



Charter School FMP/Ed Specs Five-Year Renewal Program

PART I: Introduction and Background

I. INTRODUCTION

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

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

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

II. UNIQUE ATTRIBUTES OF CHARTER SCHOOLS

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

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

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

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

III. ELIGIBILITY FOR CHARTER SCHOOL FMP/ED SPECS RENEWAL

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

- The school already has a governing board and PSFA approved five-year facilities master plan/educational specifications document.
- The charter school owns its building, is in a lease to purchase arrangement, OR does not plan to move in the next five years.
- The charter school has not changed location since adopting its existing FMP/Ed Specs with the exception of moving into a brand new space owned by the charter or its foundation within two years of existing plan's expiration.
- The school has not changed its enrollment cap identified in the existing FMP/Ed Specs (growth to meet its cap is acceptable. This provision pertains to schools that have decided to significantly change their cap since adoption of existing plan). Significantly means the school has increased its cap to the point where it needs to add one or more classroom wings and increase gross square feet.
- The school is still employing the same educational model and curriculum delivery methods identified in the existing FMP/Ed Specs.
- The school has not completed any capital projects that have significantly altered its existing building with additions or reductions that increased or decreased square footage.
- The existing FMP/Ed Specs floor plans and site plans are still current and pertain to the existing facility.
- Governing Board must adopt the renewal.

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

**PART II. UPDATED PLANNING PROGRAM – RENEWAL OF THE SCHOOL’S
EXISTING FMP/ED SPECS**

This section updates the planning program in the Charter School Name facilities master plan/educational specifications dated Dates of Existing FMP/Ed Specs. Updating this section, makes the existing facilities master plan good through Next Five Year Time Frame. Please note – the plan’s start date should be the January 1st of the upcoming new year and PSFA considers a facilities master plan expiration date December 31st of the fifth year. In order to consider renewal of the existing charter school FMP/Ed Specs document, PSFA requires the charter address the sections in the following checklist, as applicable. The checklist is the template for the FMP/Ed Specs five year renewal that a school can provide in its own without having to go through the time and expense of a full FMP/Ed Specs process.

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

I. SCHOOL BACKGROUND

A. School name:

B. School address and contact name:

C. Grade levels served:

D. Does school expect to add or reduce grade levels in next five years?

E. Date of next charter renewal:

F. Charter school cap:

G: Gross Square Feet (GSF) of your campus, if different from your existing FMP (if multiple buildings, please break down by building):

II. ENROLLMENT UPDATE

A. Enrollment and Charter School Cap

1. Provide table or chart that summarizes the previous 10 years of enrollment based on the 40-day count (or as far back to date of first enrollment if school has not been in operation for 10 years).

- Provide a graph of enrollment compared to the school’s enrollment cap and discuss how the school intends to reach its cap.

- Identify whether current building limits school's ability to reach cap.
- Identify how the school will phase in the enrollment until it reaches its cap, if applicable.
- Identify timeline for reaching the cap.

2. Discuss relevant factors that influence school's enrollment **(if any)**.

III. CAPACITY AND UTILIZATION ANALYSIS

A. Capacity Analysis – Please provide a floorplan and site plan. A spread sheet with the data below can suffice.

1. Classroom data – Please identify:

- Total number of permanent general classrooms
- Total number of permanent specialty classrooms or instructional spaces including physical education, performing arts, visual arts, vocational, technology, and other special elective spaces
- Total number of portable classrooms
- Grand total number of classrooms
- Total number of other specialty instructional spaces by number and type
- Classroom deficiency/surplus

2. For facility – Please identify specialty spaces present at facility including:

- Administration spaces
 - Counseling
 - OT/PT
 - Staff offices
 - Student health
- Student dining **(if applicable)**
- Kitchen facilities **(if applicable)**
- Labs or vocational spaces
- Other spaces

3. Discuss special factors that affect utilization such as (if any):

- Space limitations
- FTE availability
- Low PTR required for certain rooms/classes
- Curriculum issues (AP classes, vocational programs, electives, special programs that limit student loading, staffing)

- Alternative educational delivery methods the school may use to deliver education (i.e. PE at another location, online science, etc...)

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

1. Identify current and future financial resources available (indicate years available) to address building needs such as capital, systems, maintenance, security, and technology needs.

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

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

- Additions needed to accommodate enrollment or educational program
- Renovation Projects
- Systems Upgrades
- Security/safety improvements
- Broadband/Technology Needs
- Gross square foot reductions

2. If the school leases its building, identify

- Building ownership strategy or options
- Public building compliance

3. Discuss building maintenance needs, if not part of the lease agreement.

VII. Planning Implementation, if applicable to Charter School

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

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

2. Provide priorities for **capital, systems, security, site, technology, or maintenance projects or improvements** based projects for the next five years and identify sources of funding **(if applicable)**

By identifying your buildings needs in this section, PSFA will renew your existing FMP for another five years.

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