020	42.1%	0.3%	2.9%	0.2%	0.0%	25.3%	29.2%	3,504	72.6%
Tierra Amarilla CCD	2000	67.1%	0.9%	3.2%	0.3%	0.5%	24.6%	3.5%	3,474	67.2%
	2010	68.8%	0.8%	4.1%	0.5%	0.1%	22.3%	3.5%	3,099	68.3%
	2020	47.8%	0.8%	4.0%	1.2%	0.0%	15.4%	30.8%	3,051	64.2%
West Rio Arriba CCD	2000	51.5%	0.0%	48.5%	0.0%	0.0%	0.0%	0.0%	266	9.4%
	2010	34.3%	0.0%	54.2%	0.0%	0.0%	7.7%	3.7%	271	15.1%
	2020	22.2%	2.5%	56.6%	8.1%	0.0%	6.1%	4.5%	198	13.6%
Cañones CDP	2000**	-	-	-	-	-	-	-	-	-
	2010	44.9%	5.9%	0.8%	0.0%	0.0%	42.4%	5.9%	118	92.4%
	2020	49.4%	0.0%	3.5%	0.0%	0.0%	35.3%	11.8%	85	80.0%
Coyote CDP	2000**	-	-	-	-	-	-	-	-	-
	2010	69.9%	0.0%	0.0%	0.0%	0.0%	25.5%	4.5%	286	90.2%
	2020	32.7%	0.9%	0.9%	0.0%	0.0%	23.6%	41.8%	110	85.5%
Gallina CDP	2000**	-	-	-	-	-	-	-	-	-
	2010	71.9%	0.0%	1.6%	0.0%	0.0%	21.1%	5.5%	128	96.1%
	2020	36.5%	0.3%	2.0%	1.3%	0.0%	25.4%	34.4%	299	82.6%
Youngsville CDP	2000**	-	-	-	-	-	-	-	-	-
	2010	71.4%	0.0%	0.0%	0.0%	0.0%	25.0%	3.6%	56	89.3%
	2020	27.3%	0.0%	2.3%	0.0%	0.0%	54.5%	15.9%	44	93.2%

Source: U.S. Census

\*\*data not available



According to 2019 ACS estimates, approximately 70% of the population in the District boundary speaks a language other than English; the most prominently-spoken language besides English is Spanish. The tables below show the languages spoken at home.

Languages Spoken at Home (2019 Estimates)	Rio Arriba County	Jemez Mountain Public Schools Boundary	Coyote CCD	Jicarilla Apache CCD	Rio Chama CCD	Tierra Amarilla CCD
Population 5 years and over	36,602	1,664	1,118	2,955	3,148	3,041
Speak only English	40.3%	30.3%	39.6%	60.2%	20.6%	46.0%
Speak a language other than English	59.7%	69.7%	60%	39.8%	79.4%	54.0%
Spanish	17,598	573	611	135	2,494	1,583
Other Indo-European languages	294	25	25	0	0	0
Asian and Pacific Island languages	208	21	21	0	6	8
Other languages	3,746	541	18	1,040	0	51

Source: American Community Survey 5-Year Estimates (2019)

Languages Spoken at Home (2019 Estimates) (cont.)	West Rio Arriba CCD	Cañones CDP	Coyote CDP	Gallina CDP	Youngsville CDP
Population 5 years and over	1,350	92	72	120	44
Speak only English	14.1%	59.8%	0.0%	22.5%	40.9%
Speak a language other than English	85.9%	40.2%	100.0%	77.5%	59.1%
Spanish	394	29	72	72	26
Other Indo-European languages	0	0	0	0	0
Asian and Pacific Island languages	86	0	0	21	0
Other languages	679	8	0	0	0

Source: American Community Survey 5-Year Estimates (2019)

## Housing & Families

According to the 2019 ACS estimates, approximately 63% of the homes in the Jemez Mountain Public Schools boundary while nearly 37% of the homes are mobile homes and other types. Nearly 15% of the District boundary's households have at least one school-aged (or younger) child in them.

Housing & Families (2019 Estimates)	Rio Arriba County	Jemez Mountain Public Schools Boundary	Coyote CCD	Jicarilla Apache CCD	Rio Chama CCD	Tierra Amarilla CCD
Total Households	12,730	523	469	742	1,153	1,160
1-unit structures	56.8%	62.9%	57.4%	65.0%	39.5%	63.5%
2-or-more-unit structures	3.4%	0.0%	0.0%	9.3%	0.0%	5.6%
Mobile homes and all other types	39.8%	37.1%	42.6%	25.7%	60.5%	30.9%
Owner occupied:	76.9%	83.0%	81.7%	70.4%	79.2%	84.0%
Renter occupied:	23.1%	17.0%	18.3%	29.6%	20.8%	16.0%
Households with one or more people under 18 years	24.0%	15.3%	12.2%	36.7%	26.2%	14.1%
Average Family Size	4.05	4.34	3.36	5.59	3.52	3.68
Average Household Size	3.03	3.25	2.46	4.42	2.83	2.62

Source: American Community Survey 5-Year Estimates (2019)

Housing & Families (2019 Estimates) (cont.)	West Rio Arriba CCD	Cañones CDP	Coyote CDP	Gallina CDP	Youngsville CDP
Total Households	116	36	45	43	24
1-unit structures	51.7%	58.3%	55.6%	25.6%	66.7%
2-or-more-unit structures	20.7%	0.0%	0.0%	0.0%	0.0%
Mobile homes and all other types	27.6%	41.7%	44.4%	74.4%	33.3%
Owner occupied:	64.7%	100.0%	75.6%	90.7%	100.0%
Renter occupied:	35.3%	0.0%	24.4%	9.3%	0.0%
Households with one or more people under 18 years	19.8%	0.0%	0.0%	18.6%	0.0%
Average Family Size	8.24	2.70	2.04	3.48	2.18
Average Household Size	11.64	2.56	1.60	2.79	1.83

Source: American Community Survey 5-Year Estimates (2019)

According to the 2019 ACS estimates, the average family size and average household size are estimated to have increased in the District boundary since the 2010 Census.

Family/Household Size		Average Family Size	Average Household Size
Rio Arriba County	2000	3.19	2.71
	2010	3.09	2.53
	2019*	4.05	3.03
	Trend	↗	↗
Jemez Mountain Public Schools Boundary	2000**	-	-
	2010	3.03	2.43
	2019*	4.34	3.25
	Trend	↗	↗
Coyote CCD	2000	3.12	2.66
	2010	2.93	2.36
	2019*	3.36	2.46
	Trend	↗	↗
Jicarilla Apache CCD	2000	3.82	3.34
	2010	3.55	3.11
	2019*	5.59	4.42
	Trend	↗	↗
Rio Chama CCD	2000	3.27	2.76
	2010	3.00	2.44
	2019*	3.52	2.83
	Trend	↗	↗
Tierra Amarilla CCD	2000	2.97	2.46
	2010	2.85	2.26
	2019*	3.68	2.62
	Trend	↗	↗

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available

Family/Household Size (cont.)		Average Family Size	Average Household Size
West Rio Arriba CCD	2000	3.20	2.44
	2010	3.77	2.91
	2019*	8.24	11.64
	Trend	↗	↗
Cañones CDP	2000**	-	-
	2010	3.30	2.73
	2019*	2.70	2.56
	Trend	↘	↘
Coyote CDP	2000**	-	-
	2010	3.33	2.65
	2019*	2.04	1.60
	Trend	↘	↘
Gallina CDP	2000**	-	-
	2010	3.21	2.42
	2019*	3.48	2.79
	Trend	↗	↗
Youngsville CDP	2000**	-	-
	2010	3.15	2.24
	2019*	2.18	1.83
	Trend	↘	↘

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available

The number of total and vacant housing units in the District boundary has increased while the number of occupied units has decreased.

Housing Occupancy		Total housing units	Occupied housing units	Vacant housing units
Rio Arriba County	2000	18,016	15,044	2,972
	2010	19,638	15,768	3,870
	2019*	20,184	12,730	7,454
	Trend			
Jemez Mountain Public Schools Boundary	2000**	-	-	-
	2010	993	618	375
	2019*	1,088	523	565
	Trend			
Coyote CCD	2000	790	566	224
	2010	884	543	341
	2019*	960	469	491
	Trend			
Jicarilla Apache CCD	2000	957	811	146
	2010	1,161	1,019	142
	2019*	952	742	210
	Trend			
Rio Chama CCD	2000	1,552	1,337	215
	2010	1,749	1,440	309
	2019*	1,903	1,153	750
	Trend			
Tierra Amarilla CCD	2000	2,313	1,361	952
	2010	2,519	1,311	1,208
	2019*	2,585	1,160	1,425
	Trend			

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available

Housing Occupancy (cont.)		Total housing units	Occupied housing units	Vacant housing units
West Rio Arriba CCD	2000	215	110	105
	2010	166	93	73
	2019*	234	116	118
	Trend			
Cañones CDP	2000**	-	-	-
	2010	61	41	20
	2019*	80	36	44
	Trend			
Coyote CDP	2000**	-	-	-
	2010	156	108	48
	2019*	70	45	25
	Trend			
Gallina CDP	2000**	-	-	-
	2010	72	53	19
	2019*	128	43	85
	Trend			
Youngsville CDP	2000**	-	-	-
	2010	37	25	12
	2019*	36	24	12
	Trend			

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available

## Industry & Occupation

The table below (continued on the following page) illustrates the types of industry and occupation in the Jemez Mountain Public Schools boundary and the areas it serves. 2019 estimates are calculated for the civilian employed population 16 years and over.

Industry & Occupation for the Civilian Employed Population 16 Years and Over, (2019 Estimates)	Rio Arriba County	Jemez Mountain Public Schools Boundary	Coyote CCD	Jicarilla Apache CCD	Rio Chama CCD	Tierra Amarilla CCD
Total population	39,159	1,709	1,163	3,302	3,266	3,194
Civilian employed population, 16 years and over	14,103	593	359	1,078	1,209	833
<b>Industry</b>						
Agriculture, forestry, fishing and hunting, and mining	3.6%	22.1%	5.8%	2.7%	3.5%	7.3%
Construction	5.9%	4.0%	4.5%	10.9%	1.6%	11.5%
Manufacturing	1.9%	4.0%	6.7%	0.0%	4.1%	0.0%
Wholesale trade	0.8%	0.0%	0.0%	1.9%	0.0%	0.0%
Retail trade	9.2%	4.7%	7.8%	3.3%	0.0%	11.2%
Transportation and warehousing, and utilities	3.4%	3.2%	5.3%	4.1%	0.0%	4.8%
Information	0.6%	2.9%	4.7%	0.0%	0.0%	0.6%
Finance and insurance, and real estate and rental and leasing	3.5%	3.9%	6.4%	0.9%	0.0%	6.1%
Professional, scientific, and management, and administrative and waste management services	18.0%	9.9%	16.4%	5.0%	14.1%	9.1%
Educational services, and health care and social assistance	25.8%	39.5%	39.0%	25.9%	72.5%	30.1%
Arts, entertainment, and recreation, and accommodation and food services	10.7%	0.0%	0.0%	11.5%	0.0%	11.8%
Other services, except public administration	5.1%	3.7%	0.0%	1.9%	4.3%	3.5%
Public administration	11.4%	2.0%	3.3%	31.9%	0.0%	4.0%
<b>Occupation</b>						
Management, business, science, and arts occupations	38.1%	55.1%	35.4%	36.7%	66.0%	43.5%
Service occupations	22.2%	14.2%	20.1%	19.7%	26.4%	26.9%
Sales and office occupations	22.8%	14.5%	24.0%	23.7%	1.9%	10.7%
Natural resources, construction, and maintenance occupations	8.7%	11.5%	12.8%	13.4%	5.7%	11.2%
Production, transportation, and material moving occupations	8.2%	4.7%	7.8%	6.5%	0.0%	7.8%

Source: American Community Survey 5-Year Estimates (2019)



Industry & Occupation for the Civilian Employed Population 16 Years and Over, (2019 Estimates) (cont.)	West Rio Arriba CCD	Cañones CDP	Coyote CDP	Gallina CDP	Youngsville CDP
Total population	1,350	92	72	120	44
Civilian employed population, 16 years and over	234	52	25	44	0
<b>Industry</b>					
Agriculture, forestry, fishing and hunting, and mining	47.0%	0.0%	0.0%	0.0%	-
Construction	3.4%	0.0%	0.0%	0.0%	-
Manufacturing	0.0%	0.0%	0.0%	0.0%	-
Wholesale trade	0.0%	0.0%	0.0%	0.0%	-
Retail trade	0.0%	0.0%	44.0%	0.0%	-
Transportation and warehousing, and utilities	0.0%	0.0%	0.0%	43.2%	-
Information	0.0%	25.0%	0.0%	0.0%	-
Finance and insurance, and real estate and rental and leasing	0.0%	0.0%	0.0%	0.0%	-
Professional, scientific, and management, and administrative and waste management services	0.0%	53.8%	56.0%	20.5%	-
Educational services, and health care and social assistance	40.2%	21.2%	0.0%	9.1%	-
Arts, entertainment, and recreation, and accommodation and food services	0.0%	0.0%	0.0%	0.0%	-
Other services, except public administration	9.4%	0.0%	0.0%	0.0%	-
Public administration	0.0%	0.0%	0.0%	27.3%	-
<b>Occupation</b>					
Management, business, science, and arts occupations	85.5%	25.0%	44.0%	2.3%	-
Service occupations	5.1%	0.0%	0.0%	38.6%	-
Sales and office occupations	0.0%	46.2%	0.0%	34.1%	-
Natural resources, construction, and maintenance occupations	9.4%	0.0%	56.0%	25.0%	-
Production, transportation, and material moving occupations	0.0%	28.8%	0.0%	0.0%	-

Source: American Community Survey 5-Year Estimates (2019)

## Financial Status

According to the U.S. Census Bureau, earnings come from a job (salary/wages) while income also includes payments such as "Social Security, pensions, child support, public assistance, annuities, money derived from rental properties, interest and dividends." The table below shows income, earnings, and poverty status in the ACS 2019 estimates.

Financial Status (2019 Estimates)	Rio Arriba County	Jemez Mountain Public Schools Boundary	Coyote CCD	Jicarilla Apache CCD	Rio Chama CCD	Tierra Amarilla CCD	West Rio Arriba CCD	Cañones CDP	Coyote CDP	Gallina CDP	Youngsville CDP
<b>Earnings</b>											
Population 16 years and over with earnings	15,416	612	378	1,207	1,473	1,080	234	52	29	59	0
Full-time, year-round workers with earnings	11,345	518	313	926	1,062	634	205	39	25	47	0
\$1 to \$9,999 or less	3.1%	29.2%	13.1%	0.6%	0.0%	0.6%	53.7%	0.0%	0.0%	0.0%	-
\$10,000 to \$14,999	6.6%	1.0%	0.0%	2.3%	6.1%	2.1%	2.4%	0.0%	0.0%	0.0%	-
\$15,000 to \$24,999	13.9%	9.7%	16.0%	14.4%	3.6%	17.4%	0.0%	0.0%	0.0%	42.6%	-
\$25,000 to \$34,999	18.2%	5.0%	8.3%	26.1%	19.8%	24.9%	0.0%	0.0%	0.0%	6.4%	-
\$35,000 to \$49,999	23.2%	26.6%	23.6%	39.7%	15.2%	37.5%	31.2%	66.7%	44.0%	25.5%	-
\$50,000 to \$64,999	13.5%	13.3%	17.3%	8.1%	27.9%	8.5%	7.3%	0.0%	56.0%	25.5%	-
\$65,000 to \$74,999	5.0%	4.2%	3.5%	0.8%	7.1%	2.5%	5.4%	0.0%	0.0%	0.0%	-
\$75,000 to \$99,999	7.4%	10.2%	16.9%	8.0%	6.4%	6.5%	0.0%	33.3%	0.0%	0.0%	-
\$100,000 or more	9.0%	0.8%	1.3%	0.0%	14.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-
Median Earnings	\$31,221	\$26,538	\$39,022	\$33,042	\$41,743	\$30,882	\$0	\$41,250	\$39,886	\$31,250	\$0
<b>Household Income</b>											
Total Households	12,730	523	469	742	1,153	1,160	116	36	45	43	24
Less than \$10,000	14.3%	15.7%	23.7%	10.8%	4.3%	17.2%	28.4%	8.3%	0.0%	7.0%	100.0%
\$10,000 to \$14,999	7.0%	13.6%	9.8%	4.7%	11.4%	2.3%	21.6%	0.0%	0.0%	0.0%	0.0%
\$15,000 to \$24,999	14.0%	13.8%	13.9%	13.1%	19.1%	19.8%	6.0%	13.9%	20.0%	20.9%	0.0%
\$25,000 to \$34,999	9.0%	9.8%	7.0%	8.9%	4.9%	9.7%	15.5%	0.0%	22.2%	7.0%	0.0%
\$35,000 to \$49,999	15.2%	12.6%	14.1%	16.4%	16.7%	14.5%	0.0%	0.0%	24.4%	27.9%	0.0%
\$50,000 to \$74,999	15.3%	13.4%	8.5%	25.1%	7.1%	14.2%	25.9%	0.0%	0.0%	2.3%	0.0%
\$75,000 to \$99,999	9.3%	13.0%	13.9%	14.3%	15.2%	7.1%	2.6%	77.8%	33.3%	25.6%	0.0%
\$100,000 to \$149,999	7.9%	6.3%	7.0%	5.0%	10.7%	4.1%	0.0%	0.0%	0.0%	9.3%	0.0%
\$150,000 to \$199,999	5.1%	0.8%	0.9%	1.3%	10.6%	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%
\$200,000 or more	2.9%	1.1%	1.3%	0.4%	0.0%	6.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Median income (dollars)	\$39,952	\$31,319	\$26,645	\$45,278	\$47,976	\$35,212	\$0	\$81,667	\$0	\$43,854	\$25,000
<b>Poverty Status</b>											
% below poverty level	24.0%	44.7%	35.0%	26.0%	12.3%	30.5%	86.0%	3.3%	0.0%	23.3%	100.0%
Under 18 years	28.9%	43.2%	34.0%	29.8%	23.8%	41.8%	65.2%	0.0%	0.0%	0.0%	0.0%
18 to 64 years	23.4%	42.3%	36.4%	25.3%	12.2%	34.2%	82.9%	0.0%	0.0%	21.3%	100.0%
65 years and over	19.9%	51.0%	32.3%	14.1%	0.3%	14.1%	95.5%	100.0%	0.0%	100.0%	100.0%
<b>Unemployment Rate</b>											
Population 20 to 64 years	6.8%	10.5%	17.0%	25.0%	14.9%	15.3%	0.0%	35.8%	0.0%	15.2%	-

Source: American Community Survey 5-Year Estimates (2019)

## Computer / Internet Access

The table below shows the presence of a computer and/or internet subscription in households in the geographies served by the District, according to the 2019 ACS estimates. Percentages shown are based on total households.

% of Total Households with Internet/Computers (2019 Estimates)	Rio Arriba County	Jemez Mountain Public Schools Boundary	Coyote CCD	Jicarilla Apache CCD	Rio Chama CCD	Tierra Amarilla CCD	West Rio Arriba CCD	Cañones CDP	Coyote CDP	Gallina CDP	Youngsville CDP
Has a Computer	67.6%	47.0%	50.3%	70.4%	68.3%	65.7%	29.3%	77.8%	44.4%	18.6%	37.5%
Has an Internet subscription	56.1%	38.4%	40.7%	48.9%	64.3%	55.2%	29.3%	77.8%	33.3%	18.6%	37.5%
Has no Internet Subscription	11.5%	8.6%	9.6%	21.4%	4.1%	10.5%	0.0%	0.0%	11.1%	0.0%	0.0%
Has no Computer	32.4%	53.0%	49.7%	29.6%	31.7%	34.3%	70.7%	22.2%	55.6%	81.4%	62.5%

Source: American Community Survey 5-Year Estimates (2019)

## School Enrollment

The tables below summarize the percentage of the population in the Jemez Mountain Public Schools boundary, by age group, enrolled in school; enrolled in public school; and enrolled in private school, based on U.S. Census American Community Survey (ACS) 5-Year Estimates. Home-schooled children are counted in the private school data. If anyone in these age groups had not attended any school in the 3 months before the survey was conducted, they were considered to not be enrolled in any school.

It should be noted that this data is not a survey of the students attending schools in the District; rather, it is based on monthly surveys sent out by the ACS to households in the District boundary. This survey data is then used to create the estimates shown in the table below.

**JEMEZ MOUNTAIN PUBLIC SCHOOLS BOUNDARY**  
**% OF AGE GROUP ENROLLED IN SCHOOL**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trend
3-4	0%	48%	100%	100%	100%	100%	100%	0%	0%	0%	
5-9	80%	80%	100%	100%	100%	100%	0%	100%	100%	100%	
10-14	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
15-17	85%	82%	67%	62%	51%	100%	100%	100%	100%	100%	
18-19	10%	0%	29%	41%	44%	68%	100%	100%	67%	46%	

Source: U.S. Census American Community Survey 5-Year Estimates 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

**JEMEZ MOUNTAIN PUBLIC SCHOOLS BOUNDARY**  
**% OF AGE GROUP ENROLLED IN PUBLIC SCHOOL**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trend
3-4	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	
5-9	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%	100.0%	
10-14	100.0%	100.0%	88.9%	80.0%	58.8%	77.4%	100.0%	100.0%	100.0%	100.0%	
15-17	100.0%	100.0%	100.0%	100.0%	100.0%	16.1%	16.9%	31.1%	30.6%	39.4%	
18-19	100.0%	0.0%	60.0%	61.1%	52.9%	47.1%	16.2%	0.0%	0.0%	66.7%	

Source: U.S. Census American Community Survey 5-Year Estimates 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

**JEMEZ MOUNTAIN PUBLIC SCHOOLS BOUNDARY**  
**% OF AGE GROUP ENROLLED IN PRIVATE SCHOOL**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trend
3-4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
5-9	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
10-14	0.0%	0.0%	11.1%	20.0%	41.2%	22.6%	0.0%	0.0%	0.0%	0.0%	
15-17	0.0%	0.0%	0.0%	0.0%	0.0%	83.9%	83.1%	68.9%	69.4%	60.6%	
18-19	0.0%	0.0%	40.0%	38.9%	47.1%	52.9%	83.8%	100.0%	100.0%	33.3%	

Source: U.S. Census American Community Survey 5-Year Estimates 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

## GENERAL DEMOGRAPHICS

The following information represents block group estimates created from market research and U.S. Census data obtained from the Environmental Systems Research Institute [ESRI]. ESRI provides a yearly update to their demographic data in increments of five years. To make updates to their demographic data set, they use American Community Survey [ACS] data that takes a series of monthly sample surveys but only from areas with populations of 65,000 or more. One year of ACS data is a period estimate as a twelve-month average, rather than a single point in time.

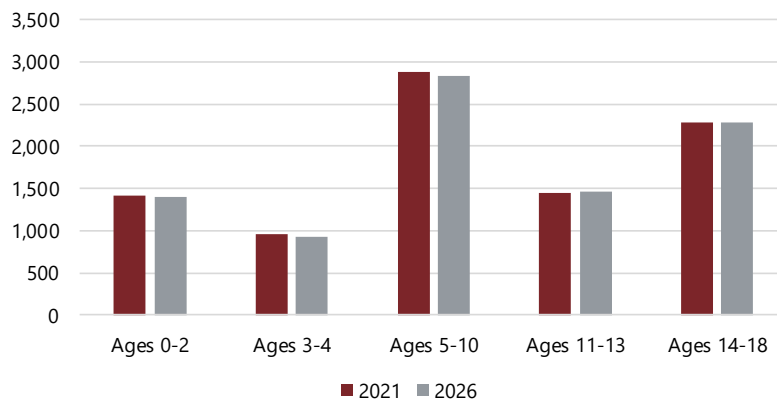
According to the ESRI estimates, the total population of Rio Arriba County is estimated to decrease over the next five years. As illustrated in the table below, the number of children, ages 5-18, is estimated to decrease by 23 children.

**RIO ARRIBA COUNTY  
POPULATION ESTIMATES**

Age	2021	2026	Change	% Change
Ages 0-2	1,420	1,397	-23	-2%
Ages 3-4	955	928	-27	-3%
Ages 5-10	2,886	2,836	-50	-2%
Ages 11-13	1,442	1,457	15	1%
Ages 14-18	2,276	2,288	12	1%
<b>Ages 5-18</b>	<b>6,604</b>	<b>6,581</b>	<b>-23</b>	<b>0%</b>
<b>Total Population</b>	<b>38,884</b>	<b>38,410</b>	<b>-474</b>	<b>-1%</b>

Source: ESRI BIS

**RIO ARRIBA COUNTY  
POPULATION ESTIMATES**

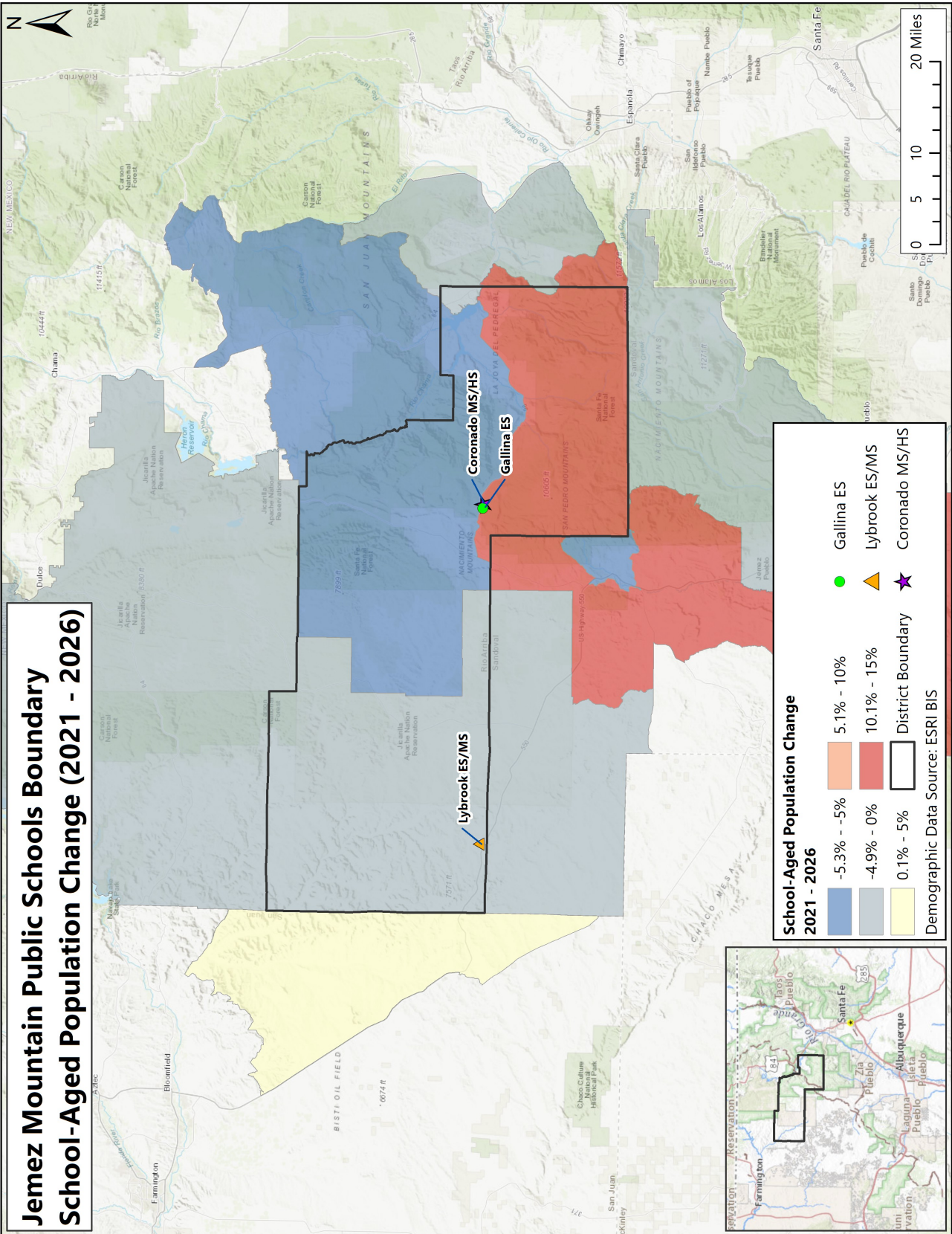


## **JEMEZ MOUNTAIN PUBLIC SCHOOLS ESTIMATED SCHOOL-AGED POPULATION CHANGE 2021-2026**

The map on the following page shows school-aged population change in the U.S. Census block groups within / around the Jemez Mountain Public Schools boundary. Population changes are based on 2021 and 2026 estimates.

A block group is defined by the U.S. Census Bureau as, "a statistical district of a census tract, generally defined to contain between 600 and 3,000 people and 240 and 1,200 housing units, and the smallest geographic unit for which the Census Bureau tabulates sample data."





## HOUSING DATA

Housing development and building permits are tracked to determine their effect on student enrollment. The table and graph below illustrate the number of single-family building permits issued in Rio Arriba County since 2000.

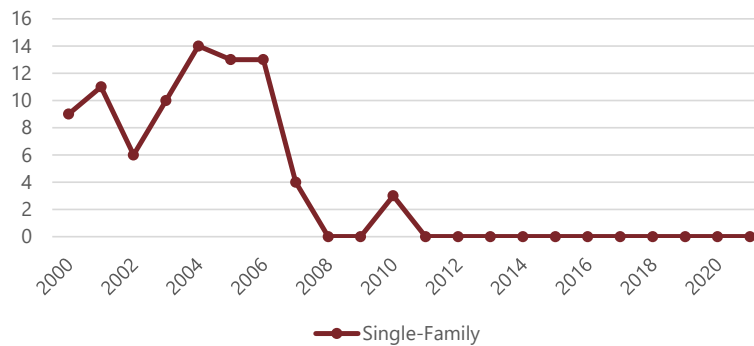
### BUILDING PERMITS RIO ARRIBA COUNTY

Year	Single-Family
2000	9
2001	11
2002	6
2003	10
2004	14
2005	13
2006	13
2007	4
2008	0
2009	0
2010	3
2011	0
2012	0
2013	0
2014	0
2015	0
2016	0
2017	0
2018	0
2019	0
2020	0
2021*	0

Source: SOCDS Building Permits Database

\*preliminary through October 2021

### RIO ARRIBA COUNTY BUILDING PERMITS



## RESIDENT LIVE BIRTH DATA

Utilization of resident live birth data is recommended when projecting future kindergarten enrollments. This data provides a helpful overall trend. Large bubbles in birth counts, either up or down, can also be planned for or anticipated by the District.

In addition, the live birth counts are used in determining a birth-to-kindergarten and birth-to-first grade survival ratio. This ratio identifies the percentage of children born in a representative area who attend kindergarten and first grade in the District five and six years later. The survival ratios for birth-to-kindergarten, birth-to-first grade, as well as grades 1-12 can be found on the following page of this report.

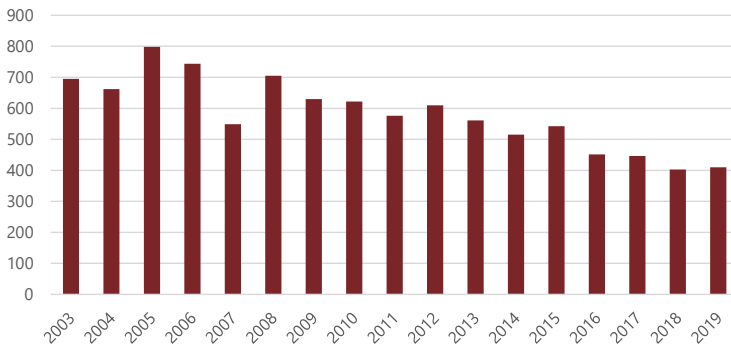
Data is arranged by the residence of the mother. For example, if a mother lives in Rio Arriba County but delivers her baby in Sandoval County, the birth is counted in Rio Arriba County. Live birth counts are different from live birth rates. The live birth count is simply the actual number of live births. A birth rate is the number of births per 1,000 women in a specified population group.

The table and graph include the resident live birth counts Rio Arriba County.

### RESIDENT LIVE BIRTH COUNTS

Year	Rio Arriba County
2003	695
2004	662
2005	798
2006	744
2007	549
2008	705
2009	630
2010	622
2011	576
2012	610
2013	561
2014	515
2015	542
2016	451
2017	446
2018	403
2019	410

**RESIDENT LIVE BIRTH COUNTS  
RIO ARRIBA COUNTY**



Source: New Mexico Department of Health

## SURVIVAL RATIOS

The chart below demonstrates the ten-year changes in enrollment as students move through the system. Percentages greater than 100 indicate that there are more students than there were in the previous grade the previous year. In other words, there was an increase in student population where new students were added to the system. Percentages less than 100 indicate that there was decline or students left the system. If the exact number of students in 1st grade during the 2014-15 school year were present in 2nd grade for the 2015-16 school year, the survival ratio would be 100 percent.

Birth-to-Kindergarten and Birth-to-First Grade: This ratio indicates the number of children born in the area who attend kindergarten and first grade in the district five and six years later. What is important to note is the trend in survival ratios, not necessarily the actual number.

The following table illustrates the historical survival ratios in the Jemez Mountain Public Schools over the past ten years by grade level.

Survival Ratios - District-wide

from	to	Birth to K	K to 1	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
2012	2013	2.70%	88.46%	4.19%	79.17%	75.00%	92.86%	90.48%	81.25%	109.52%	104.55%	82.35%	82.35%	94.12%	91.67%
2013	2014	3.81%	89.47%	2.41%	95.65%	100.00%	100.00%	115.38%	100.00%	111.54%	95.65%	73.91%	107.14%	107.14%	100.00%
2014	2015	3.86%	79.17%	3.02%	94.12%	100.00%	126.32%	116.67%	86.67%	105.26%	89.66%	68.18%	94.12%	93.33%	93.33%
2015	2016	3.99%	100.00%	3.86%	84.21%	87.50%	86.36%	87.50%	80.95%	130.77%	95.00%	61.54%	113.33%	87.50%	92.86%
2016	2017	2.62%	91.30%	3.65%	70.83%	112.50%	78.57%	94.74%	76.19%	70.59%	70.59%	78.95%	81.25%	64.71%	107.14%
2017	2018	1.96%	93.75%	2.46%	90.48%	94.12%	77.78%	90.91%	100.00%	100.00%	116.67%	91.67%	86.67%	100.00%	81.82%
2018	2019	2.33%	136.36%	2.67%	100.00%	126.32%	137.50%	107.14%	120.00%	116.67%	112.50%	100.00%	109.09%	84.62%	92.31%
2019	2020	2.77%	108.33%	2.52%	106.67%	106.67%	104.17%	95.45%	100.00%	116.67%	76.19%	61.11%	85.71%	83.33%	90.91%
2020	2021	2.44%	93.33%	2.58%	123.08%	68.75%	68.75%	88.00%	95.24%	140.00%	100.00%	50.00%	90.91%	91.67%	100.00%
mean simple all years		2.94%	97.80%	3.04%	93.80%	96.76%	96.92%	98.47%	93.37%	111.22%	95.64%	74.19%	94.51%	89.60%	94.45%
std. dev. simple all years		0.75%	16.53%	0.68%	15.45%	18.00%	22.91%	11.55%	13.63%	19.64%	15.28%	15.86%	12.26%	11.95%	7.17%
mean simple 5 years		2.42%	104.62%	2.78%	98.21%	101.67%	93.35%	95.25%	98.29%	108.78%	95.19%	76.35%	90.73%	84.86%	94.44%
std. dev. simple 5 years		0.31%	19.00%	0.49%	19.38%	21.74%	27.98%	7.30%	15.61%	25.67%	20.92%	20.78%	10.82%	13.08%	9.60%
mean simple 3 years		2.51%	112.68%	2.59%	109.91%	100.58%	103.47%	96.87%	105.08%	124.44%	96.23%	70.37%	95.24%	86.54%	94.41%
std. dev. simple 3 years		0.23%	21.84%	0.08%	11.88%	29.26%	34.38%	9.65%	13.14%	13.47%	18.45%	26.25%	12.27%	4.49%	4.90%
mean simple 2 years		2.60%	100.83%	2.55%	114.87%	87.71%	86.46%	91.73%	97.62%	128.33%	88.10%	55.56%	88.31%	87.50%	95.45%
std. dev. simple 2 years		0.23%	10.61%	0.04%	11.60%	26.81%	25.04%	5.27%	3.37%	16.50%	16.84%	7.86%	3.67%	5.89%	6.43%
mean weighted all years		2.62%	102.83%	2.75%	104.41%	94.66%	92.77%	95.02%	98.09%	119.20%	95.61%	68.88%	92.86%	87.91%	94.69%
std. dev. weighted all years		0.53%	16.88%	0.46%	16.93%	22.15%	26.01%	8.82%	12.35%	20.35%	16.02%	19.70%	10.29%	9.22%	6.94%
mean weighted 5 years		2.49%	102.33%	2.60%	112.83%	88.01%	86.87%	92.56%	99.20%	127.07%	95.59%	62.03%	91.27%	88.44%	95.91%
std. dev. weighted 5 years		0.23%	15.82%	0.20%	14.25%	24.61%	26.69%	7.01%	9.70%	17.99%	15.14%	19.69%	7.92%	6.79%	6.30%
mean weighted 3 years		2.49%	97.66%	2.58%	119.29%	77.67%	77.67%	90.06%	97.05%	134.99%	96.31%	53.91%	90.71%	89.93%	98.10%
std. dev. weighted 3 years		0.16%	11.84%	0.04%	8.99%	21.32%	22.12%	5.46%	6.10%	11.74%	11.75%	12.52%	5.15%	4.08%	4.45%
mean weighted 2 years		2.45%	94.05%	2.58%	122.30%	70.56%	70.44%	88.35%	95.46%	138.89%	98.87%	50.53%	90.66%	91.27%	99.57%
std. dev. weighted 2 years		0.10%	4.52%	0.02%	4.94%	11.42%	10.67%	2.25%	1.43%	7.03%	7.17%	3.35%	1.56%	2.51%	2.74%

# JEMEZ MOUNTAIN PUBLIC SCHOOLS HISTORICAL ENROLLMENT

As indicated in the table below, over the past ten years, student enrollment in the Jemez Mountain Public School District has decreased by 100 students.

## Historical Enrollment - District-wide

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	16	0	1	1	0	0	0	0	0	0
K	26	19	24	24	23	16	11	12	15	11
1	24	23	17	19	24	21	15	15	13	14
2	24	19	22	16	16	17	19	15	16	16
3	14	18	19	22	14	18	16	24	16	11
4	21	13	18	24	19	11	14	22	25	11
5	32	19	15	21	21	18	10	15	21	22
6	21	26	19	13	17	16	18	12	15	20
7	22	23	29	20	17	12	16	21	14	21
8	17	23	22	26	19	12	14	18	16	14
9	17	14	17	15	16	15	11	14	11	8
10	17	14	15	16	17	13	13	12	12	10
11	12	16	15	14	14	11	13	11	10	11
12	16	11	16	14	13	15	9	12	10	10
<b>K - 12 Total</b>	<b>263</b>	<b>238</b>	<b>248</b>	<b>244</b>	<b>230</b>	<b>195</b>	<b>179</b>	<b>203</b>	<b>194</b>	<b>179</b>
<b>Grand Total</b>	<b>279</b>	<b>238</b>	<b>249</b>	<b>245</b>	<b>230</b>	<b>195</b>	<b>179</b>	<b>203</b>	<b>194</b>	<b>179</b>

Source: New Mexico Public School Facilities Authority (2012-13 through 2020-21); Jemez Mountain Public School District (2021-22)

## Historical Enrollment - District-wide

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	16	0	1	1	0	0	0	0	0	0
K - 5	141	111	115	126	117	101	85	103	106	85
6 - 8	60	72	70	59	53	40	48	51	45	55
9 - 12	62	55	63	59	60	54	46	49	43	39
<b>K - 12 Total</b>	<b>263</b>	<b>238</b>	<b>248</b>	<b>244</b>	<b>230</b>	<b>195</b>	<b>179</b>	<b>203</b>	<b>194</b>	<b>179</b>
<b>Grand Total</b>	<b>279</b>	<b>238</b>	<b>249</b>	<b>245</b>	<b>230</b>	<b>195</b>	<b>179</b>	<b>203</b>	<b>194</b>	<b>179</b>

Source: New Mexico Public School Facilities Authority (2012-13 through 2020-21); Jemez Mountain Public School District (2021-22)

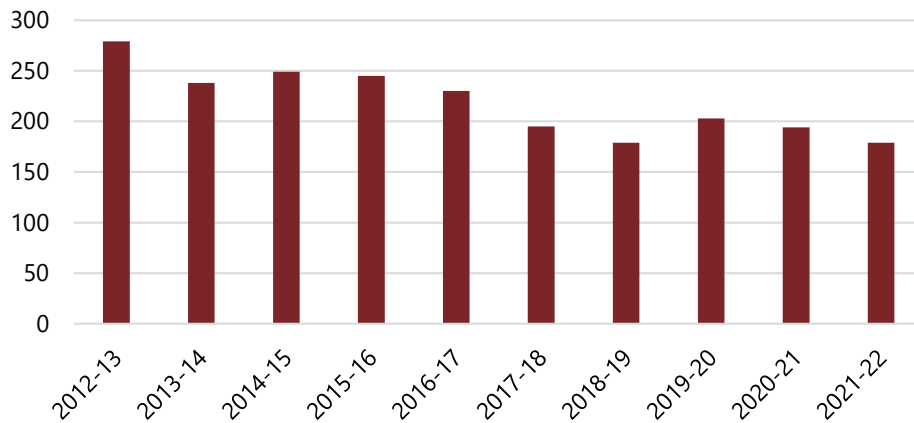
The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

**Historical Enrollment - by School**

School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Trend
Gallina Elementary School	70	54	55	60	60	59	49	55	53	42	
Lybrook Elementary Middle School	109	85	85	88	73	51	53	71	69	67	
Coronado Middle School	38	44	46	38	37	31	31	28	29	31	
Coronado High School	62	55	63	59	60	54	46	49	43	39	
<b>Total</b>	<b>279</b>	<b>238</b>	<b>249</b>	<b>245</b>	<b>230</b>	<b>195</b>	<b>179</b>	<b>203</b>	<b>194</b>	<b>179</b>	

Source: New Mexico Public School Facilities Authority (2012-13 through 2020-21); Jemez Mountain Public School District (2021-22)

**HISTORICAL ENROLLMENT -  
DISTRICT-WIDE**





## Charter School Enrollment

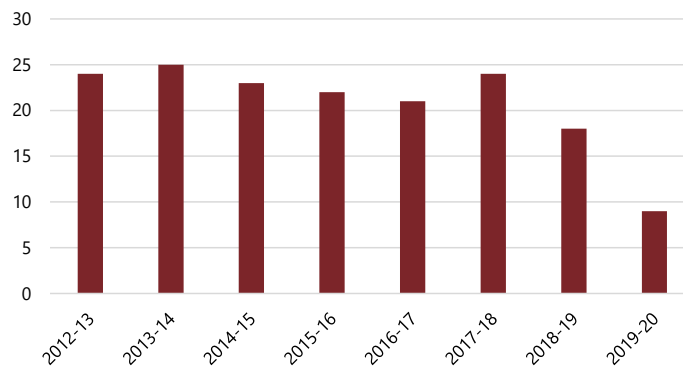
The table and graph below show Lindrith Heritage Charter School Enrollment.

**Lindrith Heritage Charter School**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
K	4	2	2	2	3	6	3	1
1	4	2	3	2	1	1	1	0
2	2	6	5	0	2	1	2	1
3	4	4	4	2	1	1	2	0
4	1	4	4	4	1	1	2	2
5	2	1	1	5	3	2	2	2
6	2	3	2	3	5	3	0	1
7	0	2	1	2	3	5	2	1
8	5	1	1	2	2	4	4	1
<b>Grand Total</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>22</b>	<b>21</b>	<b>24</b>	<b>18</b>	<b>9</b>

Source: New Mexico Public School Facilities Authority

**LINDRITH HERITAGE CHARTER SCHOOL**



The following table indicates transfer student data in the Jemez Mountain Public Schools, as provided by the District.

**Transfers**

Year	Students
2013-14	
2014-15	
2015-16	
2016-17	
2017-18	5
2018-19	
2019-20	1
2020-21	
2021-22	3

Source: Jemez Mountain Public Schools

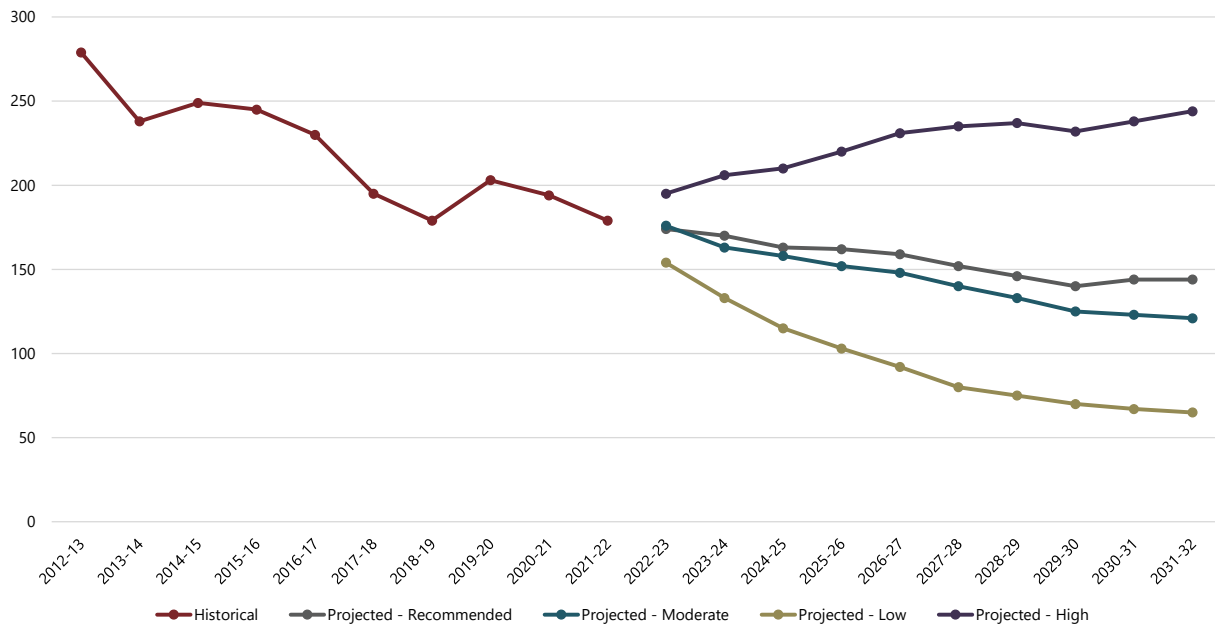
## PROJECTED ENROLLMENT

Cooperative Strategies developed low, moderate, high, and recommended enrollment projections for the Jemez Mountain Public Schools. The moderate enrollment projections are based on a selected average or weighted average of survival ratios (in this case, a 5-year simple average, by school). The low and high enrollment projections are developed using statistical distributional theory, providing the District with a more conservative (low) and more liberal (high) enrollment projection. The recommended enrollment projection is based on a detailed analysis of historical enrollment and resulting survival ratios over the past 10 years, by school. Significant shifts in survival ratio patterns are realized and accounted for in determining projection ratios independently for each grade level. The recommended illustrates the most likely direction of the District based on more recent trends.

The range of enrollment projections from low (conservative) to high (liberal) are offered due to the limitations of the cohort survival method in factoring changes to policies, program offerings, and future changes in housing and migration patters. For example, the low enrollment projection might be used if housing declines significantly more than anticipated; the high enrollment projection might be used if housing growth increases at a more rapid rate than seen in recent years.

It should be noted that the actual live birth counts are available through 2019 and project kindergarten enrollment through 2024-25. To project kindergarten through 2031-32, a simple average of the last 3 years of live birth counts was used.

**HISTORICAL & PROJECTED ENROLLMENT - JEMEZ MOUNTAIN PUBLIC SCHOOL DISTRICT**



## JEMEZ MOUNTAIN PUBLIC SCHOOLS PROJECTED ENROLLMENT—RECOMMENDED

Based on the recommended projected enrollment, student enrollment in the Jemez Mountain Public School District is projected to decrease from 179 in the 2021-22 school year to 144 students in the 2031-32 school year.

**Projected Enrollment - Recommended - District-wide**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	13	12	12	13	13	13	13	13	13	13
1	11	14	12	12	12	12	12	12	12	12
2	12	10	12	11	11	11	11	11	11	11
3	17	13	10	13	12	12	12	12	12	12
4	11	17	13	11	13	12	12	13	13	13
5	11	11	17	14	11	13	12	12	13	13
6	20	10	10	15	13	10	12	11	11	12
7	20	21	11	10	15	13	10	13	12	12
8	21	20	20	10	9	15	13	10	13	11
9	11	16	15	16	8	8	12	10	8	10
10	8	11	16	15	16	8	7	11	10	8
11	9	7	9	13	13	13	7	6	10	8
12	10	8	6	9	13	12	13	6	6	9
<b>Grand Total</b>	<b>174</b>	<b>170</b>	<b>163</b>	<b>162</b>	<b>159</b>	<b>152</b>	<b>146</b>	<b>140</b>	<b>144</b>	<b>144</b>

Source: Cooperative Strategies

**Projected Enrollment - Recommended - District-wide**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 5	75	77	76	74	72	73	72	73	74	74
6 - 8	61	51	41	35	37	38	35	34	36	35
9 - 12	38	42	46	53	50	41	39	33	34	35
<b>Grand Total</b>	<b>174</b>	<b>170</b>	<b>163</b>	<b>162</b>	<b>159</b>	<b>152</b>	<b>146</b>	<b>140</b>	<b>144</b>	<b>144</b>

Source: Cooperative Strategies

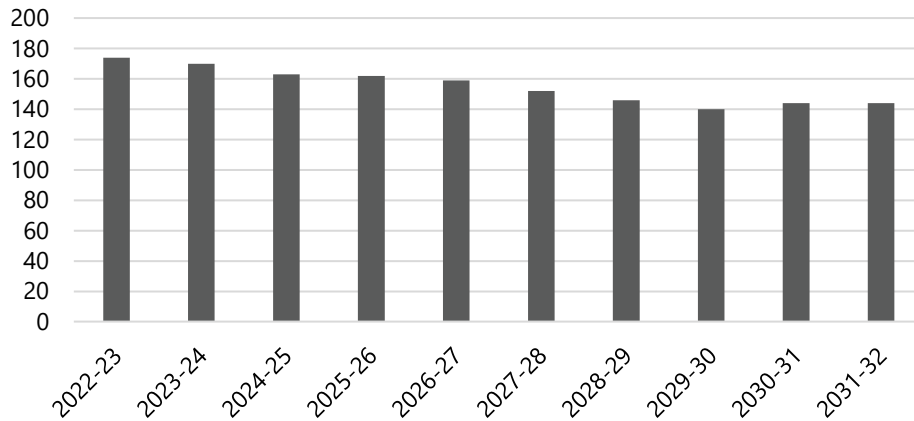
*The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.*

**Projected Enrollment - Recommended - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Gallina Elementary School	36	37	40	42	41	42	42	43	43	43	
Lybrook Elementary Middle School	65	60	52	48	48	47	43	42	43	42	
Coronado Middle School	35	31	25	19	20	22	22	22	24	24	
Coronado High School	38	42	46	53	50	41	39	33	34	35	
<b>Total</b>	<b>174</b>	<b>170</b>	<b>163</b>	<b>162</b>	<b>159</b>	<b>152</b>	<b>146</b>	<b>140</b>	<b>144</b>	<b>144</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT -  
RECOMMENDED - DISTRICT-WIDE**



## JEMEZ MOUNTAIN PUBLIC SCHOOLS PROJECTED ENROLLMENT—MODERATE

Based on the moderate projected enrollment, student enrollment in the Jemez Mountain Public School District is projected to decrease from 179 in the 2021-22 school year to 121 students in the 2031-32 school year.

**Projected Enrollment - Moderate - District-wide**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	11	9	9	11	11	11	11	11	11	11
1	12	11	10	10	10	10	10	10	10	10
2	14	11	11	10	11	11	11	11	11	11
3	17	14	12	12	10	10	10	10	10	10
4	11	15	13	11	11	10	10	10	10	10
5	11	10	14	12	10	10	10	10	10	10
6	22	10	10	14	12	10	10	9	9	9
7	22	23	12	10	16	14	11	11	10	10
8	20	21	23	11	10	15	13	11	11	9
9	11	15	16	17	8	7	11	10	8	8
10	7	10	14	14	16	8	7	10	9	7
11	8	6	8	12	12	13	6	6	9	8
12	10	8	6	8	11	11	13	6	5	8
<b>Grand Total</b>	<b>176</b>	<b>163</b>	<b>158</b>	<b>152</b>	<b>148</b>	<b>140</b>	<b>133</b>	<b>125</b>	<b>123</b>	<b>121</b>

Source: Cooperative Strategies

**Projected Enrollment - Moderate - District-wide**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 5	76	70	69	66	63	62	62	62	62	62
6 - 8	64	54	45	35	38	39	34	31	30	28
9 - 12	36	39	44	51	47	39	37	32	31	31
<b>Grand Total</b>	<b>176</b>	<b>163</b>	<b>158</b>	<b>152</b>	<b>148</b>	<b>140</b>	<b>133</b>	<b>125</b>	<b>123</b>	<b>121</b>

Source: Cooperative Strategies

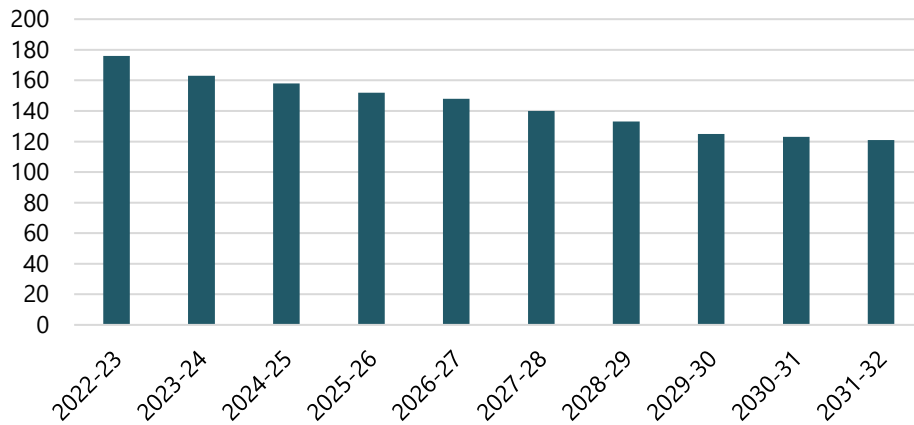
*The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.*

**Projected Enrollment - Moderate - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Gallina Elementary School	35	32	32	32	30	31	31	31	31	31	
Lybrook Elementary Middle School	69	61	56	51	54	52	48	46	45	44	
Coronado Middle School	36	31	26	18	17	18	17	16	16	15	
Coronado High School	36	39	44	51	47	39	37	32	31	31	
<b>Total</b>	<b>176</b>	<b>163</b>	<b>158</b>	<b>152</b>	<b>148</b>	<b>140</b>	<b>133</b>	<b>125</b>	<b>123</b>	<b>121</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - MODERATE -  
DISTRICT-WIDE**





## JEMEZ MOUNTAIN PUBLIC SCHOOLS PROJECTED ENROLLMENT—LOW

Based on the low projected enrollment, student enrollment in the Jemez Mountain Public School District is projected to decrease from 179 in the 2021-22 school year to 65 students in the 2031-32 school year.

**Projected Enrollment - Low- District-wide**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	10	9	9	9	9	9	9	9	9	9
1	10	9	8	8	8	8	8	8	8	8
2	13	10	8	8	8	8	8	8	8	8
3	14	12	9	8	7	7	7	7	7	7
4	8	11	9	7	6	5	6	6	6	6
5	10	8	10	8	6	5	5	5	5	5
6	19	9	7	8	7	5	5	5	5	5
7	18	18	8	6	8	6	5	5	4	4
8	18	15	16	8	5	7	6	4	4	3
9	9	12	10	10	5	3	4	4	3	2
10	7	8	10	9	9	4	3	4	3	2
11	8	5	6	8	7	7	3	2	3	3
12	10	7	5	6	7	6	6	3	2	3
<b>Grand Total</b>	<b>154</b>	<b>133</b>	<b>115</b>	<b>103</b>	<b>92</b>	<b>80</b>	<b>75</b>	<b>70</b>	<b>67</b>	<b>65</b>

Source: Cooperative Strategies

**Projected Enrollment - Low- District-wide**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 5	65	59	53	48	44	42	43	43	43	43
6 - 8	55	42	31	22	20	18	16	14	13	12
9 - 12	34	32	31	33	28	20	16	13	11	10
<b>Grand Total</b>	<b>154</b>	<b>133</b>	<b>115</b>	<b>103</b>	<b>92</b>	<b>80</b>	<b>75</b>	<b>70</b>	<b>67</b>	<b>65</b>

Source: Cooperative Strategies

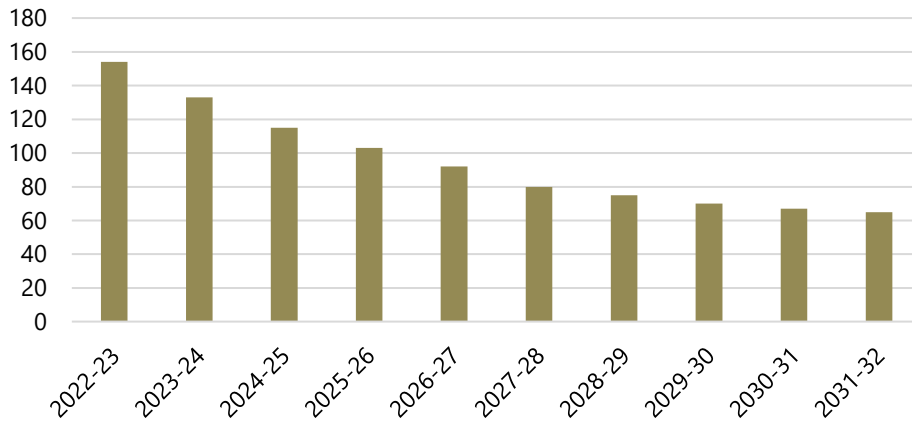
*The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.*

**Projected Enrollment - Low - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Gallina Elementary School	31	28	27	24	23	23	23	23	23	23	
Lybrook Elementary Middle School	56	47	37	33	30	26	26	26	24	24	
Coronado Middle School	33	26	20	13	11	11	10	8	9	8	
Coronado High School	34	32	31	33	28	20	16	13	11	10	
<b>Total</b>	<b>154</b>	<b>133</b>	<b>115</b>	<b>103</b>	<b>92</b>	<b>80</b>	<b>75</b>	<b>70</b>	<b>67</b>	<b>65</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - LOW-  
DISTRICT-WIDE**



## JEMEZ MOUNTAIN PUBLIC SCHOOLS PROJECTED ENROLLMENT—HIGH

Based on the high projected enrollment, student enrollment in the Jemez Mountain Public School District is projected to increase from 179 in the 2021-22 school year to 244 students in the 2031-32 school year.

**Projected Enrollment - High - District-wide**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	12	11	11	11	11	11	11	11	11	11
1	13	14	12	12	13	13	13	13	13	13
2	15	15	14	13	14	14	14	14	14	14
3	18	18	16	17	15	15	16	16	16	16
4	12	21	19	18	18	16	17	18	18	18
5	12	12	20	19	18	19	17	17	17	17
6	24	12	13	22	20	19	20	18	18	19
7	26	30	15	17	28	26	25	25	23	23
8	23	27	32	16	18	30	28	27	27	25
9	12	19	23	27	14	15	26	24	23	23
10	8	11	18	22	26	13	15	24	23	22
11	9	7	10	16	20	24	12	13	22	21
12	11	9	7	10	16	20	23	12	13	22
<b>Grand Total</b>	<b>195</b>	<b>206</b>	<b>210</b>	<b>220</b>	<b>231</b>	<b>235</b>	<b>237</b>	<b>232</b>	<b>238</b>	<b>244</b>

Source: Cooperative Strategies

**Projected Enrollment - High - District-wide**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 5	82	91	92	90	89	88	88	89	89	89
6 - 8	73	69	60	55	66	75	73	70	68	67
9 - 12	40	46	58	75	76	72	76	73	81	88
<b>Grand Total</b>	<b>195</b>	<b>206</b>	<b>210</b>	<b>220</b>	<b>231</b>	<b>235</b>	<b>237</b>	<b>232</b>	<b>238</b>	<b>244</b>

Source: Cooperative Strategies

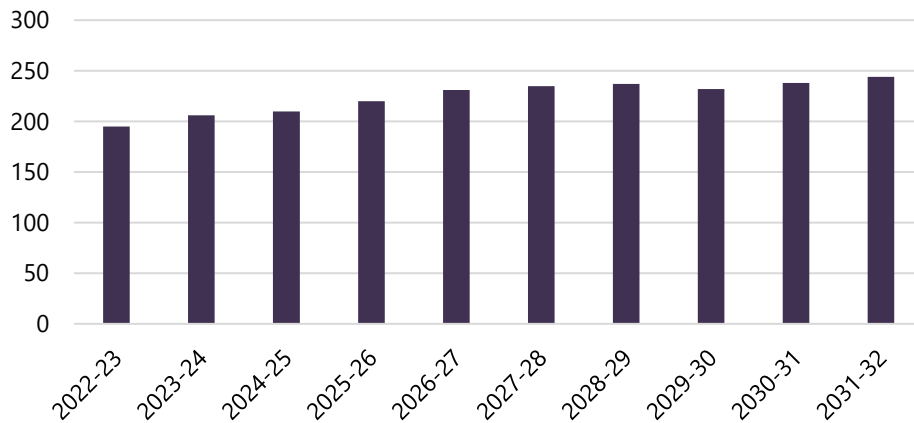
*The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.*

**Projected Enrollment - High - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Gallina Elementary School	37	38	40	41	41	42	41	42	42	42	
Lybrook Elementary Middle School	79	86	79	79	88	92	91	89	85	84	
Coronado Middle School	39	36	33	25	26	29	29	28	30	30	
Coronado High School	40	46	58	75	76	72	76	73	81	88	
<b>Total</b>	<b>195</b>	<b>206</b>	<b>210</b>	<b>220</b>	<b>231</b>	<b>235</b>	<b>237</b>	<b>232</b>	<b>238</b>	<b>244</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - HIGH -  
DISTRICT-WIDE**



# ENROLLMENT BY SCHOOL

The following pages illustrate historical and projected enrollment by school of attendance.

GALLINA ELEMENTARY SCHOOL ..... 39  
LYBROOK ELEMENTARY MIDDLE SCHOOL ..... 41  
CORONADO MIDDLE SCHOOL ..... 43  
CORONADO HIGH SCHOOL ..... 44

# GALLINA ELEMENTARY SCHOOL

Students attending Gallina Elementary School feed into Coronado Middle School.

## Historical Enrollment - Gallina Elementary School

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	0	0	1	1	0	0	0	0	0	0
K	9	7	7	11	13	10	5	7	9	5
1	9	8	7	8	11	12	11	6	6	7
2	14	8	10	7	7	9	10	10	5	6
3	8	11	9	8	8	11	9	12	10	4
4	12	9	11	13	9	7	8	10	14	7
5	18	11	10	12	12	10	6	10	9	13
<b>Grand Total</b>	<b>70</b>	<b>54</b>	<b>55</b>	<b>60</b>	<b>60</b>	<b>59</b>	<b>49</b>	<b>55</b>	<b>53</b>	<b>42</b>

Source: New Mexico Public School Facilities Authority (2012-13 through 2020-21); Jemez Mountain Public School District (2021-22)

## Projected Enrollment - Recommended - Gallina Elementary School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	7	6	6	7	7	7	7	7	7	7
1	5	8	7	7	7	7	7	7	7	7
2	6	5	7	6	6	6	6	6	6	6
3	7	7	5	8	7	7	7	7	7	7
4	4	7	7	6	8	7	7	8	8	8
5	7	4	8	8	6	8	8	8	8	8
<b>Grand Total</b>	<b>36</b>	<b>37</b>	<b>40</b>	<b>42</b>	<b>41</b>	<b>42</b>	<b>42</b>	<b>43</b>	<b>43</b>	<b>43</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Gallina Elementary School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	6	5	5	6	6	6	6	6	6	6
1	5	6	5	5	5	5	5	5	5	5
2	6	4	5	5	5	5	5	5	5	5
3	7	7	5	6	5	5	5	5	5	5
4	4	6	6	4	5	5	5	5	5	5
5	7	4	6	6	4	5	5	5	5	5
<b>Grand Total</b>	<b>35</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>30</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.



**Projected Enrollment - Low - Gallina Elementary School**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	5	5	5	5	5	5	5	5	5	5
1	4	5	4	4	4	4	4	4	4	4
2	6	4	4	4	4	4	4	4	4	4
3	6	6	4	4	4	4	4	4	4	4
4	3	5	5	3	3	3	3	3	3	3
5	7	3	5	4	3	3	3	3	3	3
<b>Grand Total</b>	<b>31</b>	<b>28</b>	<b>27</b>	<b>24</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Gallina Elementary School**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	7	6	6	6	6	6	6	6	6	6
1	5	7	6	6	7	7	7	7	7	7
2	6	5	6	6	6	6	6	6	6	6
3	7	8	6	8	7	7	7	7	7	7
4	4	8	8	6	8	7	7	8	8	8
5	8	4	8	9	7	9	8	8	8	8
<b>Grand Total</b>	<b>37</b>	<b>38</b>	<b>40</b>	<b>41</b>	<b>41</b>	<b>42</b>	<b>41</b>	<b>42</b>	<b>42</b>	<b>42</b>

Source: Cooperative Strategies

*The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.*

# LYBROOK ELEMENTARY MIDDLE SCHOOL

Students attending Lybrook Elementary Middle School feed into Coronado High School.

## Historical Enrollment - Lybrook Elementary Middle School

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	16	0	0	0	0	0	0	0	0	0
K	17	12	17	13	10	6	6	5	6	6
1	15	15	10	11	13	9	4	9	7	7
2	10	11	12	9	9	8	9	5	11	10
3	6	7	10	14	6	7	7	12	6	7
4	9	4	7	11	10	4	6	12	11	4
5	14	8	5	9	9	8	4	5	12	9
6	8	9	7	4	5	5	10	5	4	11
7	9	10	10	7	4	2	5	12	4	8
8	5	9	7	10	7	2	2	6	8	5
<b>Grand Total</b>	<b>109</b>	<b>85</b>	<b>85</b>	<b>88</b>	<b>73</b>	<b>51</b>	<b>53</b>	<b>71</b>	<b>69</b>	<b>67</b>

Source: New Mexico Public School Facilities Authority (2012-13 through 2020-21); Jemez Mountain Public School District (2021-22)

## Projected Enrollment - Recommended - Lybrook Elementary Middle School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	6	6	6	6	6	6	6	6	6	6
1	6	6	5	5	5	5	5	5	5	5
2	6	5	5	5	5	5	5	5	5	5
3	10	6	5	5	5	5	5	5	5	5
4	7	10	6	5	5	5	5	5	5	5
5	4	7	9	6	5	5	4	4	5	5
6	8	3	6	8	5	4	4	4	4	4
7	10	7	3	5	7	5	4	4	4	4
8	8	10	7	3	5	7	5	4	4	3
<b>Grand Total</b>	<b>65</b>	<b>60</b>	<b>52</b>	<b>48</b>	<b>48</b>	<b>47</b>	<b>43</b>	<b>42</b>	<b>43</b>	<b>42</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Lybrook Elementary Middle School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	5	4	4	5	5	5	5	5	5	5
1	7	5	5	5	5	5	5	5	5	5
2	8	7	6	5	6	6	6	6	6	6
3	10	7	7	6	5	5	5	5	5	5
4	7	9	7	7	6	5	5	5	5	5
5	4	6	8	6	6	5	5	5	5	5
6	9	3	6	8	6	6	5	4	4	4
7	12	9	4	6	9	7	6	5	5	5
8	7	11	9	3	6	8	6	6	5	4
<b>Grand Total</b>	<b>69</b>	<b>61</b>	<b>56</b>	<b>51</b>	<b>54</b>	<b>52</b>	<b>48</b>	<b>46</b>	<b>45</b>	<b>44</b>

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

**Projected Enrollment - Low - Lybrook Elementary Middle School**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	5	4	4	4	4	4	4	4	4	4
1	6	4	4	4	4	4	4	4	4	4
2	7	6	4	4	4	4	4	4	4	4
3	8	6	5	4	3	3	3	3	3	3
4	5	6	4	4	3	2	3	3	3	3
5	3	5	5	4	3	2	2	2	2	2
6	7	3	4	4	3	2	2	2	2	2
7	9	6	2	3	4	2	2	2	1	1
8	6	7	5	2	2	3	2	2	1	1
<b>Grand Total</b>	<b>56</b>	<b>47</b>	<b>37</b>	<b>33</b>	<b>30</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>24</b>	<b>24</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Lybrook Elementary Middle School**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	5	5	5	5	5	5	5	5	5	5
1	8	7	6	6	6	6	6	6	6	6
2	9	10	8	7	8	8	8	8	8	8
3	11	10	10	9	8	8	9	9	9	9
4	8	13	11	12	10	9	10	10	10	10
5	4	8	12	10	11	10	9	9	9	9
6	10	4	8	13	11	12	11	10	10	10
7	15	13	5	11	17	15	17	14	13	13
8	9	16	14	6	12	19	16	18	15	14
<b>Grand Total</b>	<b>79</b>	<b>86</b>	<b>79</b>	<b>79</b>	<b>88</b>	<b>92</b>	<b>91</b>	<b>89</b>	<b>85</b>	<b>84</b>

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

# CORONADO MIDDLE SCHOOL

Students attending Coronado Middle school feed from Gallina Elementary School and into Coronado High School.

## Historical Enrollment - Coronado Middle School

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
6	13	17	12	9	12	11	8	7	11	9
7	13	13	19	13	13	10	11	9	10	13
8	12	14	15	16	12	10	12	12	8	9
<b>Grand Total</b>	<b>38</b>	<b>44</b>	<b>46</b>	<b>38</b>	<b>37</b>	<b>31</b>	<b>31</b>	<b>28</b>	<b>29</b>	<b>31</b>

Source: New Mexico Public School Facilities Authority (2012-13 through 2020-21); Jemez Mountain Public School District (2021-22)

## Projected Enrollment - Recommended - Coronado Middle School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
6	12	7	4	7	8	6	8	7	7	8
7	10	14	8	5	8	8	6	9	8	8
8	13	10	13	7	4	8	8	6	9	8
<b>Grand Total</b>	<b>35</b>	<b>31</b>	<b>25</b>	<b>19</b>	<b>20</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>24</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Coronado Middle School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
6	13	7	4	6	6	4	5	5	5	5
7	10	14	8	4	7	7	5	6	5	5
8	13	10	14	8	4	7	7	5	6	5
<b>Grand Total</b>	<b>36</b>	<b>31</b>	<b>26</b>	<b>18</b>	<b>17</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>15</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Coronado Middle School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
6	12	6	3	4	4	3	3	3	3	3
7	9	12	6	3	4	4	3	3	3	3
8	12	8	11	6	3	4	4	2	3	2
<b>Grand Total</b>	<b>33</b>	<b>26</b>	<b>20</b>	<b>13</b>	<b>11</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>9</b>	<b>8</b>

Source: Cooperative Strategies

## Projected Enrollment - High - Coronado Middle School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
6	14	8	5	9	9	7	9	8	8	9
7	11	17	10	6	11	11	8	11	10	10
8	14	11	18	10	6	11	12	9	12	11
<b>Grand Total</b>	<b>39</b>	<b>36</b>	<b>33</b>	<b>25</b>	<b>26</b>	<b>29</b>	<b>29</b>	<b>28</b>	<b>30</b>	<b>30</b>

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

# CORONADO HIGH SCHOOL

Students attending Coronado High School feed from Lybrook Elementary Middle School and Coronado Middle School.

## Historical Enrollment - Coronado High School

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
9	17	14	17	15	16	15	11	14	11	8
10	17	14	15	16	17	13	13	12	12	10
11	12	16	15	14	14	11	13	11	10	11
12	16	11	16	14	13	15	9	12	10	10
<b>Grand Total</b>	<b>62</b>	<b>55</b>	<b>63</b>	<b>59</b>	<b>60</b>	<b>54</b>	<b>46</b>	<b>49</b>	<b>43</b>	<b>39</b>

Source: New Mexico Public School Facilities Authority (2012-13 through 2020-21); Jemez Mountain Public School District (2021-22)

## Projected Enrollment - Recommended - Coronado High School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
9	11	16	15	16	8	8	12	10	8	10
10	8	11	16	15	16	8	7	11	10	8
11	9	7	9	13	13	13	7	6	10	8
12	10	8	6	9	13	12	13	6	6	9
<b>Grand Total</b>	<b>38</b>	<b>42</b>	<b>46</b>	<b>53</b>	<b>50</b>	<b>41</b>	<b>39</b>	<b>33</b>	<b>34</b>	<b>35</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Coronado High School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
9	11	15	16	17	8	7	11	10	8	8
10	7	10	14	14	16	8	7	10	9	7
11	8	6	8	12	12	13	6	6	9	8
12	10	8	6	8	11	11	13	6	5	8
<b>Grand Total</b>	<b>36</b>	<b>39</b>	<b>44</b>	<b>51</b>	<b>47</b>	<b>39</b>	<b>37</b>	<b>32</b>	<b>31</b>	<b>31</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Coronado High School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
9	9	12	10	10	5	3	4	4	3	2
10	7	8	10	9	9	4	3	4	3	2
11	8	5	6	8	7	7	3	2	3	3
12	10	7	5	6	7	6	6	3	2	3
<b>Grand Total</b>	<b>34</b>	<b>32</b>	<b>31</b>	<b>33</b>	<b>28</b>	<b>20</b>	<b>16</b>	<b>13</b>	<b>11</b>	<b>10</b>

Source: Cooperative Strategies

## Projected Enrollment - High - Coronado High School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
9	12	19	23	27	14	15	26	24	23	23
10	8	11	18	22	26	13	15	24	23	22
11	9	7	10	16	20	24	12	13	22	21
12	11	9	7	10	16	20	23	12	13	22
<b>Grand Total</b>	<b>40</b>	<b>46</b>	<b>58</b>	<b>75</b>	<b>76</b>	<b>72</b>	<b>76</b>	<b>73</b>	<b>81</b>	<b>88</b>

Source: Cooperative Strategies

The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

## **ENROLLMENT PROJECTIONS CONCLUSION**

As with any projection, the District should pay close attention to live birth counts, enrollment in elementary schools, open enrollment, non-public enrollment, in / out migration patterns, and any housing growth. It is recommended that this document be reviewed on an annual basis to determine how more recent growth and enrollment trends will impact the enrollment projections.

Cooperative Strategies is pleased to have had the opportunity to provide the District with this demographic study. We hope this document will provide the necessary information to make informed decisions about the future of the Jemez Mountain Public Schools.

## **Section 4: Utilization and Capacity—Gallina Campus**

A. Maximum/Functional Capacity Analysis – For the Coronado High School, Coronado Middle School, and Gallina Elementary School

1. Maximum capacity with and without portables
2. Functional capacity with and without portables

The tables on the next page illustrate the maximum and functional capacity of Coronado MS/HS. There are 2 values: Maximum & Functional Capacity. Because there are no portables on site, the values with and without portables are the same.

The maximum capacity of a facility indicates the number of students a facility could potentially serve if each classroom were utilized 100% of the school day and the maximum number of students were in each classroom. The functional capacity considers those spaces in a facility that don't receive capacity such as art & music at the elementary grade levels.

There are multiple variables which make up school building capacity. The primary variables include: desired class size, number of classrooms, and program offerings. Elementary schools typically have "regular" classrooms which consist of 20-25 students depending on class size. The regular classrooms are most often the ones that are used in determining capacity.

Classrooms are also used for "specials" such as art, music, computer education, physical education, media support and other programs. "Specials" are not counted in the capacity count because most often the students that participate in these classes come from the "regular" classrooms.

Special Education classrooms are classrooms which are designed for services for students with special needs. Increasingly, the inclusion model is being used for the delivery of special education services. Several classrooms are used for providing services to students meeting eligibility criteria under Title 1, At Risk, English Language Learners [ELL], and other types of tutorial or support programs. These rooms are typically not included in the capacity calculation.

The number of rooms which are used for capacity purposes can fluctuate based on the program. Sometimes there are more classrooms used as "regular" classrooms and fewer as "specials", special education, and "pull-out" programs. In this case, the capacity would be higher. In other cases, there may be fewer used as "regular" classrooms and more for other purposes and in this case the capacity of the same school would be lower.

At the middle and high school grade levels, functional capacity is calculated by not only a classroom count but also a utilization factor. While 100% utilization of every space is optimal, it is not realistic. Therefore, a percentage less than 100 is used to determine capacity. This percentage can be in a range between 60% to 90%. For Coronado MS/HS, a 75% utilization factor was used. The results of those calculations are shown the tables below.



**Section 4: Utilization and Capacity—Gallina Campus**

A. Maximum/Functional Capacity Analysis – For the Coronado High School, Coronado Middle School, and Gallina Elementary School

1. Maximum capacity with and without portables
2. Functional capacity with and without portables

<b>Coronado MS/HS Maximum Capacity Calculation</b>	
Total Number of Classrooms	15
Number of Students per Classroom	27
Number of Portables	0
Maximum Capacity (without portables)	405
Maximum Capacity (with portables)	405

<b>Coronado MS/HS Functional Capacity Calculation</b>				
Type of Classroom	# of Classrooms	Students Per Classroom	# of Portables	Total Students
General Classrooms	10	27	0	270
A,B, & C Level SPED	1	8	0	8
D Level SPED	0	0	0	0
Total Functional Capacity (without portables) Utilization Factor 75%				209
Total Functional Capacity (with portables) Utilization Factor 75%				209

## Section 4: Utilization and Capacity—Gallina Campus

Room No.	Classroom NSF	Max # of Students per room Sq Ft	Max # of Students Per PED Standards	Teacher Name (s)	Period 1 8:10 - 9:04			Period 2 9:07 - 10:01			Period 3 10:04-10:58			Period 4 11:01 -11:55		
					Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied
310	1,018	36	27	Carlson	Math 6	9	33%	English 6/7	10	37%	Earth Sci 6/7	21	78%	World H 6-7	21	78%
101	866	31	27	Chavez	Math 7th	12	44%	English 8	21	78%	Prep		0%	US History 8	10	37%
310	1,018	36	27	Gilbert	Phys Science 8	10	37%	Inter. Science	10	37%	Prep		0%	Biology	13	48%
203	866	35	30	C Gallegos	English IV	10	33%	English III	11	37%	English II	12	40%	English I	8	27%
205	869	35	30	Chacon	Algebra II	11	37%	Geometry	11	37%	Financial Lit.	10	33%	Elective	10	33%
210	1,018	41	30	R Gallegos	World History	12	40%	Gov/Econ	12	40%	US History	11	37%	Spanish I	2	7%
301A	858	34	30	Rothrock	Art HS	8	27%	Prep		0%	Prep		0%	Art HS	9	30%
GYM	7,716	309	30	Callaway	Prep		0%	Prep		0%	Health 8th		0%	PE K-5 Gallina		0%
104	873	17	20	Trujillo	Literacy	12	69%	Literacy	12	69%	Math	12	69%	Math	12	69%
105	873	27	22	Gallegos	Literacy	10	45%	Literacy	10	45%	Math	10	45%	Math	10	45%
106	873	27	24	Sanchez	Literacy	20	83%	Literacy	20	83%	Math	20	83%	Math	20	83%
<b>TOTAL</b>						114	41%		117	42%		96	35%		115	42%

Period 5 12:58-1:52			Period 6 1:55-2:49			Period 7 2:52-3:45			Total Students	PED Max PTR/Day	Percent Room is Occupied per Day	Number of Periods Room is Occupied per Day	% of Pds Used/Day
Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied					
Elective 7	10	37%	Prep		0%	Intervention 6		0%	71	150	66%	5	71%
Elective 8	9	33%	Prep		0%	HSRecovery		0%	52	150	96%	4	57%
Intervention 6		0%	Chemistry	15	56%	HSRecovery	9	33%	57	150	53%	5	71%
Elective	5	17%	Prep		0%	Elective	7	23%	53	150	35%	6	86%
Algebra I	8	27%	Prep		0%	Math 8	10	33%	60	150	40%	6	86%
Spanish II	13	43%	NM History	8	27%	Prep		0%	58	150	39%	6	86%
Recovery HS	10	33%	Art HS	13	43%	Prep		0%	40	150	133%	4	57%
PE K-5/Gallina	37	123%	PE 6-8	31	103%	TeamSport		0%	68	150	0%	2	29%
Prep		0%	Prep		0%	Science/SS	12	69%	60	150	115%	5	71%
Prep		0%	Prep		0%	Science/SS	10	45%	50	150	76%	5	71%
Prep		0%	Prep		0%	Science/SS	20	83%	100	150	139%	5	71%
<b>TOTAL</b>			<b>TOTAL</b>			<b>TOTAL</b>							

GRADE LEVEL	CURRENT STUDENT COUNT	NUMBER OF / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF TEACHING SPACES
Kindergarten	5	0		
1st Grade	7	1	1	1
2nd Grade	6	2		
3rd Grade	4	0	1	1
4th Grade	7	0		
5th Grade	13	1	1	1
6th Grade	9	0	1	1
7th Grade	13	1	1	1
8th Grade	9	1	1	1
9th Grade	8	0	1	1
10th Grade	10	1	1	1
11th Grade	11	1	1	1
12th Grade	10	1	1	1
<b>TOTALS</b>	<b>112</b>	<b>9</b>	<b>10</b>	<b>10</b>

## **Section 4: Utilization and Capacity—Gallina Campus**

### **C. Identify special factors that affect capacity and utilization of existing facilities**

Gallina Elementary School closed at the beginning of the 2021-2022 school year. The Fine Arts facility has been closed for several years. The students from Gallina ES are housed in Coronado MS/HS. As is evident in the capacity calculations, Coronado MS/HS has enough capacity to house Gallina ES students as well as MS/HS students. Although the facilities are under-utilized and under capacity, their condition reflects the need for replacement. Replacing the existing facilities with a new K-12 facility will not only improve facility efficiency it will reduce operational costs over the life of the facilities.

### **D. Space Needs at Gallina Elementary School**

The new planned facility is for the projected enrollment of 111 students with some room for enrollment growth and well as increased utilization. If enrollment grows, or the utilization of core classrooms increases, the capacity could increase to 223 students. However, based on current use of the current facility, enrollment by grade level is not anticipated to increase and therefore utilization will not increase. The need for separate and unique classrooms is necessary for a facility that will house students K-12. This facility is planned to not only support core academic classrooms at each grade level K-12, but also unique spaces as listed below:

- Special education classroom (life skills)
- STEAM curriculum: Makerspace, Wet Lab for Science & Visual Arts, Music/Perf Arts Classroom for use by all students K-12
- High Bay Shop for CTE for use by middle and high school students
- Multipurpose Room sized to meet PSFA middle school standard to serve as Gymnasium and Cafeteria
- Business & Marketing Student Store for high school students to have hands-on experiences at the high school level
- Parent Workspace for parents to earn GED and storage space for Day and After school care
- Clothing Closet / Food Pantry to assist students with personal hygiene and health needs

## **Section 4: Utilization and Capacity—Lybrook Campus**

### **A. Maximum/Functional Capacity Analysis – For the Lybrook Campus**

1. Maximum capacity with and without portables
2. Functional capacity with and without portables

The tables on the next page illustrate the maximum and functional capacity of Lybrook K-8. There are 2 values: Maximum & Functional Capacity. Because there are no portables on site, the values with and without portables are the same.

The maximum capacity of a facility indicates the number of students a facility could potentially serve if each classroom were utilized 100% of the school day and the maximum number of students were in each classroom. The functional capacity considers those spaces in a facility that don't receive capacity such as art & music at the elementary grade levels.

There are multiple variables which make up school building capacity. The primary variables include: desired class size, number of classrooms, and program offerings. Elementary schools typically have "regular" classrooms which consist of 20-25 students depending on class size. The regular classrooms are most often the ones that are used in determining capacity.

Classrooms are also used for "specials" such as art, music, computer education, physical education, media support and other programs. "Specials" are not counted in the capacity count because most often the students that participate in these classes come from the "regular" classrooms.

Special Education classrooms are classrooms which are designed for services for students with special needs. Increasingly, the inclusion model is being used for the delivery of special education services. Several classrooms are used for providing services to students meeting eligibility criteria under Title 1, At-Risk, English Language Learners [ELL], and other types of tutorial or support programs. These rooms are typically not included in the capacity calculation.

The number of rooms which are used for capacity purposes can fluctuate based on the program. Sometimes there are more classrooms used as "regular" classrooms and fewer as "specials", special education, and "pull-out" programs. In this case, the capacity would be higher. In other cases, there may be fewer used as "regular" classrooms and more for other purposes and in this case the capacity of the same school would be lower.

The capacities for Lybrook were calculated based on the elementary school configuration.

**Section 4: Utilization and Capacity—Lybrook Campus**

A. Maximum/Functional Capacity Analysis – For the Lybrook Campus

1. Maximum capacity with and without portables
2. Functional capacity with and without portables

<b>Lybrook K-8 Maximum Capacity Calculation</b>	
Total Number of Classrooms	9
Number of Students per Classroom	25
Number of Portables	0
Maximum Capacity (without portables)	225
Maximum Capacity (with portables)	225

<b>Lybrook K-8 Functional Capacity Calculation</b>				
Type of Classroom	# of Classrooms	Students Per Classroom	# of Portables	Total Students
General Classrooms	4	25	0	100
A,B, & C Level SPED	0	0	0	0
D Level SPED	0	0	0	0
Total Functional Capacity (without portables)				100
Total Functional Capacity (with portables)				100

## Section 4: Utilization and Capacity—Lybrook Campus

<b>District</b>	Jemez Mt. Public Schools
<b>School</b>	Lybrook K-8
<b>Date</b>	Feb-22

<b>SCHOOL HOURS</b>	
<b>School Start Time</b>	8:10am
<b>School End Time</b>	3:45pm
<b>Total Hours in School Day</b>	7 hours 35 minutes
<b>Number of Lunch Turns Per Day</b>	2

<b>GRADE LEVEL</b>	<b>TOTAL CURRENT STUDENT 40th DAY COUNT</b>	<b>NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE</b>	<b>CURRENT NUMBER OF TEACHERS</b>	<b>NUMBER OF CLASSROOMS</b>
<b>Pre-K Student</b>	0	0	0	0
<b>Kindergarten</b>	6	1		
<b>1st Grade</b>	7	0	1	1
<b>2nd Grade</b>	10	0		
<b>3rd Grade</b>	7	0		
<b>4th Grade</b>	4	0	1	1
<b>5th Grade</b>	9	0		
<b>6th Grade</b>	11	1		
<b>7th Grade</b>	8	0	1	2
<b>8th Grade</b>	5	0		
<b>TOTALS</b>	<b>67</b>	<b>2</b>		

## Section 4: Utilization and Capacity—Lybrook Campus

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)									
TEACHERS NAME	EXISTING CLASSROOM USE/ GRADE LEVEL	ORIGINALLY INTENDED CLASSROOM USE	ROOM NUMBER	CLASSROOM SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Max. Number of Students per Adequacy Standards Sq. Ft.	PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY
Duran	K,1,2	Classroom	101	917	23	29	18	128%	N
N/A	Storage	Classroom	102	842				0%	
Thomas	3,4,5	Classroom	104	835	20	26	21	95%	Y
Chiquito	Bilingual Pull out	Classroom	105	868					
Harvey	6,7,8	Classroom	201	830	12	30	23	52%	Y
Harvey	6,7,8	Classroom	202	849	12	30	23	52%	Y
Moffett	Sped Resource	Classroom	204	755					
Rothrock	Art	Classroom	205	832					
N/A	Science Lab	Science Lab	206	1121					
<b>67</b>						<b>65%</b>			

TEACHERS NAME	DAYS AND HOURS SPACE IS USED					UTILIZATION		
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	TOTAL HOURS CLASSROOM IS AVAILABLE DURING SCHOOL WEEK	UTILIZATION RATE PERCENT (%)
Duran	5.5	5.5	5.5	5.5	5.5	27.5	37.5	73%
N/A								0%
Thomas	5.5	5.5	5.5	5.5	5.5	27.5	37.5	73%
Chiquito								
Harvey	4.5	4.5	4.5	4.5	4.5	22.5	37.5	60%
Harvey	4.5	4.5	4.5	4.5	4.5	22.5	37.5	60%
Moffett								
Rothrock								
N/A								
<b>100</b>						<b>150</b>		<b>53%</b>



## **Section 4: Utilization and Capacity—Lybrook Campus**

### **C. Identify special factors that affect capacity and utilization of existing facilities**

The small enrollment of the Lybrook campus allows for classrooms to be used for other purposes such as storage and special education resource classrooms larger than are necessary to deliver that program. Although the entire 6th through 8th grade population is only 24 students, they currently are served by two full sized classrooms. The kindergarten students share a classroom with 1st and 2nd grade students and it is smaller than is adequate for a kindergarten classroom.

### **D. Space Needs at Lybrook Campus**

The facility is under capacity and under utilized. The population could grow by over 50% and the facility would still be able to accommodate the projected population. The District might consider alternate uses for the excess capacity of this facility.

## **Section 5: Student Teacher Housing Needs Analysis**

### **1. Current Housing**

The current teacher housing includes 12 houses of different sizes and styles. A breakdown of the sizes and styles of the houses is below. One of the houses was renovated in the summer of 2021. The renovation was cosmetic in nature due to the poor condition of the major systems like, electrical, plumbing, HVAC, etc. The renovation to one of the houses included new flooring, paint, cabinets, and appliances for a total renovation cost of about \$10,000. The labor was provided by the school district maintenance staff. Renovating or replacing these major systems would have put the cost for renovation well above their budget. Currently, anytime they do any minor repairs to any of the houses, there is always the possibility it could lead to a major repair or full replacement of one of the systems due to their poor condition.

7 - 2 bedroom (875 SF); 2 – 3 bedroom (1,585 SF); 3 – mobile homes

### **2. Future Housing Needs**

While speaking with the district, it was determined there is a need for 20 teacher houses to be rebuilt or new builds in the district, 15 on the Gallina Campus and 5 on the Lybrook campus. There are numerous projected retirements in the next few years and the district wants to be sure they are in the best position to attract new staff by providing adequate teacher housing. Renovations of the current houses would result in a major renovation to include demolition of the interior and replacement of all major systems, which may result in a higher overall cost than to demo and rebuild the current houses. When asked, the district is open to individual, duplex, and quadplex buildings. A breakdown of the housing needs is listed below. The current estimated construction costs range from \$125-\$150/SF.

5 Units (Lybrook Campus)

15 Units (Gallina Campus); 8 – 2 bedroom; 4 – 3 bedroom; 3 – studio

### **Phasing**

The 1st phase would be to start building 5 new houses on the empty lots (see map above) to attract new teachers as they phase in the rebuilding of the new school facilities. Once the 5 new houses are built, the district could transition current staff living in the teacher housing to the 5 new houses. The 2nd phase would be to demo the 5 empty houses from phase 1 and build 5 more houses on the demoed sites. The 3rd phase is to transition 5 staff in the current houses to the 5 new houses from phase 2 and then demo the last 2 remaining empty houses and remove the 3 mobile homes to build the remaining 5 new houses. The 4th phase is to transition the remaining staff into the last new houses. To access the teacher housing area, they would continue to utilize the current access from the highway and roadway throughout the complex.

3. The map below indicates open lots where new teacher housing units could be built to accommodate the additional housing the District desires to have built.



## **Section 6: Recommendations for Gallina Elementary School, Coronado High School / Coronado Middle School Campus Master Plan**

As a result of the building condition & educational adequacy assessments, along with teacher interviews, planning labs, and community dialogue the following recommendations have been developed.

Currently, Coronado MS/HS is serving all students on the Gallina Campus, grades K-12 and a desire was expressed early on in the process to keep this grade configuration. Therefore, the recommendation is to build a new K-12 facility to house all the students on the Gallina campus.

A phased approach is suggested to accomplish this goal. After the current Gallina ES and the Fine Arts facilities are demolished, the new facility can be constructed in their place while students continue to attend school in the Coronado MS/HS building. The phasing and supporting graphic are shown on the next page.

It has been suggested that the new K-12 building be oriented to the east so that highway traffic is separated from the main entrance. Furthermore, exterior site fencing along the perimeter of the site could provide an additional layer of security from visitors coming onto the campus.

A final recommendation would be to include the District administration offices within the new K-12 facility. While these administration offices would share a roof, it is suggested that there be a separate entrance into this portion of the facility to maintain the safety and security of the instructional spaces.

This study also reviewed the facility assessment of Lybrook K-8 facility. It is recommended that additional further study be conducted by an architect or engineering firm to determine the full extent of the foundation issues and potential solutions to remedy those. If the foundation is left unchecked, additional systems may continue to fail potentially accelerating the failing condition of the facility causing premature aging.



**The graphic below illustrates potential phases to develop this project:**

**Phase 1:**

- Demolish Gallina Elementary School
- Demolish Fine Arts Facility

**Phase 2:**

- Construct New K-12 Facility (on site of previous Gallina ES)
- Construct New District Administration Offices (as part of New K-12 Facility)

**Phase 3:**

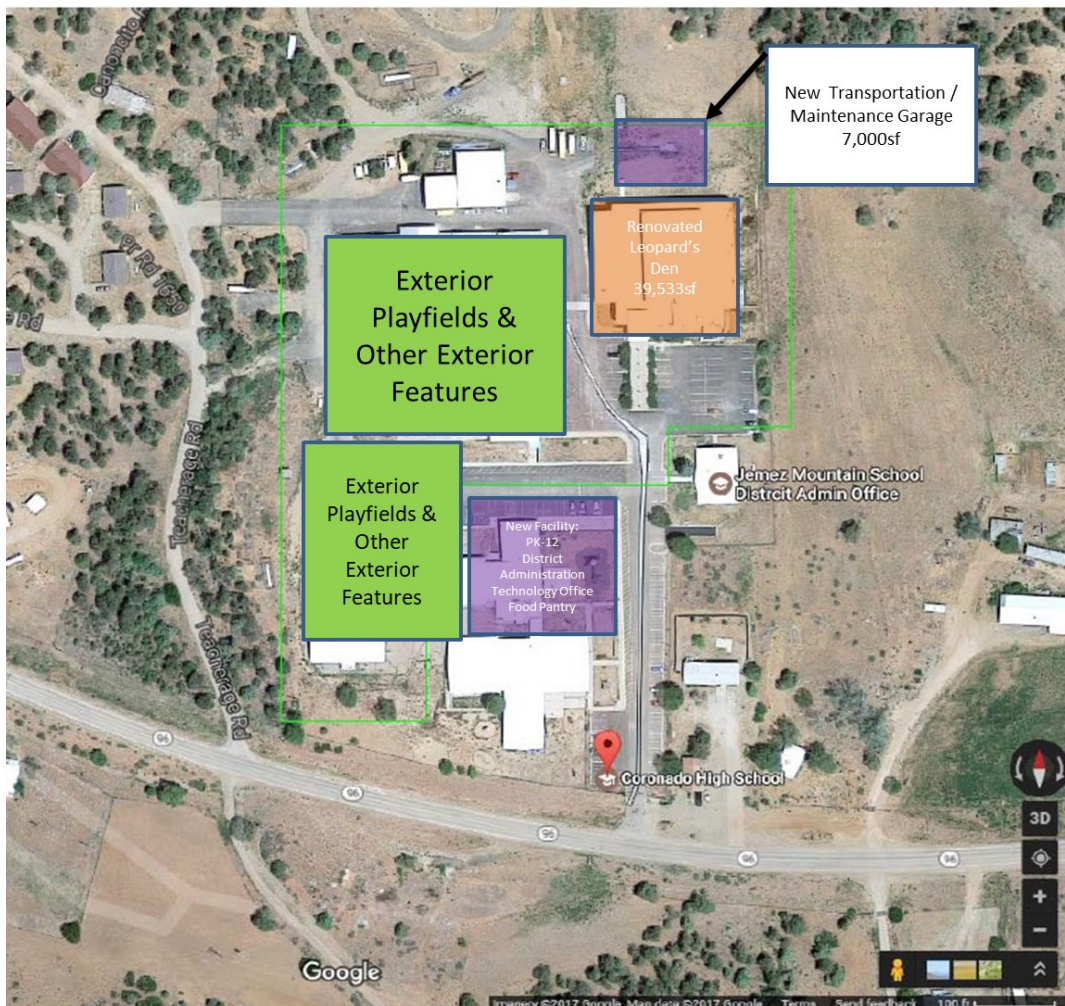
- Demolish Coronado MS/HS
- Demolish District Administration Offices

**Phase 4:**

- Site Work to include: Exterior Playfields, New Track, Playgrounds, Etc. on the previous sites of Gallina ES and Coronado MS/HS

**Phase 5:**

- Renovate Coronado Gymnasium (Leopard's Den)
- Construct New Transportation / Maintenance Garage
- Demolish Existing Transportation / Maintenance Garage





The new K-12 school and District administration could be constructed on the Gallina ES site. The exterior playfields to the west of the new K-12 school could be developed after the K-12 facility is constructed and the Fine Arts building is demolished. Parent pick up / drop off should be near the front entrance. Visitor, staff, and after hours event parking could be on the northeast corner of the new K-12 site. The bus loop could be on the west side of the K-12 site and adjacent to the multipurpose room for ease of drop-off and pickup. Future construction may include renovation of the Coronado Gymnasium/ Leopard's Den. Consideration may also be given to the demolition of the existing transportation / maintenance garage and construction of a new one. The entire Gallina / Coronado site is 7 acres.



## **PART 2: EDUCATIONAL SPECIFICATIONS**

### **Section 7: Educational Program and Delivery System**

The instructional program is K-12 comprehensive, traditional curriculum of core academics. The vision is to offer more visual arts, music, CTE, and electives in the future to attract families and teachers to the District. To that end, among others, planned spaces include a High Bay CTE shop and STEAM/ Makerspace for visual arts, music, and science as well as appropriate support spaces such as preparation and storage.

It is suggested that the building be configured in such a way that K-5, 6-8, 9-12 classrooms can be separated within the facility and extended learning areas as well as small group tutor/resource rooms to support instruction. A life skills classroom is provided for allow for special education instruction as well as access to residential type food preparation for instructional programs. Additional special education spaces include occupational / physical therapy and speech and language therapy rooms.

There is a Business & Marketing student run store programmed for high school students to further develop their business skills with a suggested adjacency between the media center and multipurpose room. The multipurpose room will serve as a cafeteria, gymnasium, and presentation/performance space as well as indoor recess space when necessary. The multipurpose room is large enough to be subdivided and allow for multiple functions at once such as food service on one side while physical education instruction or indoor recess occurs on the other side.

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### TECHNOLOGY

*The technology specifications outlined here should be superseded by any Jemez Mountain Public School Standards in place at time of design & construction.*



Today, technology is used extensively to help students learn basic and critical thinking skills. The applications and capabilities of educational and information management technology have increased dramatically. Currently, most jobs require at least some technology proficiency and as such, it is expected that students will leave school with the ability to work with and use technology.

The implementation of technology systems and equipment throughout school facilities is commonplace, but ever changing in schools across the country. Appropriate and strategically designed and installed technology will enhance the teaching and learning of basic and advanced skills and position a school to take advantage of technological developments in the future.

As a result of the recent COVID-19 experience, schools have witnessed first hand just how important technology infrastructure, cell phone service, and home to school connectivity are. Access to reliable devices and strong internet connections are critical for student success in a virtual environment.

Advancements in existing technologies and new forms of technology are increasing at a rapid pace. Reflecting on the following terms suggest that future school facilities will need to embrace a wide variety of existing and modern technologies:

- Cloud computing
- Mobile learning
- One-to-one devices
- Bring your own device (BYOD)
- Open content
- 3D printing
- Virtual and remote laboratories
- Blended learning
- Flipped classrooms
- Social learning networks
- Distance learning
- Digital textbooks
- E-portfolios
- Individualized college & career plans
- Learning analytics (create personal learning experiences)
- Augmented reality
- Classroom gamification



## **Section 8: Facility Goals and Concepts for Gallina Elementary School Campus**

### **TECHNOLOGY**

Much the conversation in education today is still based on all students attending school in a "classroom." However, with the advances in technology, it is likely that a new system is evolving where the delivery of education will be tailored to the individual student. There is already a greater use of individualized and small-group instruction, but the paradigm is still based on the "classroom." As this continues to move forward there will likely be more discussion regarding "personalized learning environments" for students. This may be some type of student "office" or "hoteling" of spaces where students can engage in personalized learning. They may work individually and in small groups, but it will not be a in traditional classroom setting. This might look more like a media center but without books.

To take advantage of technology, schools will need comprehensive staff development programs and training; student access to technology applications; updated hardware and software; wireless access points; cloud storage; updated school wiring and internet access; integration of technology into the academic content standards; home-to-school access; technical support personnel at the school level; and a security system that encourages use and protects the investment.

There should be a seamless web of technology to support the classroom instruction and management between administration, teachers, students, and the home. Research suggests that multi-sensory teaching is most effective in mastery of basic skills. Technology supports visual, auditory, and experiential learning; therefore, it is recommended that all instructional spaces have data connections that provide voice, video, and data accessibility. This access enhances the flexibility of the learning environment to respond positively to alterations in the use of space. The wiring and other infrastructure components should be the highest priority, including wireless networks. The facility should have sufficient electrical power capacity and network wiring / bandwidth to permit expansion of technology.

It is important that all students demonstrate technology skills appropriate to their grade levels. Students will be expected to possess technology skills as defined and assessed through authentic learning opportunities and applicable technology.

### **TECHNOLOGY COMPONENTS**

The advances of technology have a major impact on the type of wiring and equipment that should be included in the project. For example, are phones going to be wired to every classroom or are cell phones going to be used? Will every student be issued a personal computer or other computing device / tablet, or will there be laptop carts or other delivery mechanism for students to gain access to technology? These and other questions will need to be researched and decisions made as the building undergoes design development and construction documents are developed.

#### **Technology & the Learning Environment**

Technology enhances the learning environment. Technology, in the typical classroom, can support multiple instructional designs.

#### **Whole Group Instruction (15-25 students)**

This includes the use of document readers, computer projectors, flat screen monitors, LCD flat panels and various forms of computer display techniques.

#### **Small Group Instruction (4-6 students)**

This includes areas in the classrooms, therapy rooms, and conference rooms where teachers and other resource people can work with small groups of students. The technology is the same as whole group instruction / classroom areas, the only difference being the size of the groups.

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### TECHNOLOGY

#### **Individualized Instruction (1-2 students)**

This is primarily a computer-based instruction design where students interact with a computer or other forms of technology. As all forms of technology become increasingly digitized, it is envisioned that there will be some form of student tablet that is web based. This will require spaces throughout the building that support personalized learning environments.

#### **Classrooms**

It is recommended that all classrooms could support 1:3 (each person may have up to three) computers or personal learning devices. Each area is to have voice, data, wireless internet, and video accessibility. This will enhance the flexibility of the learning environment to respond positively to alterations in the use of space. Infrastructure, systems, and cabling are typically funded as capital projects.

When this school is constructed, it is assumed that there will no longer be traditional computer labs. It is anticipated that all students have some type of computing device and state testing will be permitted using laptops or personal devices. It is anticipated that most data software and storage will be using some form of cloud technology.

The following components should be included in each classroom:

- Teacher laptop or personal computing device
- Network wiring
- Wireless access point
- Face plate switches
- Laptops, computers / carts, or personal small form factor computing device
- Document reader
- Large flat panels for projecting content
- Outlets for IP or digital phone
- Docking station for recharging portable computers / personal devices with dual AC / USB outlets
- Audio enhancement system
- Computer carts

Careful attention should be given to furnishings, e.g., student desks (preferably tables & chairs), specialized or customized cabinetry, location of data ports, white boards, and monitors. Wireless configurations in which all staff and students are issued personal computers, small form computing device, or other multimedia device should be considered. The addition of mobile charging carts is ideal.

#### **Offices**

Office areas have the following needs:

- Appropriate data drops
- Wireless access point – ceiling mounted
- Electric power availability
- Data outlets wall plates for IP or digital phone
- Capability to support computer, network, and printer
- Staff laptops or small form computing device
- Telephone
- Security video system (main & security office only)
- PA system / clock / bell
- Capability to support high speed networked copier

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### TECHNOLOGY

#### Conference Rooms

Conference areas should include:

- Data outlets
- Wireless access point
- Electric power availability (quad per drop)
- Projection screen or monitor
- Conference / speaker phone

#### Multipurpose Room

The multipurpose room should have the following equipment:

- Video ports and monitors that can be used for video displays of electronic bulletin boards
- Data drops
- Movable computer projector
- Large retractable screen that can be used for large group presentations
- Data wall jack for phone, cage mounted to protect phone
- PA system
- Audio system
- Interactive smart boards

#### Technology Control Room / Closet(s)

The Technology Control Room should securely house Uninterruptible Power Supplies (UPS), communication and system servers, phone systems / wiring, data / video distribution, network routers, and network switches. In addition, the cooling requirements for this space should be reviewed, additional cooling may be needed to maintain the appropriate room temperature, 24 hours a day, 7 days a week. Furniture will consist of equipment racks and monitor stand.

A UPS backup system will likely be needed. MDF/IDF closets should be strategically located throughout the building.

- Cat 5/6 termination and patch panels
- Equipment racks

#### Wireless Access Points (APs)

The following locations contain the recommended number of wireless access points. Even though APs can be moved, it is important to have sufficient cabling.

- Classrooms – 1 AP per two rooms
- Typical load – 180 devices per AP

#### Video surveillance

Cameras will also be needed throughout the building (see Safety / Security section of this report).

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### SAFETY & SECURITY

***Jemez Mountain Public Schools should adhere to any District Wide safety & security standards set forth by the District and New Mexico Public School Facilities Authority regarding COVID-19.***

There is a high interest in maintaining an inviting and deinstitutionalized environment, while simultaneously providing a safe campus for students, staff, and community who use the facility. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an "active" or a "passive" manner. Active security is based on security systems; passive security is based on program design, building layout, and community participation. Schools should be based on passive concepts with applied active concepts where necessary.

If we deal with the symptoms of the problem, we tend to focus on the active security systems that can be implemented such as video surveillance and metal detectors. If we deal with the cause of the problem, we are likely to address most of these issues through passive security or program and building layout solutions.

Safety and security problems and their causes are multi-dimensional: some issues can be addressed, while others cannot. Causes include, but are not limited to, family problems, lack of sense of belonging, lack of identity, mental illness, lack of communication, and absence of positive student / teacher relationships. Passive program and building layout should be the primary focus and active security systems the secondary focus.

The building will also need to be able to respond to "active shooter" possibilities. With a building that is organized by neighborhoods, the lock-down might be by neighborhood, by classroom or by both.

From day to day, the greatest number of discipline problems in a school occurs when students switch classes and must travel from one end of the building to the other. Having students spend most of their days in one section of the building reduces movement, resulting in fewer issues. Restrooms should be located within line of site from the classrooms. With the use of windows between the classrooms and common / extended learning area, teachers should be able to see students moving to / from restrooms.

Organizing a building into neighborhoods results in several changes that have the potential of minimizing behavior problems:

- Teacher preparation areas place adults in closer and more direct contact with students.

- Students have a greater sense of belonging and identity. For much of the day, their place is in the neighborhood.

- School pride becomes more apparent.

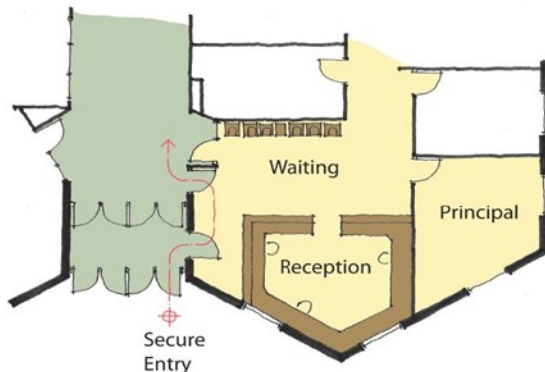
- Hidden spaces are avoided.

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### SAFETY & SECURITY

#### Safe Entry

A safe entry needs to be designed to control access to the building. This typically occurs where people entering the building are held in some type of vestibule before entering through the office, allowing people in the office to grant or restrict access.



If designed appropriately, this can be organized to provide control but still have positive aesthetics. The front entrance and reception area should be immediately obvious to anyone approaching and entering the building. There may be consideration of an information desk as persons enter the building.

There needs to be a balance between safety and the use of glass. The appropriate type of glass and placement of glass can provide security and visibility. A glass wall in the "Welcome Center" (main office)

or between the office and the interior of the building provides good visibility of the main entrance as well as movement in the building itself. It serves a dual purpose of being inviting and welcoming to visitors while allowing administrative staff to monitor access during school hours. Wayfinding is important to a successful school facility.

### PASSIVE SECURITY CONCEPTS

#### Building Layout

- Avoid blind spots, corners, and cubby holes (inside or outside)
- Locate administrative and teacher planning areas with good visual contact of major circulation and gathering areas (e.g., corridors, bus drop-off, parking)
- Provide for natural integration of students and staff
- Develop spatial relationships so there are natural transitions from one location to another
- Locate restrooms near classrooms and large group functions such as multipurpose room
- Design restrooms to balance the need for privacy with the ability to supervise
- Place public restrooms near front lobby for visitors
- Locate areas likely to have significant community use (after school) close to parking and where these areas can be closed off from the rest of the building
- Include ability to partition unused portions of building for after-hours use
- Avoid easy access to roofs
- Provide auto-lock system for building lockdown
- Fence off play areas and driving areas
- Include close / lock of grade level pods / neighborhoods



## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### SAFETY & SECURITY

#### ACTIVE SECURITY CONCEPTS

##### Uses of Technology

For instructional and administrative purposes, a school should have extensive technology systems. These same infrastructure and technology components can be used to enhance building security:

- Phones in every instructional and support area or cell phones issued to all staff
- Building-wide all-call system designed to be heard throughout the school and on the playfields when needed
- Motion or infrared detectors, which can also be configured to conserve lighting costs
- Cell phone or beeper system for paging teachers
- Video cameras, both interior and exterior, for instructional purposes can also be used for security purposes during non-school hours
- Smoke and heat detectors located throughout the building
- For access control into the building, there are alternatives to keys, such as access control cards or keyless badge entry. These are plastic "swipe cards" and proximity cards, both of which can be used as identification cards. Other approaches include a battery-operated lock that requires a numerical code on a keypad
- Panic buttons located in all rooms
- Electronic student identification system
- Bullet proof shelter in each classroom
- Buzzers on all exit doors that alert front office
- Fog machines from ceiling

#### LANDSCAPING, PLAYING AND PRACTICE FIELDS, SITE, AND LIGHTING

- Use tall trees (canopies of at least 15') and low bushes (less than 3' to deter hiding and improve visual supervision)
- Use aesthetically pleasing fencing around perimeter of the building
- Place some buildings or a tree buffer along the perimeter of the property to avoid extensive fencing, where feasible
- Non-intrusive lighting of all areas
- Emergency lighting / power in hallways, stairwells, and rooms
- Provide security lighting around building and parking lots with photocell timer with on / off capacity
- Recess building on site to avoid vehicular and pedestrian conflicts

#### Safety & Security Input from Lab Participants

The Safety & Security considerations discussed above are best practices that might be considered. The items listed below here are additional considerations offered by participants in the planning labs.

- Mitigate the sound and smell of the bus garage



## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### SITE CONSIDERATIONS



- Safety of students crossing streets, parent and bus pickup / drop-off
- Drives and parking
- High volume of parents dropping off / picking up students
- Play fields and shared areas
- Exterior lighting
- Emergency vehicle access
- Aesthetically pleasing fencing around school
- Service entry
- Landscaping
- Location of utility boxes (e.g., electrical transformers) and propane tanks

### TRAFFIC FLOW

- Separation of vehicular and bus traffic
- Separation of vehicular and pedestrian traffic
- Approximately 6 busses are used to drop off & pick up students
- Approximately 10 private cars are picking up / dropping off students
- Emergency vehicles (e.g., fire department)
- Drive-up access for large items in areas such as Food Service and Custodial / Maintenance
- Adequate areas for entering and leaving play fields
- Staff parking – access

### SECONDARY BUILDING ENTRANCE

The new K-12 facility will share a site with new District Administration Offices. While both the K-12 facility and the District Offices will be under the same roof, they should have separate and distinct entrances clearly marked and delineated. It is important the safety & security of the K-12 students is not compromised by allowing indoor access to the staff and visitors from the District Offices to the K-12 facility during the school day.



## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### SITE CONSIDERATIONS

#### PARKING

Adequate and separate parking facilities should be provided for visitors and staff. It is recommended that there be approximately 75 permanent parking spaces to include staff, ADA spaces, & student drivers for daily use and the availability of additional spaces for school events.

Comply with regulations for handicapped access

Event parking (e.g., basketball games, musicals, awards assemblies, and PTA meetings) requires parking for up to 125 cars. Shared parking with the bus drop-off traffic lanes as well as off-street parking and parking on the playfields will need to be reviewed to support parking for events.

#### PARKING SPACES

Staff	40
Visitors	35

#### Lighting

Include exterior security lighting with motion detectors and / or photo-cell timer for parking lots and exterior of building

Provide appropriate lighting for walkways

Provide lighting that is easy to maintain and secure against vandalism

Must be easy to service

Reduce vandalism

Walkways leading to "front door" heated

Photocell time for parking lots

#### Landscaping

Design irrigation of fields, lawn, and landscaped areas. Xeriscaping is to be considered.

Create landscaped areas that are sustainable from natural rainfall and minimize use of an irrigation system where possible

Low-maintenance landscaping

Consider outdoor spaces as an extension of the classroom and opportunities for exploration and education

Trees for shade

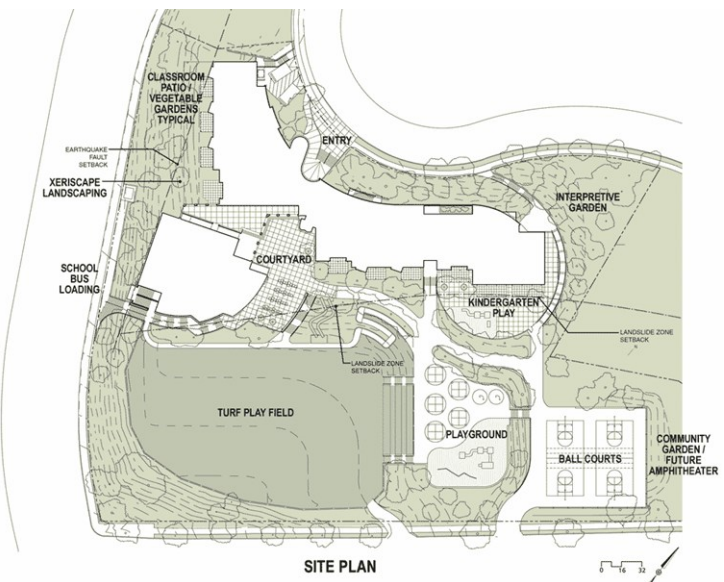
Benches around trees

Sufficient green space

PTO parent / student "co-lab"

Shade trees

*To the right is a sample site showing buildings, parking, and play areas.*



## **Section 8: Facility Goals and Concepts for Gallina Elementary School Campus**

### **SITE CONSIDERATIONS**

#### **Restrooms / Drinking Fountains**

Consider location of restrooms, access to potable water / drinking fountains in proximity to play fields

#### **Playing Fields**

Site master plan will be needed to determine the exact number and location of:

Multi-purpose field(s) (i.e., soccer)

Running / walking track

Hardcourt area(s) such as basketball and tennis

Other outdoor play / athletic areas such as archery range, swimming pool, baseball diamond, softball diamond, etc.

#### **Storage for Equipment**

Possible storage buildings may need to be constructed on the site

#### **Playground Standards Should be established for:**

Lower Elementary needs (K-3)

Upper Elementary needs (4-6)

Physical education needs for outdoor usage

#### **Site Considerations Input from Lab Participants**

The Site considerations discussed above are best practices that might be considered. The items listed below here are additional considerations offered by participants in the planning labs.

Amphitheater with fire pit

Community garden / orchards

Living museum

Outdoor dining

Occupational / Physical Therapy Maze

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### SUSTAINABILITY



***Although the facility may approach or meet LEED standards, receiving the certification is not necessary to be a sustainable facility.***

Sustainable schools are healthy for students, teachers, and the environment. Built right, green schools are productive learning environments with ample natural light, high-quality acoustics and air that is safe to breathe. Schools everywhere are incorporating more conservation measures, nurturing students while saving money.

The U.S. Green Building Council (USGBC) is a nonprofit organization working to move the building industry toward sustainability (i.e., the design and construction of buildings that are environmentally responsible).

Sustainable design is a term referring to design and construction practices that significantly reduce or eliminate the negative impact of buildings on the environment and occupants in five areas as follows.

- Sustainable site planning
- Safeguarding water and water efficiency
- Energy efficiency and renewable energy
- Conservation of materials and resources
- Indoor environmental quality

The USGBC developed and maintains the LEED Green Building Rating System. LEED is the national benchmark for green buildings promoting sustainable design and construction. The objective is to:

- Reduce impacts of natural resource consumption
- Protect air and water quality, biodiversity, and ecosystem health
- Improve economics of building operations, asset value, worker productivity, and the local economy
- Enhance building occupant health and safety, relating to risk management
- Minimize strain on local infrastructure such as landfills, water supply, storm water sewers, and related development and costs

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### SUSTAINABILITY

#### PLANNING PRINCIPLES

Sustainable schools can be healthy places to learn, teach, save money, and provide hands-on learning. Following are planning principles employed by school districts when renovating or constructing new schools.

#### Sustainable sites have:

- Natural light
- Insulation
- Pitched roofs
- LED lighting
- Plants

#### Water Efficiency:

- Minimize landscaping that requires irrigation
- Low-flow flush valves for toilets and faucets
- Irrigation
- Artificial turf on sports fields
- Water bottle refill stations in building

#### HVAC:

- Optimize energy performance
- Consider alternative energy source (wind, solar)
- High efficiency mechanical systems
- Roof extensions over window
- High-quality windows

#### Materials & Resources:

- Good insulation / building envelope
- High-quality windows
- Metal vs. shingle roofs
- Consideration of green or white roof
- Storage and collection of recyclables
- Metal roofing material
- Construction waste management
- Use of regional materials

#### Indoor Environmental Quality:

- Increased ventilation
- Outdoor air-delivery monitoring
- Low-emitting materials
- Lighting system design and controllability
- LED lighting
- Thermal comfort design and controllability
- Natural lighting
- Enhanced acoustical performance
- Mold prevention

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### SUSTAINABILITY

#### Innovation & Design Process:

School as a teaching tool (i.e., students learn about alternative energy from the solar panels on their roof)

*The school building pictured below uses native plants and natural wildflower grasses in the landscape as well as provides water quality treatment on site with outlet to an existing creek. Source: Multnomah Education Service District, Dull Olson Weekes Architects, Portland, Oregon.*



“

der:

Insulation  
Windows / blinds  
Pitched roof – collect heat  
Living green roof  
Water-permeable asphalt  
Cabinets – V.O.C.

#### “Green” Technologies to explore during construction:

Geothermal  
Wind  
Solar

#### “Green” Actions to consider:

Ventilation  
Recycling  
Lunchroom  
Dishwashing  
Cans  
Containers  
Compost food  
Liquids  
Parking lot exhaust  
Noise & light pollution  
All green components of the building should be visible



## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### SUSTAINABILITY

#### Sustainable Practices Input from Lab Participants

The Sustainable Practices considerations discussed above are best practices that might be considered. The items listed below here are additional considerations offered by participants in the planning labs.

All sustainable efforts should include a connection to the curriculum where possible

Capture rainwater

Recycle gray water for landscaping use

Site should contain climate appropriate landscaping & garden and use native trees, plants, and shrubs

Consider xeriscaping

School should be situated to simultaneously take advantage of the wind and solar energy but also be shielded from the excess heat

If solar and / or wind power sources are in use, ensure that there is appropriate maintenance & support available for the systems

Although there are harsh elements in this region such as extreme heat, sun, wind, and cold, a roof top garden might help mitigate some of these elements

The cafeteria should use reusable trays and silverware and have dishwashing capabilities instead of using disposable items

Composting as part of curriculum and in use by the food service department

Locate septic system so as not to interfere with water nor air quality

Using natural methods for heating and cooling (building placement, trees & shade, window placement)

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### AESTHETICS



The indoor and outdoor structures and spaces where students go to school need to be aesthetically pleasing and healthful. The facility should be inviting to the students, making them feel that the space is special, and therefore emphasizing that each individual is important. Aesthetics that affirm the value of the individual must be stressed, with spaces for the admiration of the accomplishments of self and others. The school should be a place for academic success, high self-esteem, social interaction, and safety (physical, social, and emotional). The facility layout should be especially easy to comprehend and reflect how classes relate to one another. Spaces should be provided for socialization among students and with teachers. Spaces should also be provided to display student work.

#### **Variety of Instructional / Learning Spaces**

Ongoing assessment of student progress will require facilities to be able to adapt with a changing program. Multi-use of buildings should be the norm. Spaces should allow for a wide variety of specialized instruction and hands-on learning experiences.

Today, students do not just work in groups of 20-25. As technology continues to advance, students are becoming more involved in extensive individual learning activities that are supplemented by small group (2-6 students), moderate group (10-15 students), and large group (50-100 students) activities. Space should be provided for students to plan, work independently and collaboratively, give and / or receive tutoring as well as accept instruction.

#### **Indoor and Outdoor Learning Environments**

By rethinking spaces, better use of the facilities can be made. Ideas include using gardens instead of pavement and using hallways as art galleries or museum tack strips. Creativity and functionality should work hand in hand. Color, greenery, building materials, and furniture should be selected carefully to develop a pleasing and inviting atmosphere.



## **Section 8: Facility Goals and Concepts for Gallina Elementary School Campus**

### **AESTHETICS**

The learning environment should be student-centered and designed for hands-on learning, promoting student academic learning and social development. Space for active participation should be incorporated with modular, flexible classrooms providing opportunities for integrating disciplines and easy access to tools of exploration. The outdoor site should serve as a pro-active learning environment as well. There will be a balance between making the environment not only cost-effective but also aesthetically pleasing, friendly, and student-centered. The building should be geared toward adolescents: display cases, interior graphics for directions, bright, well-lit areas, clear sense of belonging, safe but not institutional.

#### **Learning from Others**

Modern office environments provide greater insights into flexibility than current school environments. Many of their concepts should be taken into consideration:

- Demountable, movable wall systems where appropriate
- Modular furnishings
- Moveable cabinets and bookshelves
- Non-load bearing wall systems
- Raceways, cable trays
- More multiuse space that can be adapted to specialized uses
- Attention to sun patterns
- Office entry area – natural light, welcoming, feeling accessible through use of glass and double doors
- Office – wall of windows, security helpful
- Elements / scaling of a house / home, design, colors, and use of materials that are inviting

#### **Planning Principles**

The following are planning principles employed by other districts when developing elementary school projects:

- Display areas for student projects
- Combinations of brick, stone, and paint
- Plants
- Alternatives to florescent lighting
- Good signage – marquee board (with directions to find entrance and location within the facility)
- Electronic signs outside and art detail
- Dumpster and recycling bins not visible
- Separate access road for deliveries
- Pleasing, inviting, and soothing colors
- Cove lighting in corridors
- Natural lighting / energy efficient windows
- Sunshades
- Clearstory lighting in multipurpose room
- LED or other energy efficient lighting with bright lumens so hallways do not seem dark
- Student artwork – several trophy cases around school (including tack strips to display work)
- Plants – artificial and real, bringing nature inside
- Complementary carpet and hard floor mix appropriately used throughout the building (tile, stone, cork, for example)
- Operable windows and blinds
- Student spaces should be equipped with technologies for student use
- Create central access for parents / community
- Welcoming area by front door
- Opportunities for murals at entrance, multi-purpose room, etc.

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### AESTHETICS

#### Planning Principles (continued)

- Floor covering is environmentally / health friendly, but also gives a warm feeling through color and texture
- A variety of seating settings, soft, not all hard
- Complements the overall community and other surrounding structures
- Materials used in construction should be easily / locally obtainable and environmentally friendly (e.g., recycled materials such as rock layers, coal vein)
- All areas need to be designed for maximum flexibility in use (by staff, students, parents, community)
- Xeriscaping – outdoor work / learning areas
- Integrate historical themes and community / school antiquities / elements into facades
- Outdoor seating areas near parent pick-up areas
- Learning environment – warm and inviting
- Not industrial nor sterile
- Connected to nature: open doors, outside learning garden
- School identity such as school colors and mascots
- Space to display artwork
- Curb appeal
- Signage – labeled areas in each building
- Variety of seating
- Outside learning space
- Window shades – easy to use
- Maximize space for technology – plugs, towers, USBs
- Storage – shelving, locking, easy to move & size
- ADA accessible – hallways, doors, restrooms, entrances, parking, etc.
- Utilize / take advantage of the beautiful vistas in the new and/or renovated facilities
- Acknowledge / recognize Veterans throughout each facility
- Incorporate culture & connections
- Include murals with an historical timeline of the Gallina area



*(Photographs used for illustration purposes only)*

## Section 8: Facility Goals and Concepts for Gallina Elementary School Campus

### COMMUNITY USE



Schools are an important focal point and are often used by the community school and community groups after regular school hours, on weekends, and in the summer.

Based on limitations established for the size of school facilities and budget constraints, most of the community uses will need to focus on shared space that is used primarily for school programs during the school day and community use during non-school hours.

Beyond the K-12 program, the following is a list of the potential major community users of the school facilities:

- Athletics
- Clubs
- Enrichment programs
- Recreation programs
- Summer Camps
- Voting for local, state, and federal elections
- Water association

The areas in schools that have the greatest possibility for community usage include:

- Multipurpose Room
- Leopard's Den / Coronado Gymnasium
- Library / Media Center
- Playfields

#### **Special considerations include:**

- Entering through the front office (daytime)
- Consider separate entry for after-hours use with individual access by using a temporary code
- Signage for detailing after school events
- Locate areas to allow for after-hour access without having to open or heat / cool the entire building
- Locate parking near building areas that have high community / after-hours use
- Adequate signage to assist community members
- Lighting of parking lots for areas of the building with high evening uses
- Consider storage for outside users

## **Section 8: Facility Goals and Concepts for Gallina Elementary School Campus**

### **COMMUNITY USE**

#### **Entry:**

- Daytime – office
- Night – separate door entry
- Key code

#### **Signage:**

- Who is using & when posted by rooms
- Able to update
- Direction signage for public

#### **Parking:**

- Adequate parking near evening use areas
- Lighting

#### **Storage:**

- Possible storage for outside groups

#### **Community / Parental Involvement During the Day**

Parent and community volunteers participate programs during the school day. It is important to configure adequate space for these functions. For instance, where does a volunteer tutor sit with a student or small group of students to conduct tutoring? Is there a specific place for this to occur? Where does the volunteer put his or her belongings? Tutoring space can be provided through conference rooms located throughout the facility. Adequate parking spaces should be provided for volunteers in the visitor parking lot.

Collaboration and partnerships require greater cooperation in the planning of schools and community facilities. It is important for the school district, governmental agencies, and corporate partnerships to participate collaboratively in the planning of schools.

## Section 9: Space Requirements in Gallina Elementary School

Grade Level / Type	Students per TS	Teaching Stations (TS)	# Students
ES Classroom	14	3	42
MS Classroom	14	3	42
HS Classroom	14	4	56
PE	14		
STEAM / Makerspace / CTE	14		
MUSIC	14		
SPED	12	1	12
<b>PK-5 Subtotal</b>			<b>42</b>
<b>6-12 and Specials Subtotal (Utilization 75%)</b>			<b>83</b>
<b>Total:</b>		<b>11</b>	<b>125</b>

ACADEMIC BALANCE		
# students in school	Divided by Total SF	SF per student
<b>125</b>	<b>35,594</b>	<b>286</b>

Academic Spaces	Teaching Stations	Total Square Feet
Core Academics	10	10,775
STEAM / Makerspace / CTE		2,925
Special Education	1	1,250
Music		975
Library / Media / Information Center		1,750
Multipurpose Room: Gymnasium / Cafeteria		5,575
Food Service		1,950
Administration / Welcome Center		1,870
Building Support Services		310
<b>PROGRAM ONLY</b>	<b>11</b>	<b>27,380</b>
<b>TARE (sq. ft.)</b>		<b>8,214</b>
<b>GROSS (sq. ft.)</b>		<b>35,594</b>

## Programs in Gallina / Coronado K-12 Facility

<b>Core Academics</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Elementary Classroom	3	3	825	2,475
Middle Classroom	3	3	825	2,475
High Classroom	4	4	825	3,300
Extended Learning Area		3	450	1,350
Small Group Tutor / Resource Room		3	125	375
Teacher/Staff Planning/Work/Dining		1	425	425
Storage		3	125	375
<b>Core Academics Subtotal:</b>	<b>10</b>			<b>10,775</b>

<b>Special Education</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Restroom / Changing		1	100	100
Therapy: Occupational / Physical		1	225	225
Therapy: Speech / Language		1	100	100
Life Skills: Kitchen, Bathroom, Pantry/Wrap Around Services	1	1	825	825
<b>Special Education Subtotal:</b>	<b>1</b>			<b>1,250</b>

<b>STEAM / Makerspace / CTE</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
STEAM/Makerspace: Wet Lab for Science & Visual Arts		1	825	825
High Bay Shop for CTE with Storage		1	2,000	2,000
STEAM Prep / Storage Room		1	50	50
Kiln Room		1	50	50
<b>STEAM / Makerspace / CTE Subtotal:</b>				<b>2,925</b>

<b>Music</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
STEAM Classroom: Music, Dance, Drama to include Guitar & Piano - as life long learning opportunities and Egaming/Robotics with Recording/ Broadcast Studio Capability		1	825	825
Storage: Music/Instruments/Props, etc.		1	150	150
<b>Music Subtotal:</b>				<b>975</b>

<b>Multipurpose Room: Gymnasium /Cafeteria</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Multipurpose Room: Gymnasium /Cafeteria with Curtain or Mobile Wall		1	5,200	5,200
Physical Education Office		1	150	150
Physical Education Storage		1	225	225
<b>Multipurpose Room: Gymnasium / Cafeteria Subtotal:</b>				<b>5,575</b>

## Programs in Gallina / Coronado K-12 Facility

<b>Library / Media / Information Center</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Main room with stacks & seating		1	1,000	1,000
Media Office / Administration		1	125	125
Workroom		1	125	125
Business & Marketing Student Store		1	500	500
<b>Library / Media / Information Center Subtotal:</b>				<b>1,750</b>

<b>Administration / Welcome Center</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Principal		1	125	125
Assistant Principal		1	125	125
Secretary / reception		1	200	200
Guidance Counselor Office		1	120	120
Health (includes 2 Restrooms)		1	300	300
Waiting Area				
Nurse's Workspace / Area				
Treatment Area(s) with Contagion/Sick vs Non Contagion/Well Access to Laundry Facilities, Bathroom with Shower, Sink & Toilet, and Refrigerator/Icemaker				
Screening / Storage Room				
Workroom / Mail Cubbies		1	200	200
Conference		1	200	200
Parent Workspace: GED, Day Care, After school		1	150	150
Clothing Closet / Food Pantry		1	150	150
Lactation Room		1	100	100
Storage		1	100	100
Records (Lockable Vault / Testing)		1	100	100
<b>Administration / Welcome Center Subtotal:</b>				<b>1,870</b>



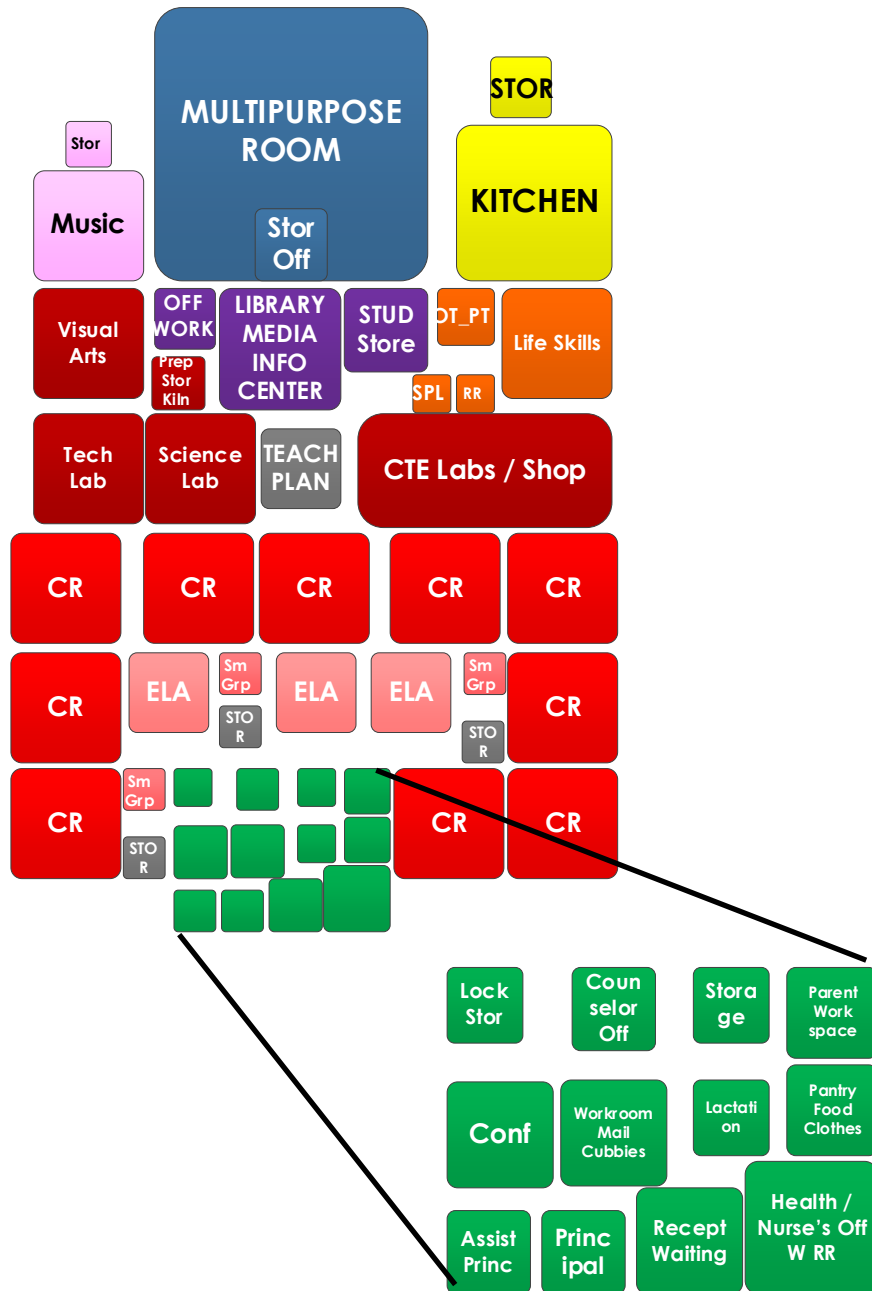
### Programs in Gallina / Coronado K-12 Facility

<b>Food Service</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
<b>KITCHEN</b>				
Receiving				
Can Wash / Dry				
Toilets / Locker / Break Area / Changing				
Janitor / Chemical				
Offices		1	1,700	1,700
Dry Storage				
Walk-in Cooler				
Walk-in Freezer				
Preparation / Cooking				
Pot / Pan / Ware / Dishwashing				
Holding / Serving				
Cafeteria Table & Chair Storage		1	250	250
<b>Food Service Subtotal:</b>				<b>1,950</b>

<b>Building Support Services</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Custodial /Maintenance / Janitorial rooms with sink		3	50	150
General & Textbook Storage Areas - Securable & Lockable		1	160	160
<b>Building Support Services Subtotal:</b>				<b>310</b>

The graphic below shows the adjacencies of the proposed spaces to relative scale.

- Green spaces are the K-12 administrative spaces shown as a call out for readability
- Red spaces are classrooms
- Peach & gray spaces are support for core academics
- Burgundy spaces are special classrooms for visual arts, science, technology, and CTE
- Orange spaces are special education
- Pink spaces are for music education
- Blue spaces are the multipurpose room and supporting spaces
- Yellow spaces are the food service kitchen and support spaces



## Section 10: Phasing Plan

Jemez Mountain Public Schools is planning to pursue a general obligation bond in November 2022. If the ballot initiative is successful, funds would likely be used for a design contract for the first phase of demolition, as well as design work for a new K-12 facility. The District will likely need to pursue additional funds for the remaining phases either through maximizing their bonding capacity or applying for assistance from PSCOC. The timeline of the first and subsequent phases are dependent upon available funding; which will not be determined until after November 2022 election.

**The graphic below illustrates potential phases to develop this project:**

**Phase 1: All K-12 students remain at Coronado MS/HS**

- Demolish Gallina Elementary School
- Demolish Fine Arts Facility

**Phase 2: All K-12 students remain at Coronado MS/HS**

- Construct New K-12 Facility (on site of previous Gallina ES)
- Construct New District Administration Offices (as part of New K-12 Facility)

**Phase 3: All K-12 students housed at New K-12 Facility**

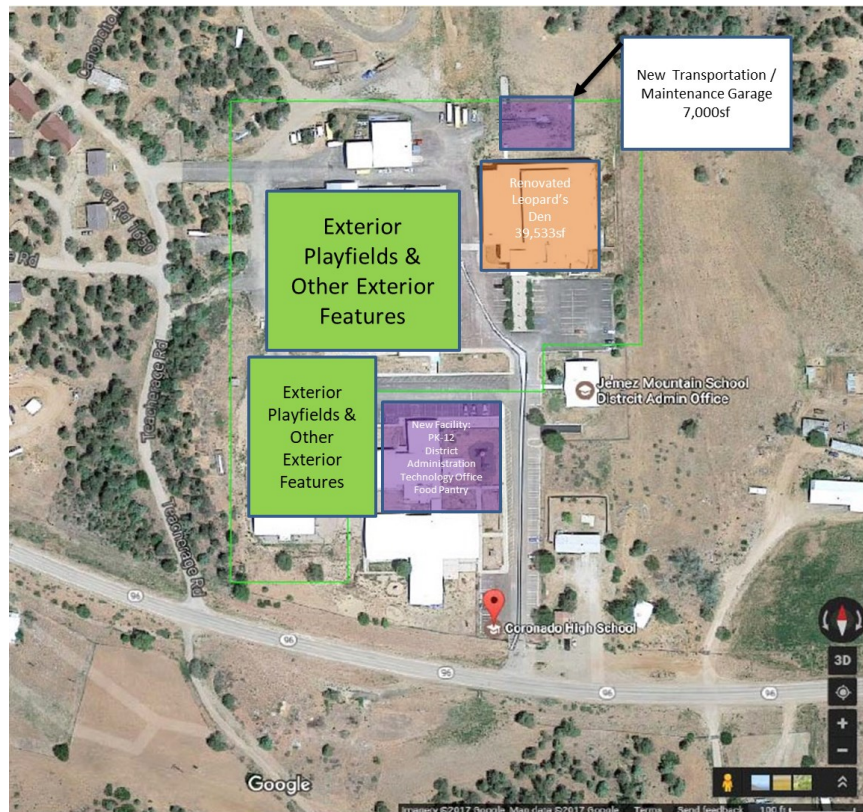
- Demolish Coronado MS/HS
- Demolish District Administration Offices

**Phase 4:**

- Site Work to include: Exterior Playfields, New Track, Playgrounds, Etc. on the previous sites of Gallina ES and Coronado MS/HS

**Phase 5:**

- Renovate Coronado Gymnasium (Leopard's Den)
- Construct New Transportation / Maintenance Garage
- Demolish Existing Transportation / Maintenance Garage



## Section 11: Project Budget

The budget below shows a variety of options that are needed for the Gallina Campus. The six proposed phases of work span over a three and half year timeframe. The budget is based off phase 1 taking place over the summer of 2022.

Estimate as of October 2021							
Phase	Building Name	Gross	New	Reno	Sitework	Demo - includes asbestos abatement	Phase Totals
		Square Feet					
Phase 1	Gallina Elementary School (CLOSED)	23,044				\$ 366,202	\$ 635,520
	Fine Arts (CLOSED)	16,738				\$ 269,319	
Phase 2	Construct New PK-12	~35000	\$ 23,312,382				\$ 25,310,587
	Construct New District Administration	~3,000	\$ 1,998,204				
Phase 3	Demo Coronado MS / HS	50,865				\$ 862,288	\$ 913,063
	Demo District Admin	3,135				\$ 50,775	
Phase 4	New Track - Field - Playgrounds - etc.	~155000			\$ 3,964,982		\$ 3,964,982
Later Phases - Cannot be cofunded by PSCOC	Renovate Coronado Gym	39,533		\$ 18,572,325			\$ 23,234,801
	Construct New Transportation / Maintenance Garage	7,000	\$ 4,662,476				
Later Phase - PSCOC can participate	Demo Transportation / Maintenance Garage	6,400				\$ 103,656	\$ 103,656
<b>Grand Total</b>			\$ 29,973,063	\$ 18,572,325	\$ 3,964,982	\$ 1,652,239	\$ 54,162,609

### Cost Estimating Assumptions:

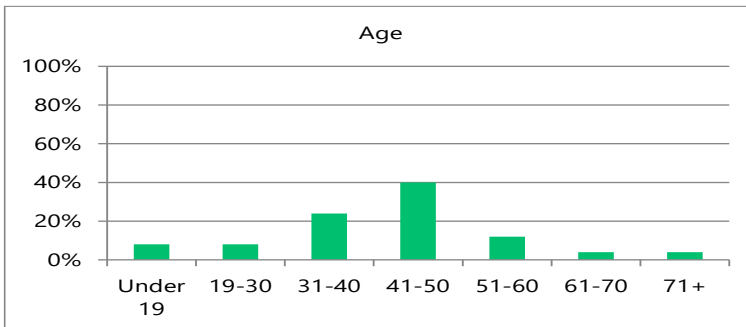
- *Hard Costs:*
  - \$411.50 a square foot for new construction
  - \$290 a square foot for renovations
  - \$15 a square foot for sitework
  - \$9.50 a square foot for abatement
  - \$12 a square foot for demolition
- An escalation factor of 3.8%/year was used
- A 5% contingency was added to all costs
- Soft costs were estimated at 25% on top of the total hard cost

## Appendix A: Community Dialogue Results

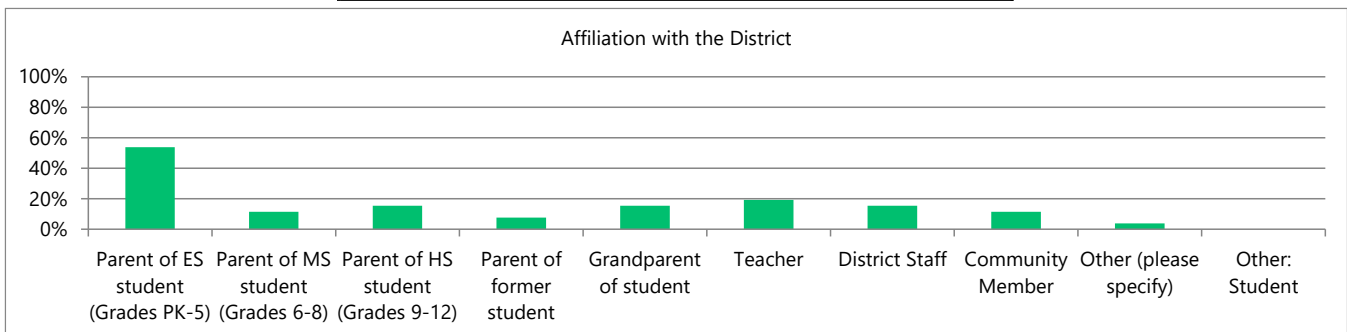
On October 28th, between planning labs #1 & #2, a community dialogue was held to garner input on the draft educational specifications as well as a draft phasing plan for the campus master plan. Approximately a dozen participants came to the virtual community meeting. Ten surveys were completed online and 16 paper surveys were returned. The results of these surveys are incorporated into the final outcomes of this process. This appendix details the results of the input received on all surveys.

### Demographics

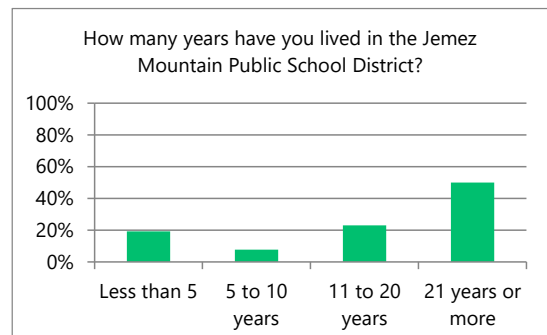
Age	Percent	Count
<b>Under 19</b>	8%	2
<b>19-30</b>	8%	2
<b>31-40</b>	24%	6
<b>41-50</b>	40%	10
<b>51-60</b>	12%	3
<b>61-70</b>	4%	1
<b>71+</b>	4%	1



Affiliation with the District	Percent	Count
<b>Parent of ES student (Grades PK-5)</b>	54%	14
<b>Parent of MS student (Grades 6-8)</b>	12%	3
<b>Parent of HS student (Grades 9-12)</b>	15%	4
<b>Parent of former student</b>	8%	2
<b>Grandparent of student</b>	15%	4
<b>Teacher</b>	19%	5
<b>District Staff</b>	15%	4
<b>Community Member</b>	12%	3
<b>Other (please specify)</b>	4%	1
<i>Other: Student</i>		

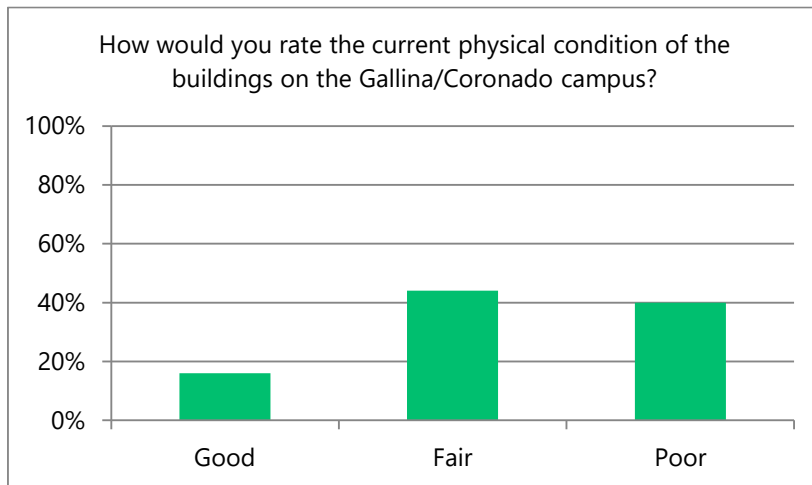


How many years have you lived in the Jemez Mountain Public School District?	Percent	Count
<b>Less than 5</b>	19%	5
<b>5 to 10 years</b>	8%	2
<b>11 to 20 years</b>	23%	6
<b>21 years or more</b>	50%	13



## Appendix A: Community Dialogue Results

<b>PHYSICAL CONDITION:</b>		
<b>How would you rate the current physical condition of the buildings on the Gallina/Coronado campus?</b>	<b>Percent</b>	<b>Count</b>
<b>Good</b>	16%	4
<b>Fair</b>	44%	11
<b>Poor</b>	40%	10



### Share 1 to 3 things that you like about the current Gallina/ Coronado buildings and/or campus.

10 x Gym (Leopard's Den)
Multiple gyms
All students are in one building currently
Clean buildings
Community feel
Good location
Labs
Large land plot
Scenery
Shops
Small student population
Staff & students
The effort to re-initiate the CTE/ART programs
The size of the open classrooms at Gallina elementary building
The staff and students take pride in their building
Very good teachers
Well facilitated

## Appendix A: Community Dialogue Results

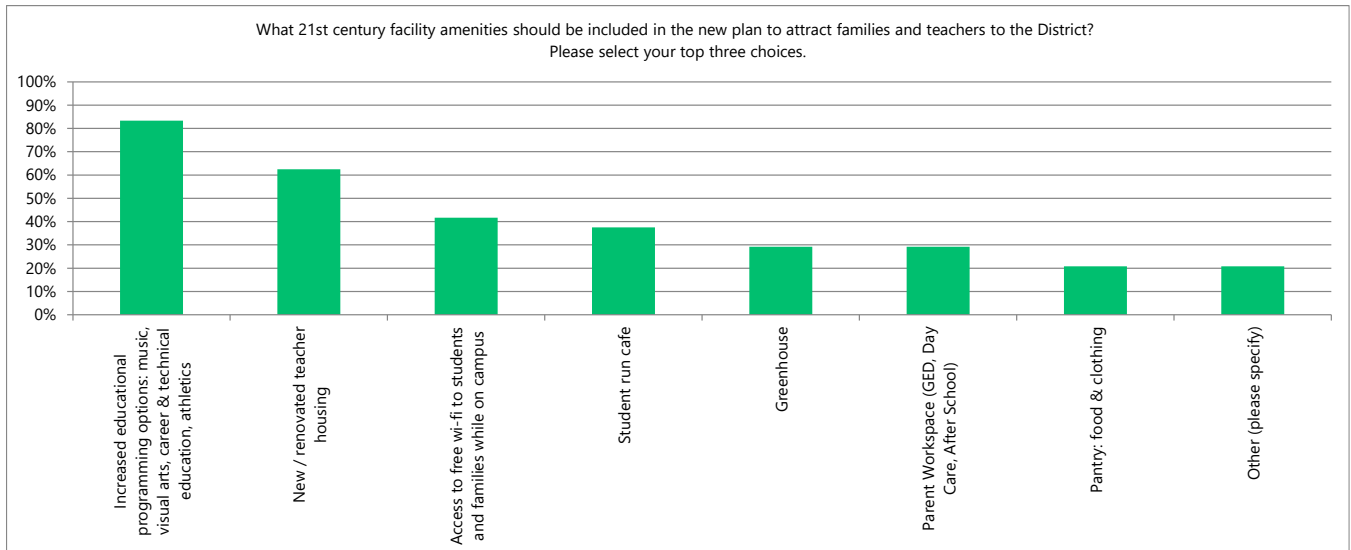
### Share 1 to 3 things that you would like to see changed about the Gallina/ Coronado buildings and/or campus.

2 x Bigger / upgrade classrooms
2 x Real library
4 x Updated / Better heating, ventilation, and air conditioning (HVAC)
5 x Bigger / updated / new buildings
Add additional space to accommodate students
Benches
Better communication
Better support for groups/teams
Buildings need a lot of work
Currently, there is no natural gas (propane) supplied to science lab, which severely limits many labs
Elementary and middle schools separated from the high school with their own restrooms
Elementary school
Fine arts
Have everything from K-12 handicapped accessible. Doors, Restrooms, Hallways, etc.
Healthy learning environment
High school teachers are separated, which limits collaboration
It's perfect
Keep the campus open for walking
More activities outside
More athletic / play places
More parking for events
Multipurpose room with built in active spaces
Not enough space to accommodate students
Playground placement and add additional play options
Playground upgrade
Shop classroom
Soundproof walls built so the people down the hall can't hear me whisper
Stop trying to spend money
Storage system
Teacher shortage
The walls torn down
Updated technology
Water System & Water-the current water source has a high concentration of iron and carbonate which deteriorates pipes and fixtures very fast



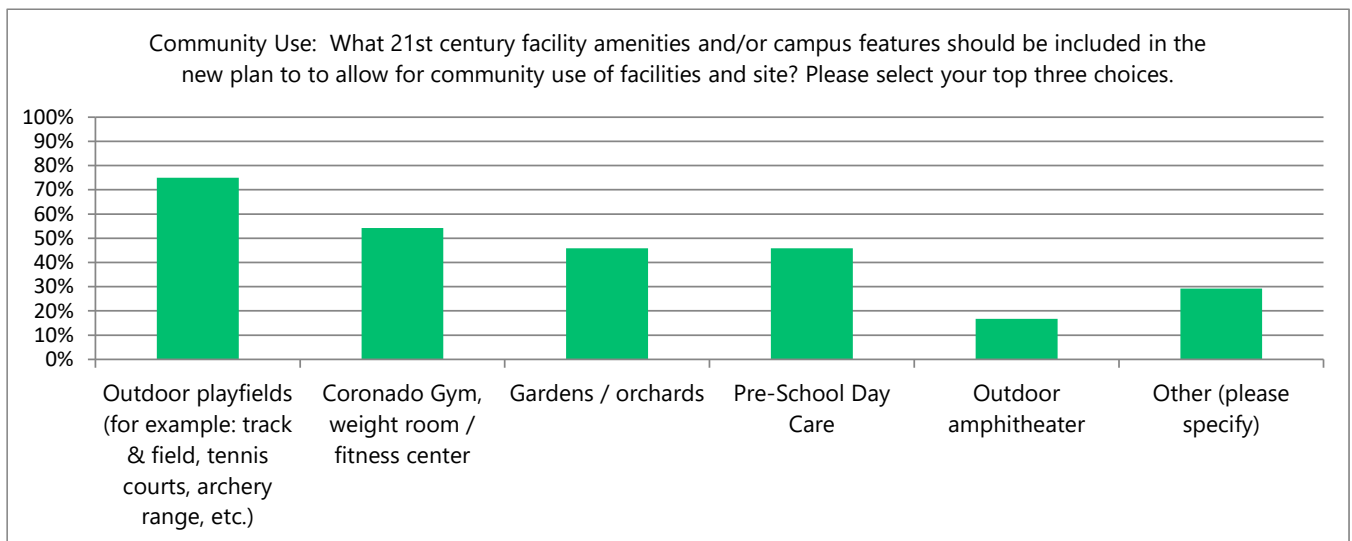
## Appendix A: Community Dialogue Results

Attract Families & Teachers: What 21st century facility amenities should be included in the new plan to attract families and teachers to the District? Please select your top three choices.		Percent	Count
Increased educational programming options: music, visual arts, career & technical education, athletics		83%	20
New / renovated teacher housing		63%	15
Access to free wi-fi to students and families while on campus		42%	10
Student run cafe		38%	9
Greenhouse		29%	7
Parent Workspace (GED, Day Care, After School)		29%	7
Pantry: food & clothing		21%	5
Other (please specify)		21%	5
<i>Build trust with the community</i>			
<i>Increased educational programming options: CTE &amp; athletics, not music</i>			
<i>Pool</i>			
<i>Teacher Lounge</i>			
<i>Teacher shortage</i>			
<i>Update technology</i>			



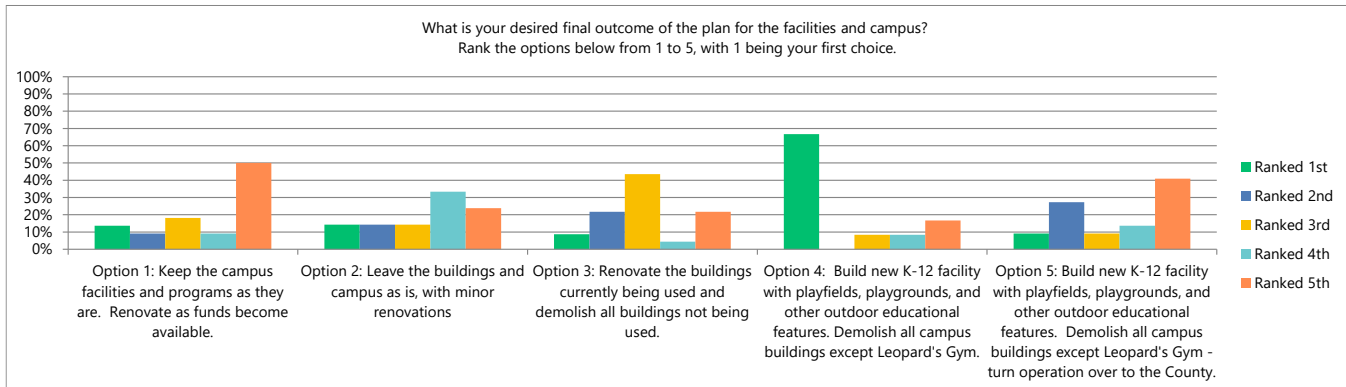
## Appendix A: Community Dialogue Results

Community Use: What 21st century facility amenities and/or campus features should be included in the new plan to to allow for community use of facilities and site? Please select your top three choices.	Percent	Count
<b>Outdoor playfields (for example: track &amp; field, tennis courts, archery range, etc.)</b>	75%	18
<b>Coronado Gym, weight room / fitness center</b>	54%	13
<b>Gardens / orchards</b>	46%	11
<b>Pre-School Day Care</b>	46%	11
<b>Outdoor amphitheater</b>	17%	4
<b>Other (please specify)</b>	29%	7
<i>Safe &amp; clean grounds</i>		
<i>3 X Public Pool</i>		
<i>Fix Park</i>		
<i>In the past, the school facilities have been denied to community members</i>		
<i>We need a library without a treehouse</i>		
<i>CTE equipment</i>		



## Appendix A: Community Dialogue Results

What is your desired final outcome of the plan for the facilities and campus? Rank the options below from 1 to 5, with 1 being your first choice.	Ranked 1st		Ranked 2nd		Ranked 3rd		Ranked 4th		Ranked 5th	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
<b>Option 1: Keep the campus facilities and programs as they are. Renovate as funds become available.</b>	14%	3	9%	2	18%	4	9%	2	50%	11
<b>Option 2: Leave the buildings and campus as is, with minor renovations</b>	14%	3	14%	3	14%	3	33%	7	24%	5
<b>Option 3: Renovate the buildings currently being used and demolish all buildings not being used.</b>	9%	2	22%	5	43%	10	4%	1	22%	5
<b>Option 4: Build new K-12 facility with playfields, playgrounds, and other outdoor educational features. Demolish all campus buildings except Leopard's Gym.</b>	67%	16	0%	0	8%	2	8%	2	17%	4
<b>Option 5: Build new K-12 facility with playfields, playgrounds, and other outdoor educational features. Demolish all campus buildings except Leopard's Gym - turn operation over to the County.</b>	9%	2	27%	6	9%	2	14%	3	41%	9



**What additional thoughts, questions, and comments do you have as they relate to the proposed phasing plan & potential costs shared in the presentation?**

A key problem we have is attracting qualified teachers, in large part due to our remote location. Renovating/building new homes for teachers needs to be accomplished even before new school facilities are built, unless there are teacher housing options I'm not aware of
Get it done as quick as possible
I think we shouldn't get rid of any buildings for unnecessary things
Larger CTE and ART areas
Make it happen
Move meetings to a better time. More details of how funds are being used. Push more for community involvement from surrounding communities
Removing the iron and carbonates from our water or finding a better source is absolutely necessary for the longterm maintenance of our buildings
The classrooms need to be big enough to hold 20-25 students for combo grades with space to group and have specialized areas within the rooms
This building is need of the tender, loving care of a wrecking ball

**What additional spaces would you add to the graphic & list above while envisioning the new K-12 facility?**

2 x Add swimming pool
Any additions would be nice to see
FFA areas for agriculture and livestock
Focused more on agricultural and technical studies
Welding room
Wood shop
Handicapped for K-12 restrooms and doors for sure. More handicapped parking.
Improvements to community park across the highway, focused more on agricultural and technical studies
Libraries
Shop - mechanic / wood work
Study Rooms
Testing Rooms
We will need an space for our Information Technology people to do maintenance, repairs and house the district servers. I'm not sure if that's the vision for the Tech Lab or not

## Appendix A: Community Dialogue Results

### What spaces would you remove on the graphic & list above while envisioning the new K-12 facility?

2x Greenhouse

Do we really need a lactation room? I agree, if we have mother's with babies they will need accomodating, but I think we can do this with an existing room

Don't see any that would not be usable if added

I would remove the changing area in the restroom. Staff should be able to take care of their own needs

Multipurpose room for gym and cafe

### What other academic or facility topics should be considered as part of this planning process?

Big fun spaces, indoor and outdoor

Community use of school facilities

Computer lab

Energy cost & maintenance needs. The building should be low maintenance. Our heating should be solar, cooling should be geothermal. Very low cost energy

Facilities should be more accessible to the community

Fun and engaging both academically and socially

Home economics room

I'm sure everybody has a different opinion about our school and buildings, but as for myself I think should think about the childrens education more then buildings. I understand some buildings need work and it should be done but why spend all monies on buildings when the childrens educations are in jeopardy.

My child needs a good speech therapist that takes enough time to teach him one on one. We need good teacher that are willing and ready to give this children the attention they need so they can succeed in life. Staff and teachers should work together so that loads won't be so heavy on either. Also more teachers should be hired. Elementary kids should have their own building instead of being around high schoolers - they would learn better that way. Sorry I didn't fill out the rest because this is my opinion. Hoping I didn't offend anybody

Library

More focus on life skills like shop, home economics, drivers education, etc.

Old buildings are not fully handicapped accessible for elementary students

Papa Joe's should be incorporated into the school cafeteria

Public pool

Soccer

Suggestion: What about getting small or older girls involved in cheerleading or a drill team?

These schools have no curriculum

Use of community park across street

We need to bring back agriculture and vocational classes