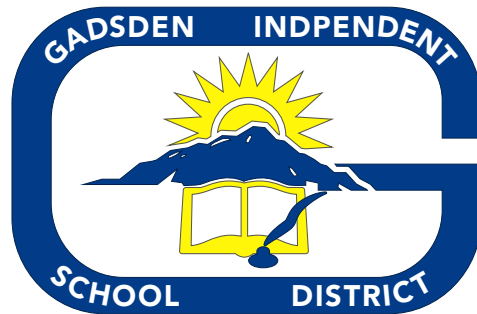# Gadsden Independent School District

Facilities Master Plan Update

Volume Contents

Introduction
Growth/Enrollment
Utilization/Capacity
Capital Priorities
Appendix

Draft
August 2017

arc Architectural Research Consultants, Incorporated

Credits

Board of Education
Jennifer Viramontes - District 2 - *President*
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Administration
To Be Determined - Superintendent
Ludym Martinez - Interim Associate Superintendent for Finance
Alfredo Holguin - Interim Associate Superintendent for Support Services
Rafael Gallegos - Executive Director of Energy Management and Construction
Jessica S. Herrera - Physical Plant Director
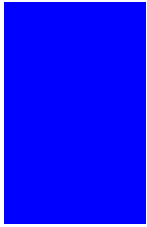*Yvonne G. Casillas - Director, Data Analysis and Information Systems and State Testing*

CAD drawings are courtesy of:
AKS Architecture, P.C.
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Contents

List of Exhibits

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Introduction

This document is a Facilities Master Plan Update (FMP) for the Gadsden Independent School District (GISD). The intent of the plan is to guide capital planning decisions to support the district's educational mission and meet state adequacy standards. The Public School Capital Outlay Council (PSCOC)/Public School Facilities Authority (PSFA) requires that all New Mexico public school districts have a five-year facility master plan as a prerequisite for eligibility to receive state capital outlay assistance. This master plan is an update to the 2016-2020 Facilities Master Plan and is in accordance with guidance issued by the PSCOC/PSFA.

The Facilities Master Plan serves as a flexible tool to present issues to the community, board of education, and district staff for input and revision on a periodic basis. Preparation of the FMP used a systematic process that strives to identify needs and wisely allocate capital resources to bring district facilities up to state adequacy standards and district policies with respect to:

- Life/health/safety
- Educational/programmatic needs (additions and remodeling to meet various educational standards) and curriculum needs
- Renewal needs (replacement schools, remodeling, refurbishing, planning studies, deferred maintenance, and major system replacement)
- Provision for necessary growth (new schools, additions, remodeling, site acquisition, and design planning studies)
- Educational technology

The FMP addresses four major questions:

- Where do we want to be? – identifies district facility goals.
- Where are we now? – identifies the adequacy of district facilities and capacity to meet future needs.
- Where we are going? – analyzes information about future enrollment, program changes, classroom needs and financial resources.
- How do we get there? – identifies the gaps between existing conditions and the ideal future state, develops a strategy to meet needs, and presents a prioritized list of capital projects.

The master plan is comprised of four sections:

- **Section 1 – Goals** / **Process** provides information about district goals and the master planning process.

- **Section 2 – Existing and Projected Conditions** provides information about district facilities, demographics, enrollment, technology and capital resources.

- **Section 3 – Capital Improvement Plan** provides information about capital needs, district priorities and capital strategies.

- **Section 4 – Master Plan Support Material and Appendix** provides detailed information about district school and support facilities, growth/enrollment/utilization, facility evaluation and cost estimating data.

1   Goals / Process

1.1 Goals

No changes in this section.

All of the district policies, Educational Plan for Student Success (EPSS), and the 2016-2019 Technology Plan are available on the district's web site at: http://www.gisd.k12.nm.us/.

1.2 Process

No Changes in Process.

GISD FMP Committee

- Rafael Gallegos - Executive Director of Energy Management and Construction
- Alfredo Holguin - Interim Superintendent for Support Services
- *Jessica S. Herrera - Physical Plant Director*

The 5-Year Facility Master plan was approved by unanimous vote of the Gadsden Board of Education at the regular Board meeting on December 10, 2015, and the minutes approved it at the regular Board meeting on January 14, 2016.

The 2017 Update was approved by the Gadsden Board of Education at the regular Board meeting on August 10, 2017.

1.3 Abbreviations and Definitions

- ARC – Architectural Research Consultants, Incorporated
- ACS – American Community Survey (US Census Bureau)
- BBER – Bureau of Business and Economic Research (UNM)
- CDP – Census Designated Place
- CIP – Capital improvement project
- CRRUA – Camino Real Regional Utility Authority
- DACC – Doña Ana Community College
- EC – Early childhood
- ECHS – Early college high school
- EETT – Enhancing Education Through Technology
- EMS – Energy monitoring system
- EPSS – Educational Program for Student Success
- ES – Elementary school
- FMP – Facilities master plan
- GISD – Gadsden Independent School District
- GOB - General obligation bond
- GPS – Geospatial and Population Studies (UNM)
- GSF – Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable. This "left over" area is called "TARE." TARE includes areas such as hallways, mechanical areas, restrooms, and the area of interior and exterior walls.
- HS – High school
- HVAC – Heating/ventilation/air conditioning
- ISD – Independent school district
- IT – Information technology
- K –Kindergarten
- MS – Middle school
- MVEDA – *Mesilla Valley Economic Development Alliance*
- NMCI – New Mexico Condition Index
- NMSU – New Mexico State University
- Pre-K – Pre-kindergarten
- PSCOC – Public School Capital Outlay Council
- PSFA – Public School Facilities Authority
- PTR – Pupil/teacher ratio
- SCC – Structured Communications Classroom
- UNM – University of New Mexico
- WSMR – White Sands Missile Range

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2 Existing and Projected Conditions

2.1 Programs

This section has no changes.

2.1.1 Number of Schools, Types and Grade Configuration

The district maintains 28 school facilities and three administration/support facilities on 26 sites and one closed facility. District facilities are located throughout the district in several communities.

The Gadsden Independent School District had the fifth largest enrollment in the state for the 2016-2017 school year. District enrollment (2016-17 40-day) was 13,977 students in grades Pre-K-12, plus 42 students in Homebound/Hospital and RTC.

School configurations are:
- Pre-Kindergarten - 4 schools, grades Pre-K
- Elementary School - 13 schools, grades Pre-K-6
  3 schools, grades K-6
- Middle School - 3 schools, grades 7-8
- High School - 4 schools, grades 9-12
- Alternative School - 1 school, grades 8-12
- Charter School - none

2.1.2 Assumptions / Anticipated Changes in Programs

The district has an established goal of limiting enrollment at schools as follows:
- Elementary schools - 550 students maximum
- Middle schools - Less than 1,000 students
- High schools - 2,000 students maximum

Currently, enrollment at two of the district's 16 elementary school facilities substantially exceeds the standard.

At this time, the district plans no further educational program changes that impact facilities.

2.1.3 Shared / Joint Use Facilities

This section has no changes.

2.2 Sites / Facilities

2.2.1 Location
The district boundaries are the same, but the elementary school boundaries in the Chaparral area changed with the opening of Yucca Heights Elementary.

2.2.2 Existing Facilities
The district has slightly over 2.286 million gross square feet in permanent school facilities and 130,640 gross square feet of portable facilities. The schools are comprised of 88 permanent buildings and 89 portable buildings.
The district's school sites equal somewhat over 604 acres.

Administration and support facilities equal 142,516 gross square feet in permanent facilities and 6,729 gross square feet in portable facilities. The district's administration sites equal about 38 acres.

Surplus property consists of 31,226 gross square feet of permanent facilities and 10,640 gross square feet of portable facilities on 9.9 acres.

The total inventory of district facilities has somewhat over 2,608,500 gross square feet of buildings and 652 acres of land.

The oldest school facility in the district was built in 1921. The newest school facility opened in 2016. School facilities range in age from 1 to 96 years old.

See Exhibit 2-1 for an overview of district facilities.

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Exhibit 2-1 *Facilities Inventory*

Gadsden Independent School District - 19130000

Facilities Data and Inventory - 2017

Updated 07/17/17

#	Category	Facility	ID	Address	ZIP	Original Build Date	Age	Building Additions	Site Acreage	Total Perm Bldg Area (4)	Total Port Bldg Area	Total Bldg Area (GSF)	No. of Perm. Bldgs	No. of Port. Bldgs.	Grades	Total Students 2015/16	Total Students 2016/17	% Growth 2015-16 to 2016-17	Full Perm CR's	Gym/PE/Multi-Purpose	Auditorium/Lecture	No. Port CR's	Total CR's	% Port CRs	Students Per Classroom	GSF Per Student
1	Pre-Kinder	Anthony Pre-K	900	609 Church St., Anthony, NM	88021	1972	45	-	2.4	15,677	1,792	17,469	5	1	Pre-K	128	150	17.19%	6	0	0	0	6.0	0.0%	19.7	116.46
2		Chaparral On-Track Pre-K	004	800 County Line Dr., Chaparral, NM	88021	2011	6	(6)	11,021	0	11,021	1	0	Pre-K	125	130	4.00%	6	1	0	0	6.0	0.0%	20.5	84.78	
3		Northern Pre-K (La Mesa)	072	305 Chimuri St., La Mesa, NM	88044	1956	61	-	5.04	26,813	0	26,813	4	0	Pre-K	102	90	-11.76%	4	2	0	0	4.0	0.0%	24.8	297.92
4		Pre-Kinder (GAC)	151	4950 McNutt Rd., Sunland Park, NM	88063	2004	13	-	(3)	8,860	0	8,860	1	0	Pre-K	180	175	-2.78%	4	1	0	0	4.0	0.0%	46.8	50.63
								Subtotal	7.44	62,371	1,792	64,163	11	1		535	545	11.93%	20	4	0	0	20	0.0%		
5	Elementary	Anthony ES	016	600 Fourth St., Anthony, NM	88021	1972	45	1985, 2012	20.85	68,389	0	68,389	1	0	PK-6	426	401	-5.87%	22	1	0	0	22.0	0.0%	18.2	170.55
6		Berino ES	020	92 Shrode Rd., Anthony, NM	88021	1991	26	2011	15.02	69,703	3,584	73,287	1	2	PK-6	479	498	3.97%	28	1	0	0	28.0	0.0%	17.8	147.16
7		Chaparral ES	030	300 East Lisa Dr., Chaparral, NM	88021	1979	38	1987, 89, 2001	29.33	71,494	6,816	78,310	6	5	PK-6	728	546	-25.00%	30	1	0	7	37.0	18.9%	14.8	143.42
8		Desert Trail ES	040	310 East Lisa Dr., Chaparral, NM	88021	1995	22	-	20.00	53,360	20,568	73,928	1	14	PK-6	934	548	-41.33%	25	1	0	18	43.0	41.9%	12.7	134.91
9		Desert View ES	035	425 Valle Vista Dr., Sunland Park, NM	88063	2015	2	-	25.00	68,822	1,792	70,614	1	0	PK-6	489	494	1.02%	27	1	0	0	27.0	0.0%	18.3	142.94
10		Gadsden ES	017	1440 Hwy 478, Anthony, NM	88021	2010	7	-	15.00	61,565	0	61,565	1	0	PK-6	500	511	2.20%	25	1	0	0	25.0	0.0%	20.4	120.48
11		La Union ES	076	875 Mercantile Ave., Anthony, NM	88021	1950	67	1955, 75, 80, 85, 87, 00	8.40	56,025	0	56,025	2	0	PK-6	298	319	7.05%	17	1	0	0	17.0	0.0%	18.8	175.63
12		Loma Linda ES	086	1451 Donaldson Ave., Anthony, NM	88021	1995	22	-	20.00	53,906	6,048	59,954	1	4	K-6	353	363	2.83%	21	1	0	0	21.0	0.0%	17.3	165.16
13		Mesquite ES	104	205 NM Hwy 228, Mesquite, NM	88048	1964	53	1970, 85, 95, 2003	13.38	58,436	9,336	67,772	4	7	PK-6	365	336	-7.95%	19	1	0	2	21.0	9.5%	16.0	201.70
14		North Valley ES	120	300 Cascade Ave., San Miguel, NM	88058	2008	9	-	13.00	61,527	0	61,527	1	0	K-6	375	383	2.13%	20	1	0	0	20.0	0.0%	19.2	160.64
15		Riverside ES	140	4085 McNutt Rd., Sunland Park, NM	88063	1987	30	2002	25.00	67,244	3,456	70,700	1	3	PK-6	613	596	-2.77%	32	1	0	0	32.0	0.0%	18.6	118.62
16		Santa Teresa ES	008	201 Commerciantes Blvd., Santa Teresa, NM	88008	2004	13	-	12.04	61,521	5,264	66,785	1	4	PK-6	625	600	-4.00%	25	1	0	3	28.0	10.7%	21.4	111.31
17		Sunland Park ES	013	305 Alto Vista Dr., Sunland Park, NM	88063	1987	30	-	25.00	51,550	4,944	56,494	1	5	PK-6	333	334	0.30%	19	1	0	0	19.0	0.0%	17.6	169.14
18		Sunrise ES	009	1000 County Line Dr., Chaparral, NM	88021	2004	13	-	19.98	61,565	7,168	68,733	1	4	PK-6	473	467	-1.27%	20	1	0	3	23.0	13.0%	20.3	147.18
19		Vado ES	001	330 Holguin Rd., Vado, NM	88072	2005	12	-	13.50	61,426	0	61,426	1	0	PK-6	444	459	3.38%	24	1	0	0	24.0	0.0%	19.1	133.83
20		Yucca Heights ES	901	580 Angelina Blvd., Chaparral, NM	88021	2016	1	-	14.88	68,879	0	68,879	1	0	K-6	0	568	100.00%	36	1	0	0	36.0	0.0%	15.8	121.27
								Subtotal	290.38	995,412	68,976	1,064,388	25	48		7,435	7,423	-7.72%	390	16	0	33	423	7.8%		
21	Middle School	Chaparral MS	032	290 East Lisa Dr., Chaparral, NM	88021	1992	25	1964, 1997, 1998	20.00	83,645	6,704	90,349	1	4	7-8	565	578	2.30%	23	2	0	0	25.0	0.0%	23.1	156.31
22		Gadsden MS	052	1301 W. Washington St., Anthony, NM	88021	1964	53	1973, 75, 81, 85, 08	20.50	148,947	8,208	157,155	7	1	7-8	822	767	-6.69%	32	2	0	0	34.0	0.0%	22.6	204.90
23		Santa Teresa MS	175	4800 McNutt Rd., Santa Teresa, NM	88008	1970	47	1990, 1997	43.24	115,999	5,024	121,023	3	3	7-8	721	706	-2.08%	24	2	0	0	26.0	0.0%	27.2	171.42
								Subtotal	83.74	348,591	19,936	368,527	11	8		2,108	2,051	0.05%	79	6	0	0	85	0.0%		
24	High School	Alta Vista Early College HS (7)	018	5235 S. Hwy 28, Anthony, NM	88021	1921	96	1984, 86	2.85	14,912	3,240	18,152	5	4	9-12	150	182	21.33%	0	0	0	3	3.0	100.0%	60.7	99.74
25		Chaparral HS	003	800 County Line Dr., Chaparral, NM	88021	2007	10	2009, 2011	77.14	218,281	0	218,281	7	0	9-12	1,069	1,043	-2.43%	30	2	0	0	32.0	0.0%	32.6	209.28
26		Desert Pride Academy (2)(10)	902	100 Shrode Rd., Anthony, NM	88021	2014	3	2015	22.51	62,359	17,224	79,583	2	14	8-12				8	2	0	0	10.0	0.0%		0.00
27		Gadsden HS	054	6301 Highway 28, Anthony, NM	88021	1928	89	1950, 57, 72, 77, 85, 88, 94, 95, 98, 09	64.80	328,018	16,352	344,370	20	12	9-12	1,528	1,510	-1.18%	44	3	0	6	53.0	11.3%	28.5	228.06
28		Santa Teresa HS	200	100 Airport Rd., Santa Teresa, NM	88008	1970	47	1979, 85, 94, 95, 99, 00, 03, 05, 09	55.30	256,806	3,120	259,926	7	2	9-12	1,250	1,227	-1.84%	37	3	0	0	40.0	0.0%	30.7	211.84
		Average School Core Facility Age =	**31**	**Subtotal**				**Subtotal**	222.60	880,376	39,936	920,312	41	32		3,997	3,962	-3.99%	119	10	0	9	138	6.5%		
								School Totals	604.16	2,286,750	130,640	2,417,390	88	89		14,075	13,981	-4.76%	608	36	0	42	666	6.3%		
29	Administration	Administration (GAC) (9)	320	4950 McNutt Rd., Sunland Park, NM	88063	1985	32	2004	20	41,863	6,521	48,384	1	5	-	-	-	-	-	-	-	-	-	-	-	-
30		Central Service Warehouse	326	1301 W. Washington St., Anthony, NM	88021	2014	3	-	(1)	40,575	0	40,575	1	0	-	-	-	-	-	-	-	-	-	-	-	-
31		GISD SPED Off/Conference	327	600 Fourth St., Anthony, NM	88021	1940	77	-	2.85	19,679	0	19,679	2	0	-	-	-	-	-	-	-	-	-	-	-	-
32		Maintenance Complex	325	1325 W. Washington St., Anthony, NM	88021	1980	37	1940, 1985	18.1	40,399	208	40,607	4	2	-	-	-	-	-	-	-	-	-	-	-	-
								Administration Totals	38.10	142,516	6,729	149,245	8	7												
33	Surplus Property	San Miguel ES (Closed)	152	2160 Hwy. 192, San Miguel, NM	88058	1956	61	-	9.9	31,226	3,472	34,698	5	3	-	-	-	-	-	-	-	-	-	-	-	-
		Portables		Old DABCC Site							7,168	7,168		8	-	-	-	-	-	-	-	-	-	-	-	-
								District Totals(5)	652.16	2,460,492	148,009	2,608,501	101	107	-	14,075		-	608	36	0	42	666	-	-	-

Notes: 1. Located on Maintenance Complex site.
2. Located adjacent to Berino ES. GSF includes Phase II. Portables will be vacated upon completion of Phase II.
3. Located on Administration site.
4. Many district buildings are modular buildings and military barracks units that have been placed
on permanent foundations. These units are included in the Permanent Building Area.
5. District totals do not include Homebound/Hospital, or RTC enrollment.
6. Located on Chaparral HS site.
7. GSF includes Annex, located on GMS site in Old Admin Building.

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2.2.3 Facility Evaluation

No additional evaluations were conducted.

The State of New Mexico ranks each school facility with respect to all other facilities in the state and assigns a condition index value. The condition index value (NMCI) is a composite value derived from the cost of physical and programmatic deficiencies related to the replacement cost of the facilities. Exhibit 2-2 shows the 2016/2017 PSFA ranking and NMCI values from the greatest need (lowest ranking number) to the least need (highest ranking number) according to the state system.

Exhibit 2-2

GISD PSFA Status Rank and NMCI

Gadsden Independent School District - 19130000

PSCOC Final Rank Report 2016-2017

Ranking Tier	Facility Name	State School Rank	NMCI
Funded			
Top 100	Chaparral MS	44	36.22%
101-200	Desert Trail ES	124	28.17%
	Mesquite ES	178	23.63%
	La Union ES	189	24.28%
201-400	Loma Linda ES	203	23.63%
	Santa Teresa MS	240	21.80%
	Sunland Park ES	272	20.30%
	Santa Teresa HS	292	19.47%
	Gadsden ES	299	19.15%
	Gadsden HS	352	16.73%
401+	Riverside ES	425	13.91%
	Gadsden MS	453	12.65%
	Berino ES	514	9.74%
	Santa Teresa ES	530	8.97%
	Desert View ES	603	5.83%
	Vado ES	645	4.35%
	Chaparral HS	652	4.06%
	North Valley ES	659	3.76%
	Anthony ES	668	3.38%
	Alta Vista Early College HS	722	0.01%
	Yucca Heights ES	725	0.00%
Not Ranked	Anthony Pre-K	NR	
	Chaparral Pre-K	NR	
	Northern Pre-K (La Mesa)	NR	
	Pre-Kinder (GAC)	NR	
	Desert Pride Academy	NR	

2.3 District Growth

2.3.1 Introduction

This section provides an analysis of various types of demographic and growth data, including:
- Overall population trends
- Birth rates
- Age composition
- Development activity
- Economic trends

These factors, along with historical enrollments, provide a basis for district student enrollment projections. We use enrollment projections, along with classroom utilization patterns, to identify:
- Future classroom needs
- Future site capacities

2.3.2 GISD Area Population Growth Trends

GISD encompasses a large geographic area of southern Doña Ana County, NM, bordering El Paso, Texas (pop. 649,133), and Ciudad Juarez (pop. 1,321,004) in Chihuahua, Mexican. The school district consists of two main regions with several distinct, small and mid-sized communities.

Mesilla Valley, in the northern part of the district, supports agriculture and farming and is heavily influenced by the city of Las Cruces (population 101,164), directly to its north. The southern portion of the district is closely associated with El Paso and the manufacturing district of Ciudad Juarez. This area includes the communities of Sunland Park and Santa Teresa, west of El Paso, and Chaparral to its north.

Doña Ana County is New Mexico's second largest by population (216,577 in 2015), and supports some of the strongest growth in the state. The City of Las Cruces is the major metropolitan area and the Gadsden school district, (pop. 64,554 in 2015) makes up about one-third of the total county population.

Population Growth
From 1990 to 2000, Doña Ana County grew at an annual average rate of 2.6%, with growth in the Las Cruces area at 4.2%. From 2000 to 2010, the rate of growth in the Gadsden area increased, while growth in Las Cruces and the county as a whole slowed.

Exhibit 2-3
Gadsden Independent School District Regional Area

Map showing the Gadsden Independent School District and surrounding districts including Truth or Consequences Municipal Schools, Hatch Valley Public Schools, Las Cruces Public Schools, Deming Public Schools, and Alamogordo Public Schools. Counties labeled: SIERRA, DONA ANA, OTERO, LUNA. Communities include San Miguel, Mesquite, La Mesa, Nado, Chamberino, Anthony, Chaparral, La Union, Santa Teresa, and Sunland Park. Highways marked I-25, I-10, US 70, War Rd, O Hara Rd, Gateway Blvd, US HWY 54. New Mexico / Texas state line indicated.

Scale: 0 — 10 — 20 miles

Exhibit 2-4

Population Trends of the County, GISD and LCPS 1990-2015

	Population				Average Annual Rate of Growth		
	1990	2000	2010	2015 est.	1990-2000	2000-2010	2010-2015
Doña Ana County	135,510	174,682	209,233	216,577	2.60%	1.80%	0.69%
LCPS	99,831	121,004	149,482	153,280	4.20%	2.70%	0.50%
GISD	31,898	48,140	62,675	64,554	1.90%	2.10%	0.59%

Source: US Census, 1990, 2000, and 2010 and ACS 5-year Estimates, 2015

Las Cruces growth was strong, but fell sharply from 1990 to 2015.

Gadsden growth picked up in the 2000s, even as it slowed significantly elsewhere in the county.

The district continues modest growth.

Most communities in Gadsden grew in this period. Chaparral grew at the fastest rate. From 2010 to 2015, growth in the county fell below 1%, according to US Census estimates; Gadsden growth fell to 0.59%, just above Las Cruces (0.50% average annual growth). Chaparral and Sunland Park remain the centers of growth in the district.

Population Growth in GISD Communities, 1990 to 2015

	2000	2010	2015 est.	Change	Average Annual Rate of Change, 2010 to 2015	Average Annual Rate of Change, 2010 to 2015
Anthony	8,157	9,360	9,330	4,200	2.79%	-0.06%
Sunland Park	13,309	14,106	15,142	6,963	1.17%	1.43%
Mesquite	1,130	1,112	563	-567	-0.32%	-12.73%
Vado	2,977	3,194	2,681	-296	1.42%	-3.44%
San Miguel	647	1,153	1,213	566	12.25%	1.02%
Berino	776	1,441	1,775	999	13.18%	4.26%
Chamberino	483	919	923	440	13.73%	0.09%
La Mesa	472	728	887	415	9.05%	4.03%
La Union	703	1,106	1,561	858	9.49%	7.13%
Santa Theresa	703	4,258	4,258	3,555	43.37%	0.00%
Chaparral	6,117	14,631	13,629	7,512	19.05%	-1.41%

Exhibit 2-5

Population Growth in GISD Communities, 2010 to 2015

Source: US Census, 1990, 2000, and 2010 and ACS 5-year Estimates, 2015
Boundary changes account for some population changes between 2000 and 2010 in Chaparral, Anthony, Berino, Camberino and Santa Theresa.

Doña Ana County Population Projections

In 2017, the University of New Mexico's Geospatial and Population Studies (GPS) updated its population projection series for New Mexico counties. Previous GPS projection series were published in 2008 and 2012. The 2017 series projected significantly lower growth for most New Mexico counties than did the 2008 series, including for Doña Ana County. The 2017 series projected that county population will grow by about 70,000 to 273,074 by 2040, at an 0.89% average annual growth rate, down from 1.3% projected in 2008.

Exhibit 2-6
Projected County Population, UNM GPS, 2017

Doña Ana County Projected Population: 2000-2040

Persons

- ○ 2017 Projections
- — 2012 Projections
- — 2008 Projections

174,682
192,474
209,233
216,577
232,946
244,455
255,070
264,537
273,074
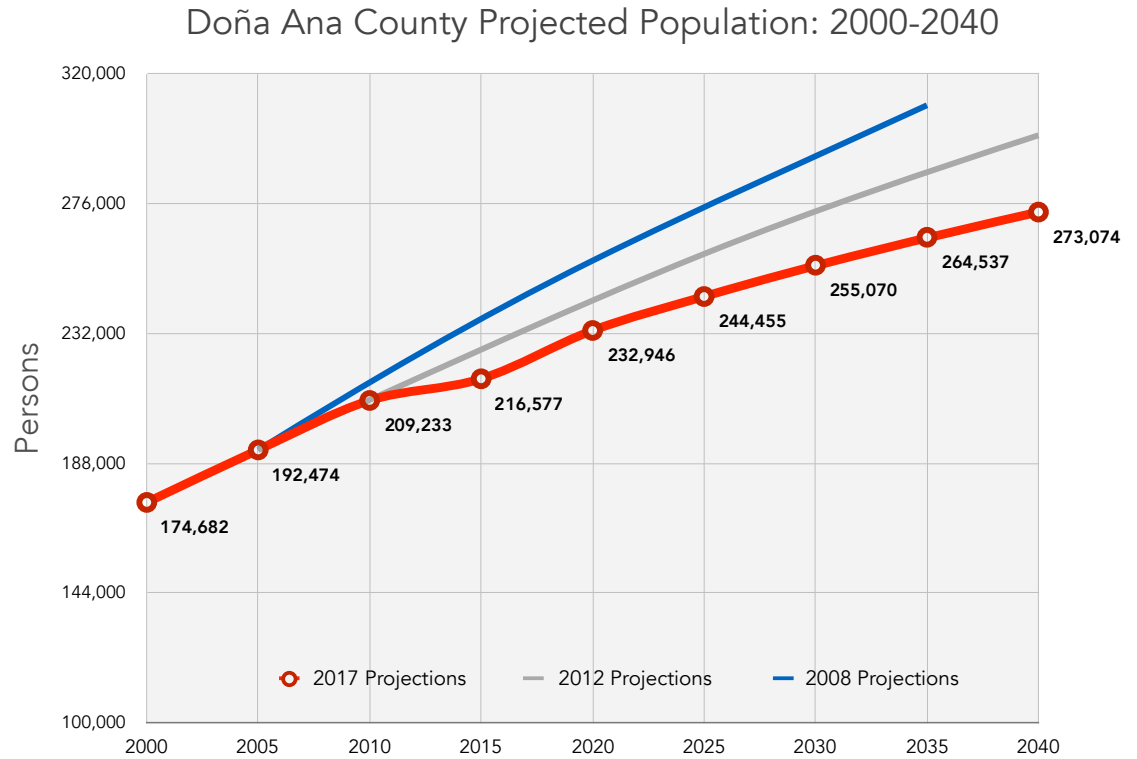
2.3.3 Births and Birth Rates

A central factor determining population growth is births and birth rate. The number of births in Doña Ana County trended up during the 2000s from 2,917 in 1999 to 3,460 in 2007 but have declined since to 2,892 in 2015.

Gadsden births accounted for about 30% of births in the county, but fell slightly from 1,085 in 2010 to 957 in 2015.

Births rose dramatically in the Otero County portion of the Chaparral area, but fell in the Doña Ana County portion. Births have also fallen substantially in Sunland Park.

Birth rates (births per 1,000 population) in the US and New Mexico are declining. The birth rate in Doña Ana County has also declined, but remained slightly higher than the state and national averages in 2015. Down from 21.1 in 1992, the county birth rate in 2014 was 13.4, just above the state and national averages of about 13.5.

Exhibit 2-7
County Births

Births in Doña Ana County: 1990-2015
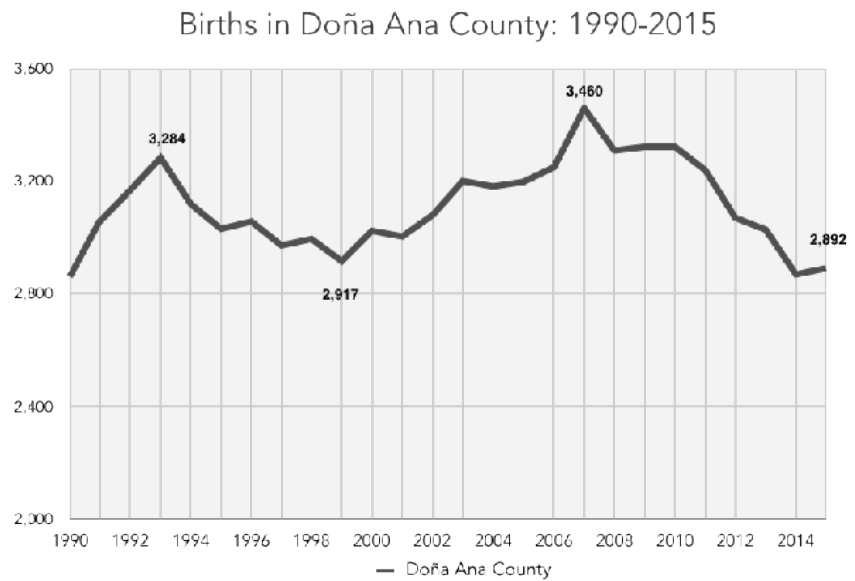
Source: New Mexico Department of Health

Exhibit 2-8
*County Births to
GISD Kindergarten
Relationship*

Births/ Kindergarten Relationship: 1990-2015
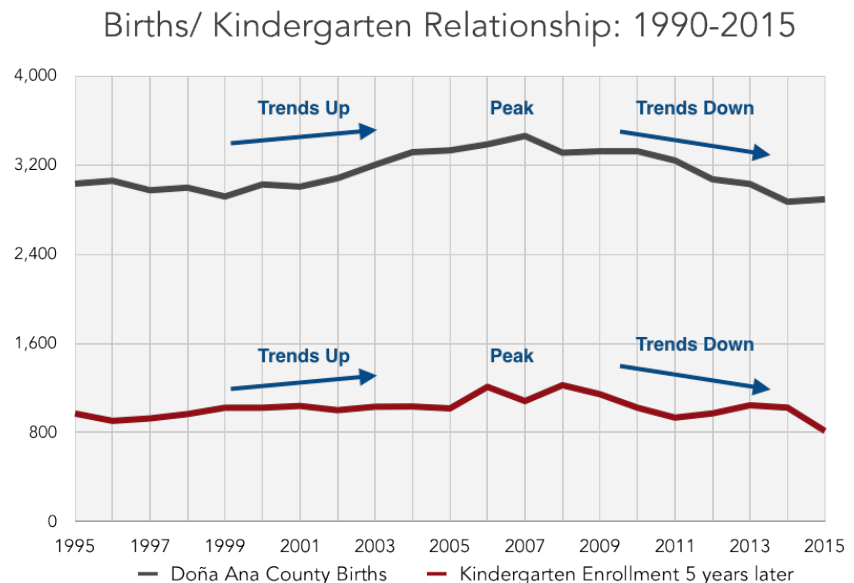
Source: New Mexico Department of Health

*Doña Ana County
births will likely be
a good indicator
of future GISD
kindergarten
enrollment*

Kindergartners and births increased at similar rates. On average, the ratio of kindergartners to births five years prior is 0.32:1. The ratio peaked in 2012-13 at 0.37, but has decreased since then.

A correlative relationship between area births and kindergarten enrollment five years later enhances the accuracy of enrollment projections based on those births and birth rates. The relationship between Doña Ana County births and GISD elementary enrollment is correlative, with few anomalous years with different trends between the two.

Exhibit 2-9

*GISD
Births by
Community*

Births in Doña Ana County and Gadsden School District

	2009	2010	2011	2012	2013	2014	2015
Communities in GISD							
Anthony	260	312	326	277	267	274	231
Berino	54	22	40	35	36	38	37
Chamberino	10	15	18	18	14	9	13
Chaparral (DAC)	231	196	197	205	198	116	107
La Mesa	38	9	39	41	31	26	38
La Union	11	8	5	6	5	2	6
Mesquite	62	64	48	57	47	17	32
San Miguel	9	6	11	4	5	9	4
Santa Teresa	66	88	90	100	104	66	100
Sunland Park	229	252	223	218	230	174	190
Vado	60	61	47	53	57	59	49
GISD (Doña Ana County)	**1,030**	**1,033**	**1,044**	**1,014**	**994**	**790**	**807**
Doña Ana County	**3,323**	**3,323**	**3,240**	**3,071**	**3,029**	**2,870**	2892
GISD Share of County Births	31.0%	31.1%	32.2%	33.0%	32.8%	27.5%	27.9%
Chaparral in Otero County	56	52	78	63	61	120	150

Source: New Mexico Department of Health

Source: New Mexico Department of Health

Immigration and In-Migration

Exhibit 2-10

*Net Migration to the
US from Mexico*
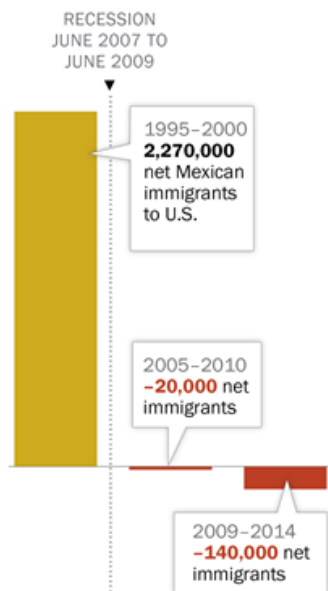
Source: Pew Research Center,2015

Immigration
Historically, a high number of immigrants settled in the school district, and particularly in Sunland Park. In 2000, 35% of the district population and 43% of Sunland Park's population were foreign born. In 2009-2013, 20,641, or 33%, of the district population was foreign born. (Source: ACS, 2009-2013 5-Year Estimates)

The Pew Research Center reported that unauthorized immigration from Mexico into the US has declined by one million since its 2007 peak, after steadily rising since 1995, and authorized immigration from Mexico had fallen into negative territory by 2014.

In 2015, US Census estimated that the number of residents who were not US citizens in the Gadsden School District was 14,586 up by about 1,500 from 13,077 in 2010, though the percent of total district residents remained unchanged at 23%.

In-Migration
From 2010 to 2015, the US Census estimates that the number of people moving into the school district rose from just over 3,000 to just over 4,000 per year. The vast majority of people moving into the district moved there from outside the state of New Mexico. Residents of El Paso who are seeking more affordable housing

Exhibit 2-11
GISD In-Migration, 2010 and 2015

GISD: In-Migration by Origin, 2010 and 2015

	2010	2015
Moved to GISD from a different county in NM:	408	703
Moved to GISD from different state:	2,411	2,475
Moved to GISD from abroad:	279	911
Total in-migration	*3,098*	*4,089*
In-migration as percentage of total population	5.5%	6.5%

Source: US Census ACS Estimates, 2006 to 2010 and 2010 to 2015

Source: US Census ACS 5-Year Estimates, 2006 to 2010 and 2010 to 2015

are reportedly increasingly finding it in the Gadsden area.

In GISD, From 2010 to 2015:

The number of children (age 0 to 19) fell slightly.

The number of people age 65 and up grew by almost 800.

The main child-bearing age population (20 to 34 years) also grew, but births and birth rates continue to fall.

2.3.4 Age Composition of Residents Living in the County and in the District

The US Census estimates that in 2015, the district had 225 fewer children under the age of 5 than in 2010, but had 221 more school-aged children (aged 5 to 9). The number of GISD residents aged 20 to 34 (main child-bearing age) and over the age of 65 also grew from 2010.

In 2015, 35.4% of the district's total population was under the age of 19, down from a share of 36.5% in 2010. The share of population over the age of 65+ increased by 1% in 2015.

Share of Total Population

	2010	2015	Change
Age 5 an Under	8.7%	8.1%	-0.6%
School Aged (5-19)	27.8%	27.3%	-0.5%
Main Child-Bearing Age (20-34)	20.0%	20.9%	0.9%
Age 65+	9.1%	10.1%	1.0%

GISD Selected Age Groups 2010 and 2015
Population

	2010	2015	*Change*
Age 5 and Under	5,480	5,255	*-225*
School Aged (5-19)	17,394	17,615	*221*
Main Child-Bearing Age (20-34)	12,509	13,487	*978*
Age 65+	5,734	6,526	*792*

Source: US Census 2010 and ACS 5-Year Estimates, 2010 to 2015

Exhibit 2-12
Population by Selected Age Group

Falling household size implies that each housing unit in the district represents fewer residents.

2.3.5 Household Size

From 2000 to 2010, the average number of persons per household in the district declined more than it did in the county or the state as a whole. However, the district's household size remained larger than that of the county or state.

Average Household Size

	2000	2010	*Change*
GISD	3.55	3.39	*-0.16*
LCPS	2.62	2.52	*-0.1*
Dona Ana County	2.85	2.71	*-0.14*
New Mexico	2.63	2.55	*-0.08*

Source: US Census, 2000 and 2010

Exhibit 2-13
Average Household Size

GISD Community Growth Trends

Chaparral is the fastest growing area in GISD

Chaparral
Chaparral is one of the fastest growing areas in population and student body, and is split across two counties. The Chaparral Census Designated Place (CDP) had a population of 14,631 persons in 2010; 7,666 persons in Otero County, and 6,965 in Doña Ana County. The Doña Ana County portion grew from 6,117 in 2000 to 6,965 in 2010.

Sunland Park grew by over 1,000 people from 2010 to 2015

City of Sunland Park
Sunland Park had an estimated population in 2015 of 15,142 residents, an increase of over 1,000 persons since 2010. (Source: US Census ACS 5-year Estimates, 2015)

Anthony is another growing community in GISD

City of Anthony
Anthony had an estimated population of 9,318 in 2014, up from an estimated 8,838 persons in 2013, an increase of nearly 480 persons. (Source: US Census Population Division estimates)

El Paso County is projected to grow by over 170,000 by 2030

El Paso County, Texas
El Paso County had 800,647 persons in 2010 and an estimated 837,918 persons in 2016. (Source: US Census 2016 Population Estimates) The Texas State Data Center projects that El Paso County will have a population of 889,003 by 2020, and 972,618 by 2030. (Source: Office of the State Demographer, Texas State Data Center)

Camino Real Regional Utility Authority
The Camino Real Regional Utility Authority (CRRUA) manages water and wastewater infrastructure and serves as the planning and zoning authority for the border area, including Sunland Park, Santa Teresa and Chaparral. CRRUA has made progress in extending sanitary sewer service in Chaparral, with plans to continue phases, possibly eventually serving the Otero County portion of the community. With sewer, large lots in Chaparral could be split, allowing for additional housing units in developed areas. However, county planning and public works staff stated that given the lot configurations, very few lot splits are likely.

Housing Development

At least 1,927 building permits were issued in the district for new housing units from 1995 to 2015. The numbers generally increased through 2011, but dipped in 2013, then rose again in 2014 and 2015. A major factor in the growth is building in Sunland Park. The following page contains a table of building permits by enrollment area.

Exhibit 2-14
New Housing:
Chaparral in Otero
County

The Otero County portion of Chaparral has been more active in residential building than the Doña Ana County portion.

New Housing Units in Otero County Portion of Chaparal: 2000-2014

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
New Site-Built Homes	6	7	1	24	5	6	6	10	21	18	12	16	12	8	7	159
New Mobile Homes	9	2	2	4	1	0	31	112	47	71	28	113	63	25	84	592
Total	**15**	**9**	**3**	**28**	**6**	**6**	**37**	**122**	**68**	**89**	**40**	**129**	**75**	**33**	**91**	**751**

Source: Otero County Assessor's Office

There is significant subdivision development potential in Doña Ana County

Subdivision Activity

Subdivision activity has been generally slow compared to the 2000s. Following are some of the active areas in GISD:

- In northern Sunland Park, Edgemont and Villa Valencia have been actively developing.
- Northwest of Villa Valencia, a new subdivision, Valencia Hills Unit 1 has been platted but has not begun to build yet.
- Hacienda de Anthony in the City of Anthony has had site preparation but has not yet begun to develop.
- Parque Homes Subdivision in Berino is an older subdivision with lots available.
- Valle Hermosa Subdivision 5 miles north of Santa Teresa and east of La Union has occasional development.
- Chaparral subdivisions in Doña Ana County have scattered available lots with some activity in new site-built or mobile homes.
- Chaparral subdivisions in Otero County have many lots available with significant building activity.

Exhibit 2-15

Building Permits in Unincorporated GISD and Sunland Park

A significant portion of the growth in building permits in the county has been in Sunland Park, which continues to grow

GISD Building Permits: 1995-2017

Values along the line: 1, 0, 0, 0, 4, 3, 31, 71, 97, 39, 57, 76, 95, 113, 71, 65, 84, 62, 194, 169, 244, 383

Years (x-axis): 1985, 1994, 1995, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015

— Building Permint in GISD
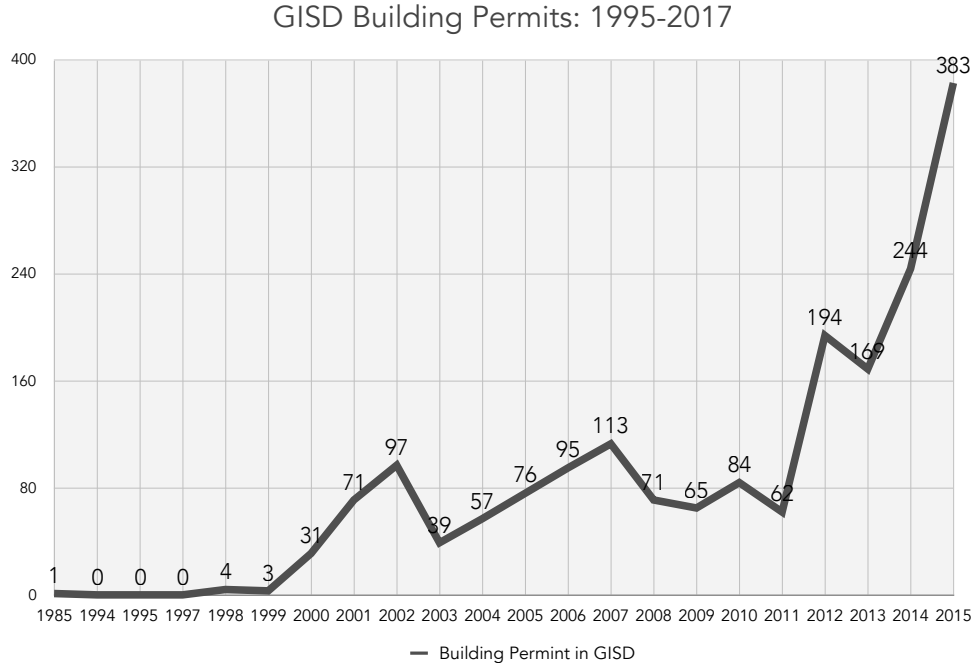
Sources: Doña Ana County Community Development Department for unincorporated areas and Anthony; Otero County for Chaparral portion in Otero County; UNM-Bureau of Business and Economic Research for Sunland Park; and ARC for geocoding analysis

Exhibit 2-16

Building Permits in Doña Ana County, 2012 to 2015

Dona Ana County Residential Building Permits - Unincorporated Area

	School Area	Jul-Dec 2012	Jan-Dec 2013	Jan-Dec 2014	Jan-Sep 2015	Total
	Mesquite ES	1		2		3
	Vado ES	15	28	13	6	62
	Berino ES	1	1	2	1	5
GISD ES	North Valley ES	2	3	5	2	12
Assign-	Gadsden ES	3	4	1	1	9
ment	La Union ES	4	10	13	1	28
Areas	Santa Teresa ES	8	17	24	15	64
	Chaparral ES	6	5	1	5	17
	Desert Trail ES	1			4	5
	Sunrise ES			1		1
Total GISD		41	68	61	35	205
Hatch Valley			2	2	1	5
LCPS		27	72	68	65	232
Total		**68**	**142**	**131**	**101**	**442**

Source: Dona Ana County Community Development

Notes: Data do not include permits within the municipal boundaries of Las Cruces, Sunland Park, and Anthony.
Mobile homes are not counted because they are considered personal property and not real property.

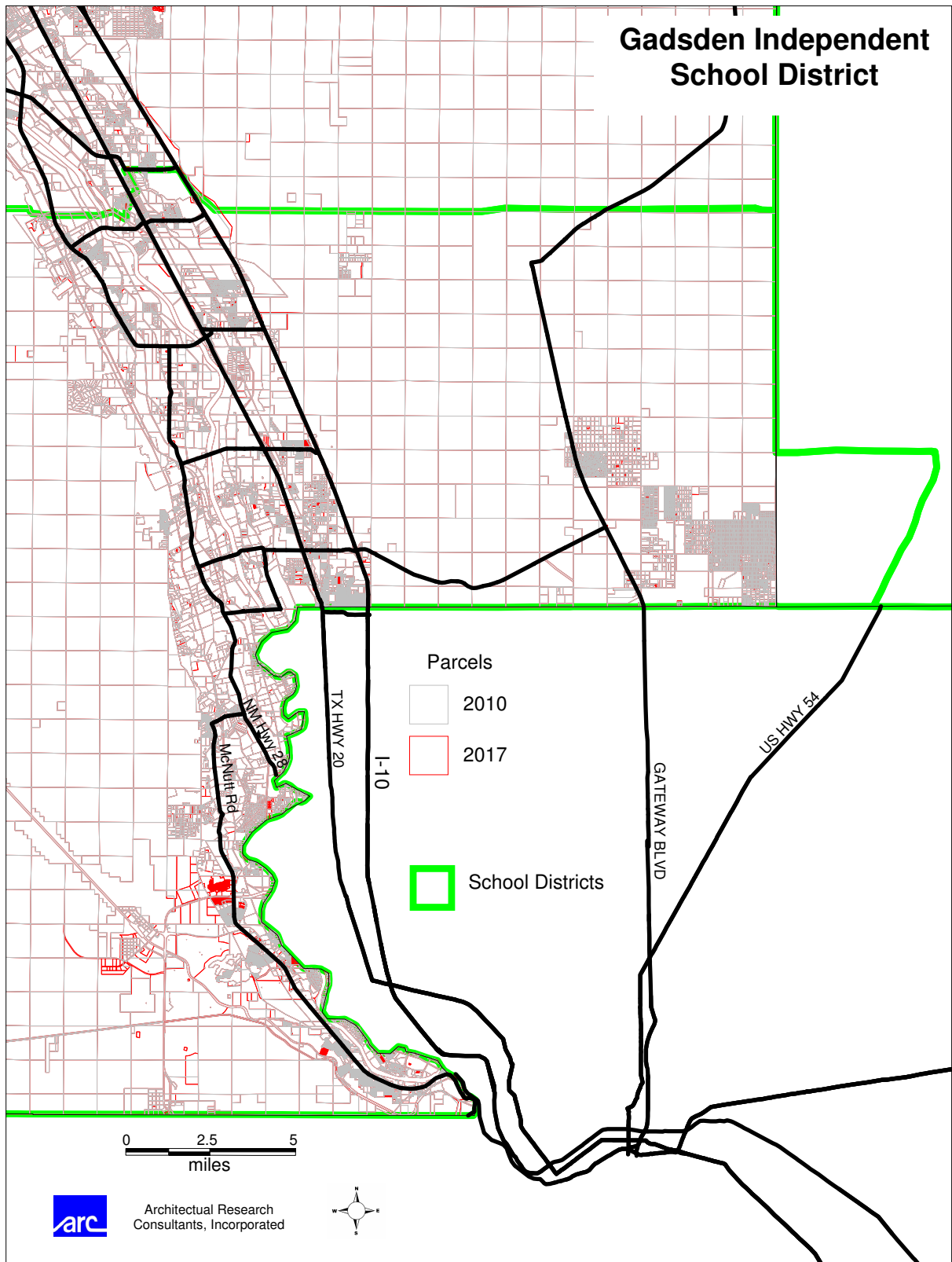Data are not shown for the portion of GISD in Otero County

GISD Mobile Home and Stick Built Permits Combined in Unincorporated Doña Ana County and Sunland Park, 1995-2015

Area	Elementary	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Totals
Chap	Chaparral ES	1	3	8	31	19	19	29	28	25	1	5	1	0	7	4	8	12	18	7	226
Chap	Desert Trail ES	0	3	15	38	16	12	6	2	5	0	1	0	1	3	2	1	9	3	6	123
Chap	Sunrise ES	0	0	1	3	4	2	0	1	2	0	0	0	0	0	0	0	0	0	1	14
North	Berino ES	0	1	8	13	7	8	10	11	6	3	6	2	1	6	3	1	6	16	5	113
North	Gadsden ES	0	4	1	6	1	3	9	9	9	0	1	0	0	5	2	3	3	5	6	67
North	La Union ES	1	3	14	12	13	24	14	26	17	1	0	1	1	6	9	8	9	7	7	173
North	Mesquite ES	0	2	14	15	10	11	12	10	9	0	1	0	2	7	0	2	3	4	9	111
North	North Valley ES	0	6	14	11	7	8	14	18	21	1	4	2	2	3	1	5	11	10	5	143
North	Vado ES	0	3	6	12	7	13	9	10	8	0	2	2	0	17	18	16	16	5	3	147
South	Riverside ES	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	3
South	Santa Teresa ES	1	28	88	142	69	63	75	74	58	4	17	12	6	34	23	41	51	71	36	893
Totals		3	53	169	283	153	165	178	189	160	10	38	20	13	88	62	85	120	139	85	2013

GISD Building Permits in Unincorporated Doña Ana County and Sunland Park, 1995-2015

Area	Elementary	1985	1994	1995	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Totals
Chap	Chaparral ES								4	11	3	4	5	9	8	1	1	1		4	2	1	6	3	2	66
Chap	Desert Trail ES						1		4	6		2		1	1					1			5	1		22
Chap	Sunrise ES								1	1		1														3
North	Berino ES									2	1	2	1	1			1			1		1	2			12
North	Gadsden ES								2	5			6	6	5		1			3		6		4	5	43
North	La Union ES					1	1	3	9	11	12	20	13	22	13	1				6	6	8	6	7	6	145
North	Mesquite ES							1	4	4	6	9	3	2	3					1		1			1	35
North	North Valley ES								5	8	3	4	5	7	13		3		2			2	4	6		70
North	Vado ES												5	7	2					13	15	12	12	1	1	75
South	Riverside ES	1																								1
South	Santa Teresa ES					3	1		39	49	12	9	10	14	1	1	2	5	1	9	7	22	17	27	2	248
South	Sunland Park												28	26	67	69	57	78	59	156	139	197	331			1207
Totals		1	0	0	0	4	3	31	71	97	39	57	76	95	113	71	65	84	62	194	169	244	383	51	17	1927

Exhibit 2-19
Parcel Subdivisions, 2010 to 2017

Gadsden Independent School District

Parcels

2010

2017

School Districts

NM HWY 28

McNutt Rd

TX HWY 20

I-10

GATEWAY BLVD

US HWY 54

0   2.5   5
miles

Architectual Research
Consultants, Incorporated

arc

N
W   E
S

2.3.6 Economic Trends

Overview

Economic development in the "Borderplex," which includes the cities of El Paso, Ciudad Juarez, and southern Doña Ana County, is diversified and dynamic. Doña Ana County covered employment grew 2.6% per year on average from 2001 to 2008 and at 0.4% from 2008 to 2016 (covered employment does not include the self-employed). State covered employment reached a peak of 825,736 in 2008. In 2015, it still had 20,500 fewer jobs fewer (-2%) than at its peak, signaling a slow recovery since the recession of 2008.

Median household income

The US Census Bureau's American Community Survey (ACS) 2009-2013 estimated Gadsden Independent School District median household income was $28,840, lower than the Las Cruces Public School District at $42,122, but higher than the Hatch Valley School District, with $24,778.

Poverty Levels

The US Census Bureau's American Community Survey estimated that GISD had 24,179 residents (38.6% of the total population) with income in the past 12 months below the poverty level. This total is higher than that of the Las Cruces school district at 22.9%, but lower than Hatch Valley school district's total at 42.1%. (Source: US Census, ACS 2009-2013)

The 2009 Census poverty data published by the New Mexico Public Education Department reported 6,822, or 45.6% of 5- to 17-year-olds in GISD lived below poverty level. In the Hatch Valley school district, the rate was 47.9% and in the Las Cruces school district, it was lower at 27.9%.

Employment and Unemployment

County employment grew by over 20,500 jobs between 2000 and 2014, a 31% increase over the period, but growth has been slow since 2008.

From 2010 to 2015, the number of jobs in Doña Ana County hovered at about 86,000. The county added nearly 1,500 jobs from 2015 to 2016 for a total of 88,156 jobs..

Exhibit 2-20
*County Covered
Employment*
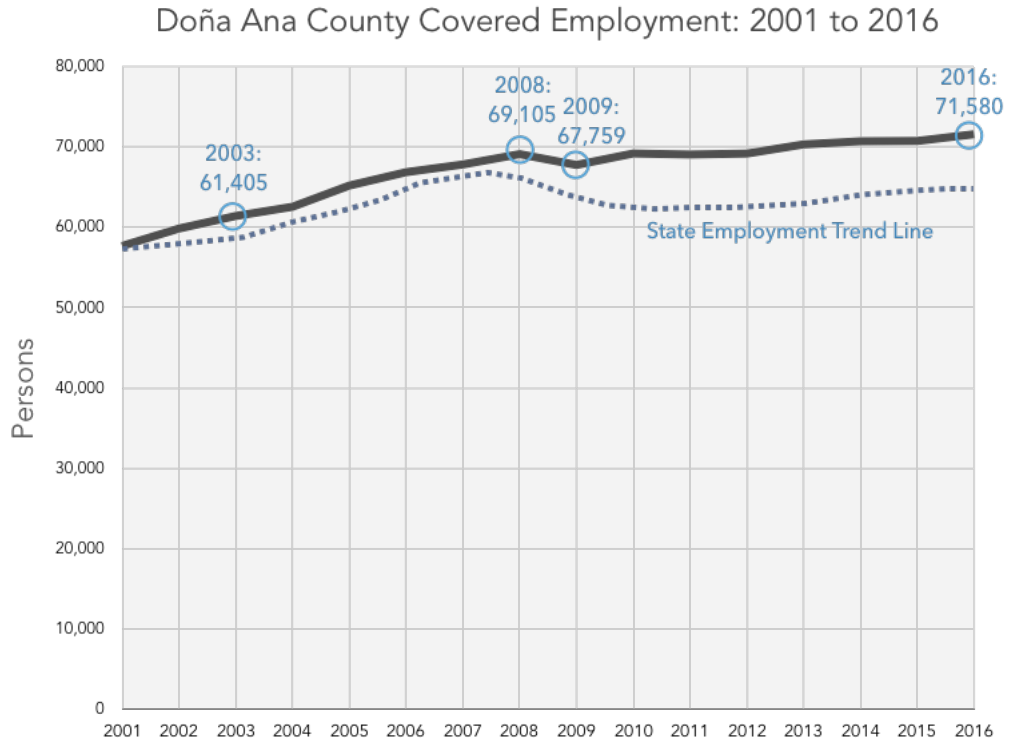
Doña Ana County Covered Employment: 2001 to 2016

2003: 61,405

2008: 69,105   2009: 67,759

2016: 71,580

State Employment Trend Line

Source: U.S. Dept. of Labor, Bureau of Labor Statistics, *Quarterly Census of Employment and Wages.*

Exhibit 2-21
*State Covered
Employment*
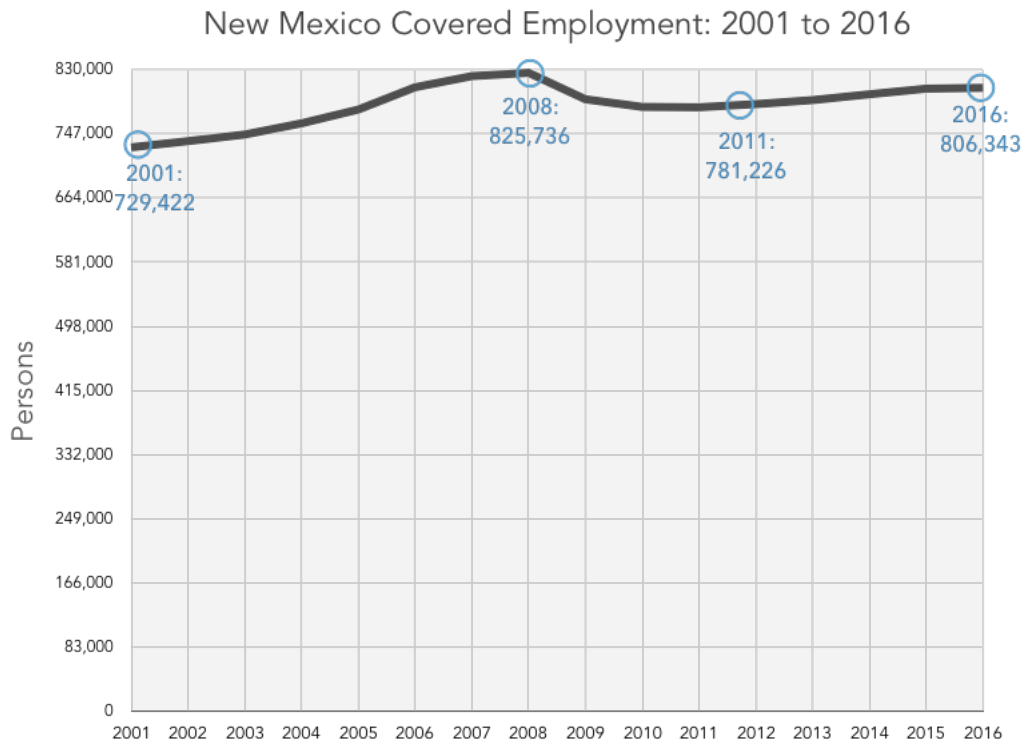
New Mexico Covered Employment: 2001 to 2016

2008: 825,736

2011: 781,226

2016: 806,343

2001: 729,422

Source: U.S. Dept. of Labor, Bureau of Labor Statistics, *Quarterly Census of Employment and Wages.*

Exhibit 2-22 County Jobs and Employment

Annual Jobs & Employment for Doña Ana County, 2012 to 2016

	2012	2013	2014	2015	2016
Dona Ana County Employment	86,905	86,671	86,632	86,665	88,156
Dona Ana County Unemployment	6,839	7,028	6,864	6,862	6,845
Dona Ana County Unemployment Rate	7.3%	7.5%	7.3%	7.3%	7.2%
New Mexico Unemployment Rate	7.1%	7.0%	6.7%	6.8%	6.7%
US Unemployment Rate	8.1%	7.4%	6.2%	5.3%	4.9%

Source: NMDWS, Local Area Unemployment Statistics program in conjunction with US Bureau of Labor Statistics

Exhibit 2-23 County Employment Sectors

Doña Ana County Selected Employment Sectors 2001-2016

Source: US Dept. of Labor, Bureau of Labor Statistics, Quarterly Census of Employment and Wages.
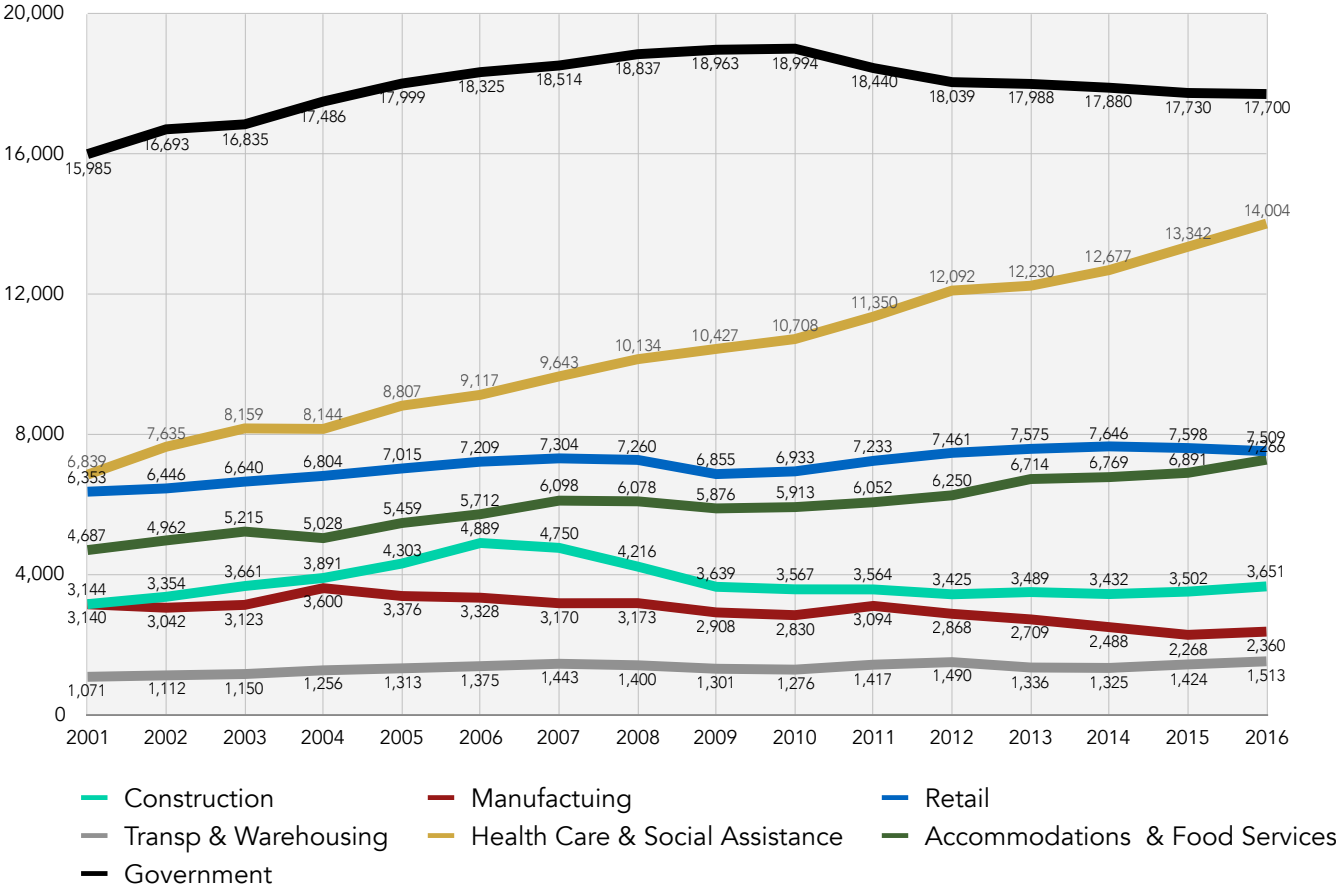
County unemployment is higher than the state average.

Many sectors in the county lost jobs from 2011 to 2016.

Unemployment has fluctuated between 6,000 and 7,600 persons since 2009, exceeding the state's unemployment rate.

From 2011 to 2016, many sectors lost jobs in Doña Ana County. A few gained jobs.

The strongest sectors include:
- *Health care and social assistance: added over 2,600 jobs*
- *Accommodation and food services: added about 1,200 jobs*

Sectors that experienced decline include:
- *Administration and Waste Services: lost 900 jobs*
- *Manufacturing: lost about 700 jobs*

Regional Trends

Las Cruces
White Sands Missile Range (WSMR) Expansion

There is potential for military facility expansions in the future, which could bring families to the Gadsden area.

Between the summer of 2008 and fall of 2009, 594 military personnel in the engineering battalion relocated to WSMR. Although the military announced earlier that a heavy combat brigade with over 3,900 military personnel would arrive in FY 2013, it has cancelled that expansion plan. However, language was included in the 2014 National Defense Authorization Act to expand the security buffer by 5,100 acres of land transferred from the Bureau of Land Management to the US Army to provide a critical safety and security buffer to NASA's White Sands Test Facility and the Department of Defense's Aerospace Data Facility - Southwest, both tenants of White Sands Missile Range.

The Mesilla Valley Economic Development Alliance (MVEDA)
MVEDA targets sectors in manufacturing and logistics, aerospace, renewable energy, business and financial services, technology, value-added agriculture, and digital media throughout the county.

Fort Bliss
The Fort Bliss expansion stimulated El Paso's economy and contributed to employment in the decade of the 2000. In 2014, the Desert Defender Ground Combat Readiness Training Center opened at the base. The training center consolidates all Air Force security training forces where active duty, Air National Guard, and Air Force Reserve will train together.

Maquiladoras

Maquiladora employment in Ciudad Juarez (the yellow and gray lines in the following chart) has grown faster than the US manufacturing employment index (red) since the recession. Foxconn, south of Santa Teresa, is a large new enterprise that may stimulate more employment within the school district.

Exhibit 2-24

Ciudad Juarez Maquiladora Employment and US Manufacturing
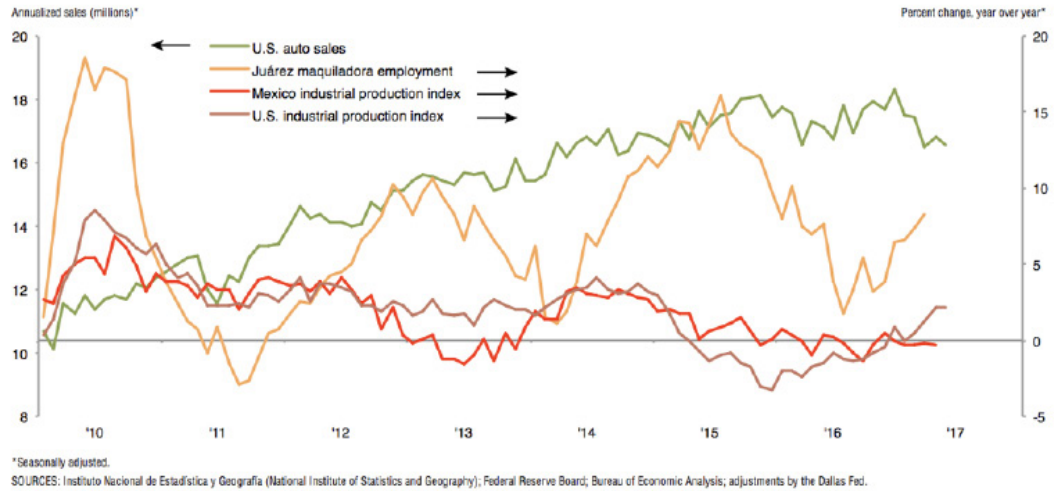
Source: Federal Reserve Bank of Dallas, 2017

The Trump administration has reopened NAFTA discussions that may influence trade with Mexico.

US industrial production rose 2.2% year over year in May 2017. As the US industrial sector continues to show growth, Mexico's maquiladoras continue to add jobs. According to Mexico's IMMEX program series, Juárez manufacturing employment totaled over 274,000 in March, 2017, up 8.2% from a year earlier, reaching a new post-recession high.

Uncertainty is causing delays in decisions to move development projects forward.
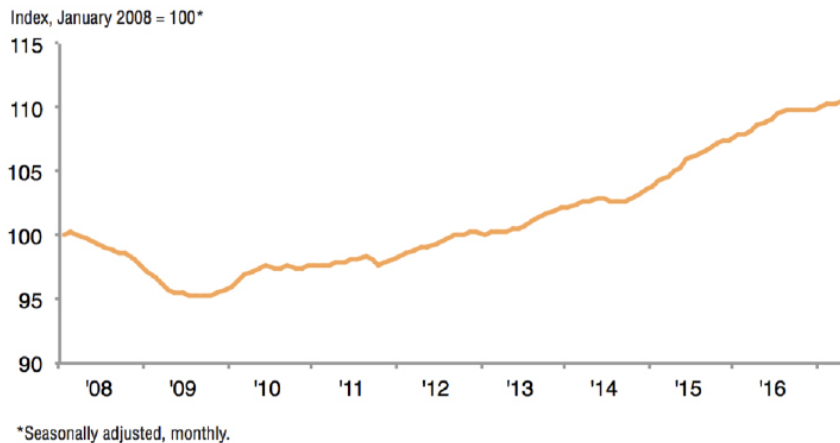
Exhibit 2-25

El Paso Business-Cycle Index

Source: Federal Reserve Bank of Dallas, 2017

US-Mexico policy uncertainty is hampering cross-border trade at the retail level as well as export growth to Mexico from NM

The El Paso Business-Cycle Index, which is based on employment, unemployment, retail sales and wages, posted an annualized growth of 2.1% in May. The strong labor market resulted in continued gains in the index. Meanwhile, retail sales totaled $2.9 billion in the fourth quarter of 2016, down 5.5% from third quarter 2016 sales, but showing no change from retail sales a year earlier. The quarterly decline in retail sales may be due to a slowdown in retail spending by Mexican nationals. (Source: Federal Reserve Bank of Dallas, 2017)

New Mexico's exports to Mexico rose six years straight to an all-time high of $1.683 billion in 2015, before decreasing by $126 million, or 7.5%, last year, according to the US Department of Commerce. The 2016 dip is thought to be due in part to a weak peso and uncertainty over US-Mexico trade. (Source, Albuquerque Journal, 4/18/17)

Santa Theresa port of entry is growing quickly; trade through the port is growing, investment and jobs, are up and development continues

Santa Teresa Area
Over the last decade, the Santa Teresa port of entry has become increasingly important for commerce with Mexico. Truck crossings through the port have risen markedly. In 2004, the number of crossings averaged 2,432 per month up to 7,410 per month a decade later in 2014. In June 2015, monthly trade totaled approximately $23.5 billion, up from $18.3 billion a year earlier. Machinery and transport equipment dominate trade through the port, accounting for more than 90% of all goods passing through.

Union Pacific Railroad invested $300 million in a refueling station and intermodal train/truck transportation near the Santa Teresa municipal airport. This investment has been one of the most significant and has been a source of job creation in the state in the past several years. The Union Pacific intermodal park employs 300 local residents.

Other major developments in Santa Teresa include:
- TE Connectivity Ltd.
- Interceramic, Inc.
- Expeditors International - El Paso
- NRG Solar's photovoltaic plant

Key Industries

<u>Manufacturing and logistics</u>: the Santa Teresa Intermodal Terminal, Port of Entry and Foreign Trade Zone are all in the GISD area. The Foreign Trade Zone covers the entire county.

<u>Technology</u>: White Sands Missile Range is a key asset in proximity to GISD. Defense contractor TMC Design Corporation is located in Las Cruces. General Dynamics opened SpacePlex 2 in Arrowhead Research Park. Primera Technologies, provider of IT solutions to the government and government contractors, recently joined MVEDA.

<u>Renewable energy</u>: includes the solar generation of electricity, and manufacture of solar energy components; bioenergy, including Sapphire Energy operations; and geothermal and anaerobic digestion of Las Cruces wastewater sludge to generate methane for production of electricity and heat.

<u>Digital media</u>: MVEDA promotes movie-making, editing and education with New Mexico State University and Doña Ana Community College Creative Media Technology program for film and digital arts.

Agriculture

Agriculture in Doña Ana County has high direct, indirect and induced employment. Work includes farm labor to grow and pick produce (offering many part-time seasonal jobs), processing food and other products, work involving farm implements and other supplies, and transportation and warehousing. While county acreage is declining, production per acre has increased.

Chile
Doña Ana County is second largest in chile production after Luna County. Chile acreage and production have historically declined, due largely to a labor shortage. Acreage of green chile is reportedly stabilizing. While acreage fluctuates from year to year, observers believe that it did not decline overall from 2012 to 2015.

Production and harvested acreage have trended down over the last 18 years. Harvested acreage decreased from 8,965 acres in 1992 to 1,900 acres in 2015. Over the last 30 years, production per acre and value increased substantially. The effects of drought, crop preference, labor availability and mechanization in Mesilla and Hatch Valleys all affect chile production.

Exhibit 2-26
Doña Ana Chile Production: 2000 to 2015
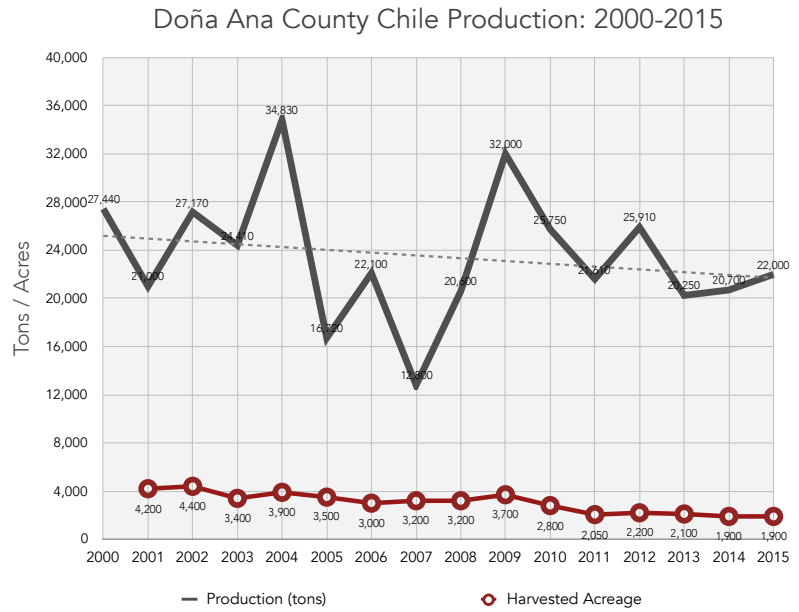
Doña Ana County Chile Production: 2000-2015

Sources: US Department of Agriculture, National Agricultural Statistics Service, Annual Statistical Bulletin, and 1997 Agricultural Census

Exhibit 2-27
Doña Ana County Population and Agricultural Land

Doña Ana County Population and Agricultural Land by Sample Year
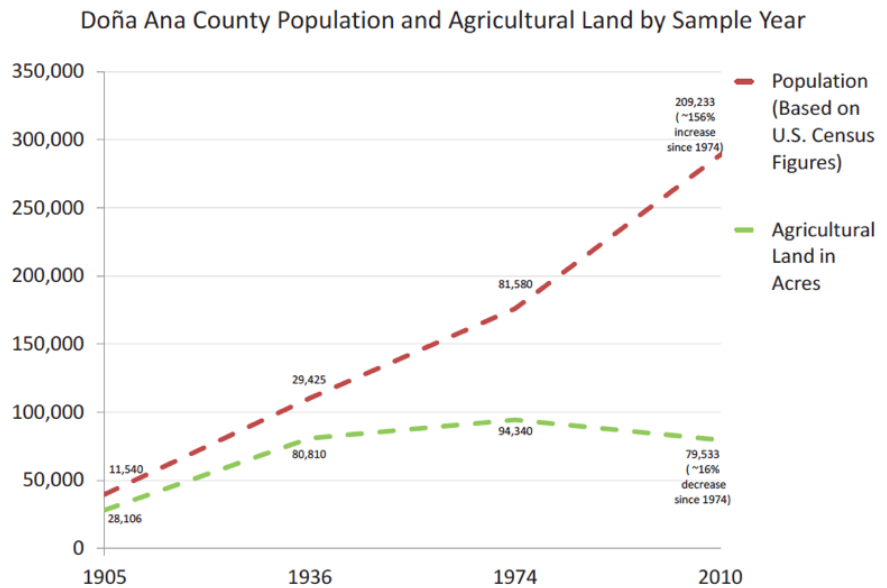
Sources; Dennis Smith, County GIS; NMSU Sustainable Urban Planning Studio (June 2012)
Reported in Dona Ana County Snapshot Report, May 2013

Pecan production is rising. The crop has higher value than chile, but brings fewer jobs

Pecans

New Mexico was the largest producer of pecans in the US for several years since 2006, and Doña Ana County was the largest producing county in US in 2007 and 2012. Pecan acreage and production have increased; pecans are a higher value crop with more mechanization and lower labor requirements compared to chiles.

Production and harvested acreage have trended up over the last ten years. The number of pecan farms in the county increased from 733 in 1997 to 1,145 in 2007. In 2012, 1,310 farms grew fruit and tree nuts in Doña Ana County, although not specifically pecans. (Source: 2012 Agricultural Census)

Exhibit 2-28
Doña Ana Pecan Production: 2000 to 2015
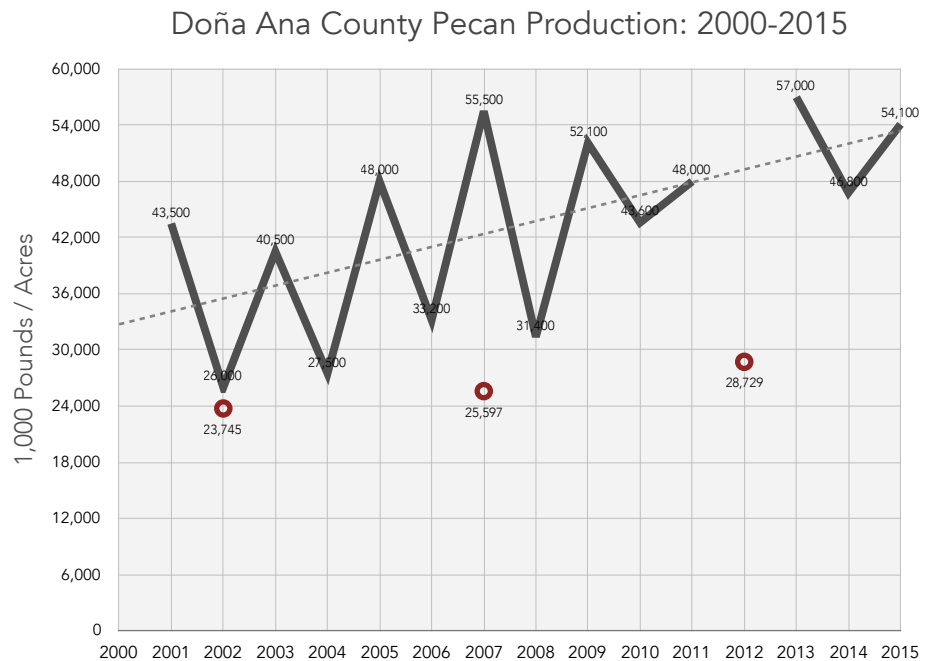
Doña Ana County Pecan Production: 2000-2015

Sources: US Department of Agriculture, National Agricultural Statistics Service, Annual Statistical Bulletin, and 1997 Agricultural Census

Cotton and Onions

Cotton and onions are other major crops in Doña Ana County. Growers harvested 14,295 acres in cotton in 2007, the most in the state, and harvested 3,500 acres in onions in 2008, the most in the state. (Sources: 2007 Census of Agriculture; New Mexico 2008 Agricultural Statistics)

Dairies

Dairies are another major agricultural niche in the county. Doña Ana County had 52,000 milk cows in 2008, the third most in New Mexico after Chaves and Curry Counties.

Irrigation Water Issues

Irrigation water is suspectable to drought and aquifer drawdown. Hydrographs developed to understand the effects of groundwater pumping and drought in the lower Mesilla Valley show a 16-foot water-level decline and recovery during the 1950-1957 drought, and a 26-foot water-level decline during the 2008-2014 drought. Unlike the 1950's drought, however there was no recharge and recovery during the proceeding El Niño year. Difficulty recharging at current depths, changing climate and increased pumping cause may continue to hinder recharge and ultimately strain the capacity of the aquifer to meet agricultural needs.

The Rio Grande Compact ensures delivery of water to Texas and Mexico. However, a Texas-New Mexico water lawsuit currently before the US Supreme Court in which Texas focuses on downstream pumping could limit Doña Ana County farmers' use of groundwater that they need most during droughts.

Growing less water-intensive crops or shorter season crops may stave off decline in operations and employment. A favored strategy is growing onions and alfalfa rather than chiles and other crops in the county.

2.4 Enrollment

The district maintains 16 elementary schools, four pre-kindergarten schools, three middle schools, four high schools, and one alternative school.

2.4.1 Historic Enrollment

District enrollment increased until 2010, declined until 2014, and leveled off in 2015, but fell again from 2016 to 2017. Enrollment grew at an average annual rate of 1.0% from 1999 to 2010, and experienced an average loss of 1.3% per year from 2010 to 2014.

Gadsden Public School Total District Enrollment: 1999-2016
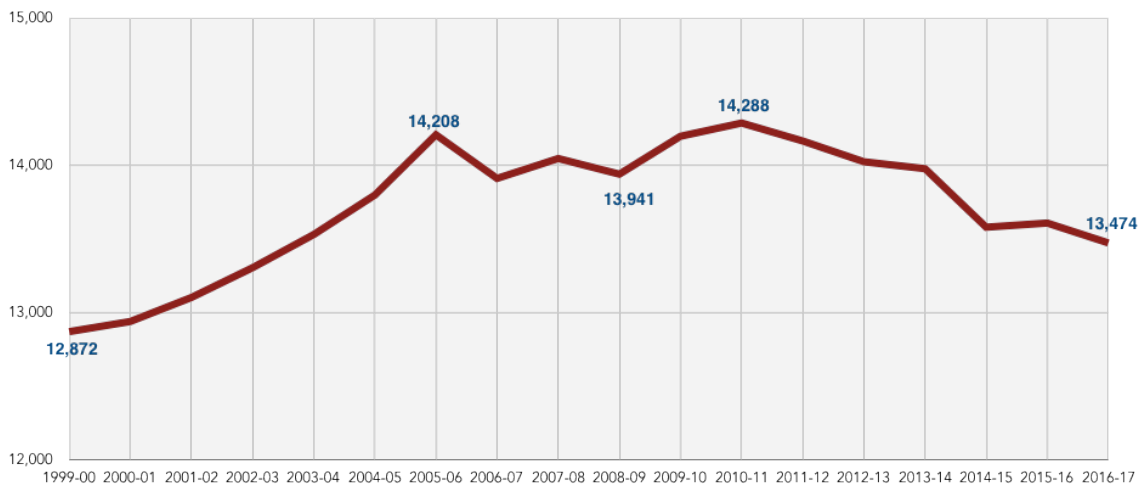
Source: New Mexico Public Education Department

Elementary and high school enrollment generally increased from 1999 to 2015, while middle school enrollment was stable from 2008 to 2014, with slow growth in 2015.

Special education 3Y and 4Y student enrollment has declined somewhat since 2009. The On-Track Pre-K program has grown since 2005.

Early Childhood Education Programs
The four On-Track Pre-K programs in the district have grown substantially over the past four years. Growth is limited by the number of classrooms and state funding.

Gadsden School Level Enrollment: 2002-2016
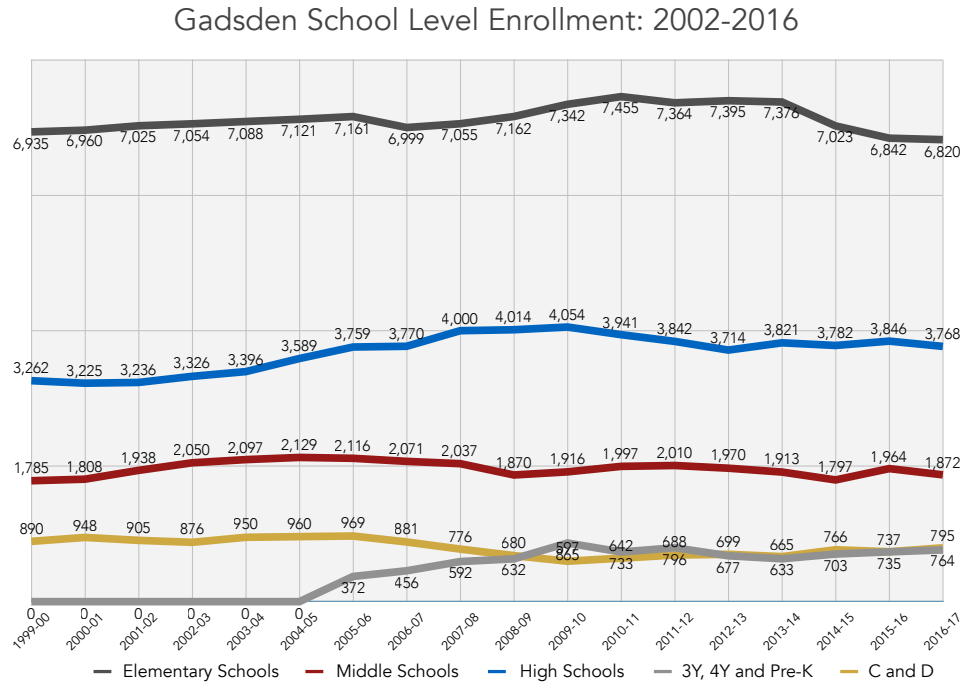
Exhibit 2-31
*Early Childhood
Enrollment*

Gadsden Pre-K Enrollment: 2002-2016

Source: New Mexico Public Education Department
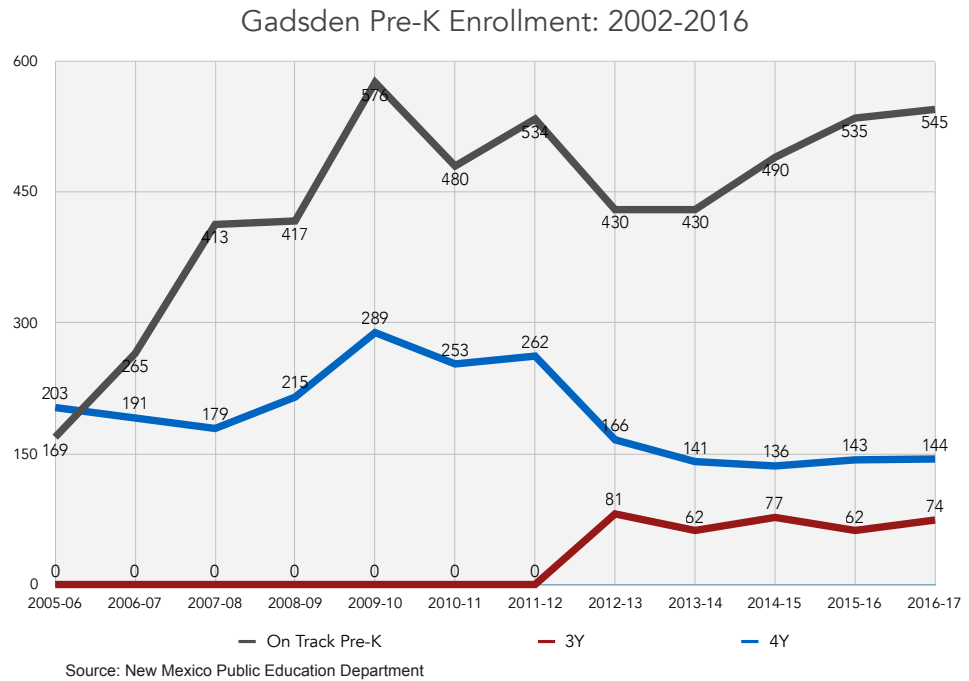
Other Pre-K Programs Using District Facilities

The district has several additional pre-kindergarten programs, some of which use district facilities. Sunrise ES has Help-New Mexico for four-year-olds. NMSU operates Pre-Ks at three schools, however, only Berino ES uses district facilities, with 15 to 20 students.

2.4.2 Enrollment Data

Historic Enrollment by Subarea
The following discussion divides the school district into four subareas to better track trends among schools that share similar geographic and community characteristics.

Exhibit 2-32
Gadsden School District Subareas
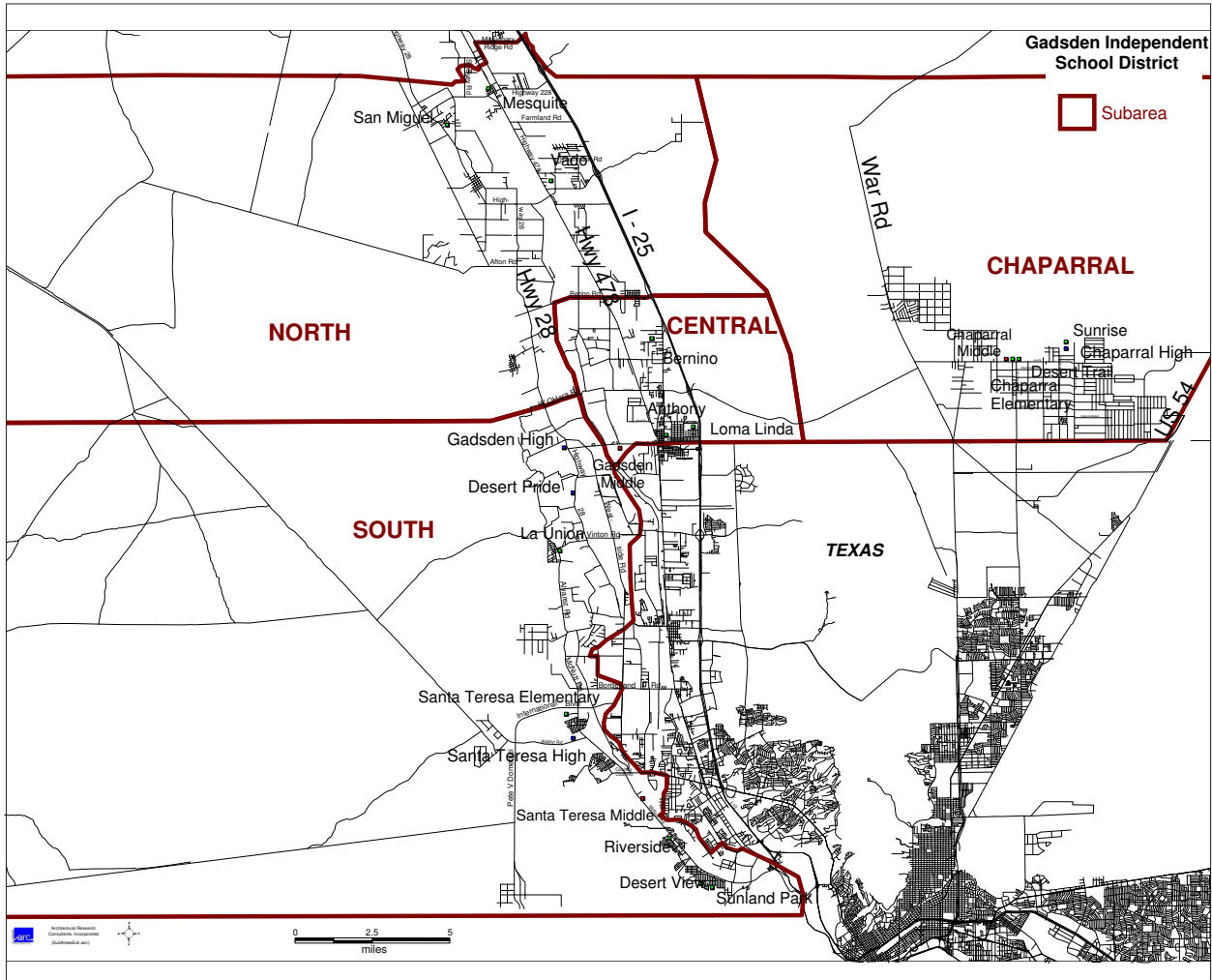
Historic Enrollment by Level
Special education 3Y and 4Y student enrollment was steady in the South and Central Subareas and grew in the North and Chaparral Subareas.

Elementary Schools
Enrollment in Gadsden elementary schools overall grew to a peak of almost 7,500 in the 2010-11 school year, but dropped by the 2016-17 school year to just below 6,820. Elementaries in the South, North and Central areas declined slightly in the last decade, but enrollment in the Chaparral area grew.

Exhibit 2-33 *Historic 3Y and 4Y Enrollment by Subarea*

GISD 3Y and 4Y Enrollment by Subarea: 2005-2015

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
South Subarea											
Desert View	0	0	8	3	10	16	31	29	26	23	27
La Union	9	15	11	11	13	13	10	15	13	9	12
Riverside	28	23	25	19	30	32	24	19	6	8	8
Santa Teresa	20	21	18	18	28	14	13	11	14	16	16
Sunland Park	22	18	21	25	29	29	30	28	30	26	14
Subtotal	**79**	**77**	**83**	**76**	**110**	**104**	**108**	**102**	**89**	**82**	**77**
Central Subarea											
Anthony	34	23	25	37	38	30	27	27	26	37	29
Berino	17	17	14	16	25	16	25	26	14	17	16
Gadsden	0	0	0	0	0	4	3	4	1	3	5
Loma Linda	0	1	0	2	4	1	2	2	1	0	1
Subtotal	**51**	**41**	**39**	**55**	**67**	**51**	**57**	**59**	**42**	**57**	**51**
North Subarea											
Mesquite	7	1	0	5	7	7	3	3	12	19	10
North Valley	0	0	0	15	13	17	21	14	5	0	6
San Miguel	7	9	16	0	0	0	0	0	0	0	0
Vado	8	14	15	21	25	24	18	10	12	15	17
Subtotal	**22**	**24**	**31**	**41**	**45**	**48**	**42**	**27**	**29**	**34**	**33**
Chaparral Subarea											
Chaparral	35	40	21	16	32	28	32	34	21	18	21
Desert Trail	0	0	8	3	10	16	31	29	26	23	27
Sunrise	16	9	5	25	30	20	18	20	16	18	16
Subtotal	**51**	**49**	**34**	**44**	**72**	**64**	**81**	**83**	**63**	**59**	**64**
Total	**203**	**191**	**187**	**216**	**294**	**267**	**288**	**271**	**223**	**232**	**225**

Source: New Mexico Public Education Department

Exhibit 2-34 *Historic On-Track Enrollment*

Enrollment of On-Track 4Y Pre-K Students

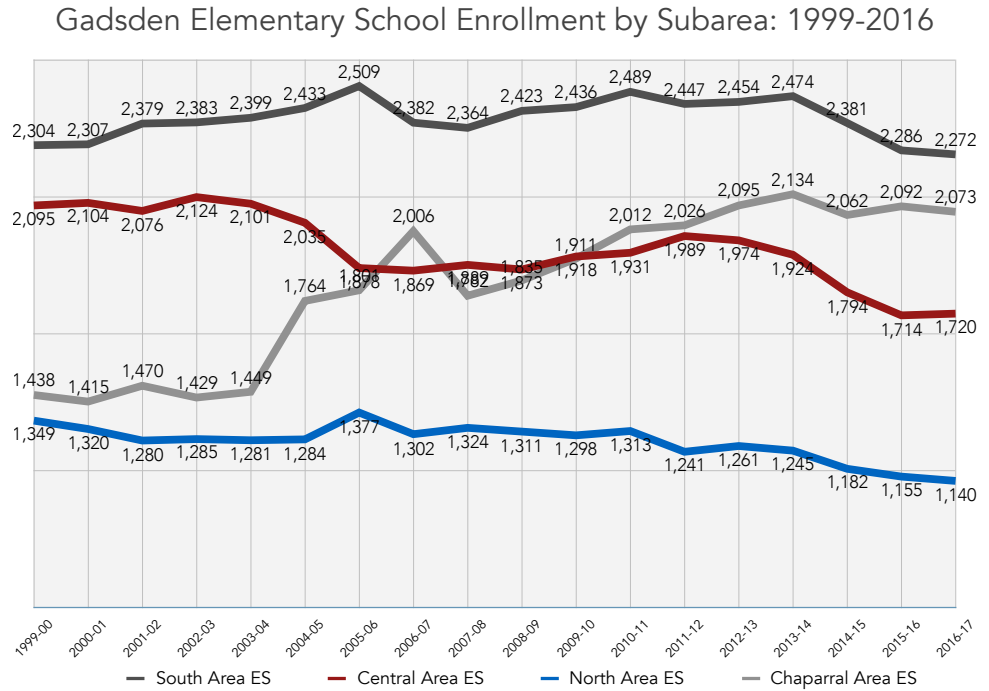|	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
ON TRACK PRE-K CENTER CENTRAL (Anthony)			80	74	128	96	114	90	90	122	128
ON TRACK PRE-K CENTER EAST (Chaparral)			81	119	128	96	114	90	90	101	125
ON TRACK PRE-K CENTER NORTH (La Mesa)		92	83	73	128	96	114	90	90	95	102
ON TRACK PRE-K CENTER SOUTH (GAC)	169	173	169	151	192	192	192	160	160	172	180
Total of 4Y Pre-K	**169**	**265**	**413**	**417**	**576**	**480**	**534**	**430**	**430**	**490**	**535**
% Change		*56.8%*	*55.8%*	*1.0%*	*38.1%*	*-16.7%*	*11.3%*	*-19.5%*	*0.0%*	*14.0%*	*9.2%*

Exhibit 2-35 *Historic ES Enrollment by Subarea*

Historic and Projected Pre-K to 6* Enrollment of GISD Elementary Schools By Subareas

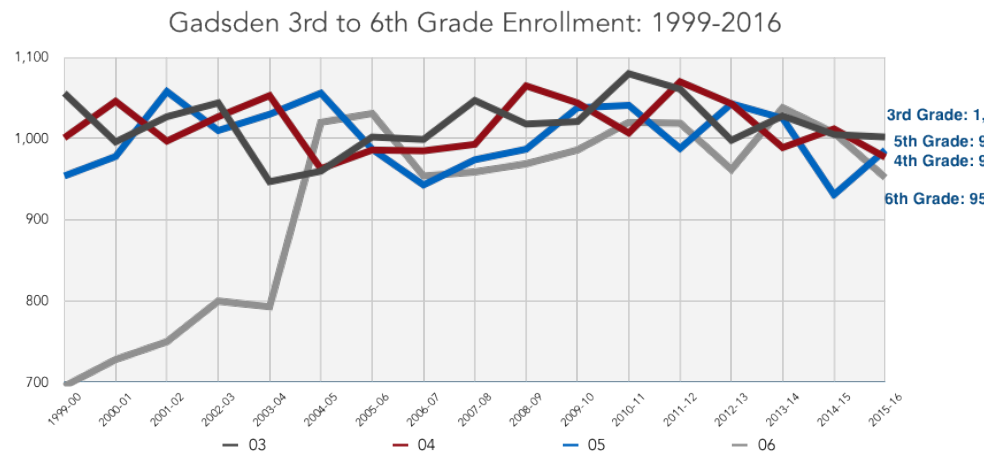| South Subarea	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Desert View	511	506	508	533	538	521	542	521	521	513	488
La Union	292	291	278	274	270	299	267	279	286	282	297
Riverside	722	657	677	738	758	738	695	663	671	637	607
Santa Teresa	511	445	541	545	585	617	631	680	683	651	627
Sunland Park	496	578	435	408	390	404	394	389	382	361	324
Subtotal	**2,532**	**2,477**	**2,439**	**2,498**	**2,541**	**2,579**	**2,529**	**2,532**	**2,543**	**2,444**	**2,343**
Change	*2,072*	*-55*		*59*	*43*	*38*	*-50*	*3*	*11*	*-99*	*-101*
% Change	*450.4%*	*-2.2%*		*2.4%*	*1.7%*	*1.5%*	*-1.9%*	*0.1%*	*0.4%*	*-3.9%*	*-4.1%*
Central Subarea											
Anthony	1,801	2,006	718	727	743	477	436	451	449	438	429
Berino			676	663	686	570	588	563	530	519	479
Gadsden						518	544	531	525	508	499
Loma Linda			534	538	556	417	478	488	462	386	358
Subtotal	**1,801**	**2,006**	**1,928**	**1,928**	**1,985**	**1,982**	**2,046**	**2,033**	**1,966**	**1,851**	**1,765**
Change	*37*	*205*		*0*	*57*	*-3*	*64*	*-13*	*-67*	*-115*	*-86*
% Change	*2.1%*	*11.4%*		*0.0%*	*3.0%*	*-0.2%*	*3.2%*	*-0.6%*	*-3.3%*	*-5.8%*	*-4.6%*
North Subarea											
Mesquite			496	451	438	433	385	397	373	372	364
North Valley				418	413	440	430	423	420	383	377
San Miguel			378								
Vado	36	33	481	483	492	488	468	468	481	461	447
Subtotal	**36**	**33**	**1,355**	**1,352**	**1,343**	**1,361**	**1,283**	**1,288**	**1,274**	**1,216**	**1,188**
Change	*36*	*-3*		*-3*	*-9*	*18*	*-78*	*5*	*-14*	*-58*	*-28*
% Change	*#DIV/0!*	*-8.3%*		*-0.2%*	*-0.7%*	*1.3%*	*-5.7%*	*0.4%*	*-1.1%*	*-4.6%*	*-2.3%*
Chaparral Subarea			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Chaparral	7,565	7,559	716	721	741	771	755	772	753	720	734
Desert Trail			593	626	688	735	815	882	933	928	944
Sunrise			507	532	554	570	537	524	511	473	478
Yucca Heights											
Subtotal	**7,565**	**7,559**	**1,816**	**1,879**	**1,983**	**2,076**	**2,107**	**2,178**	**2,197**	**2,121**	**2,156**
Change	*49*	*-6*		*63*	*104*	*93*	*31*	*71*	*19*	*-76*	*35*
% Change	*0.7%*	*-0.1%*		*3.5%*	*5.5%*	*4.7%*	*1.5%*	*3.4%*	*0.9%*	*-3.5%*	*1.7%*
On-Track Pre-K						2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Anthony			80	74	128	96	114	90	90	122	128
Chaparral			81	119	128	96	114	90	90	101	125
La Mesa			83	73	128	96	114	90	90	95	102
GAC			169	151	192	192	192	160	160	172	180
Subtotal			**413**	**417**	**576**	**480**	**534**	**430**	**430**	**490**	**535**

Source: New Mexico Public Education Department

Exhibit 2-36

Historic ES Enrollment by Subarea (does not include 3Y, 4Y, or "other" schools)

Gadsden Elementary School Enrollment by Subarea: 1999-2016

South Area ES: 2,304, 2,307, 2,379, 2,383, 2,399, 2,433, 2,509, 2,382, 2,364, 2,423, 2,436, 2,489, 2,447, 2,454, 2,474, 2,381, 2,286, 2,272

Central Area ES: 2,095, 2,104, 2,076, 2,124, 2,101, 2,035, 1,878, 1,869, 1,882, 1,835, 1,918, 1,931, 1,989, 1,974, 1,924, 1,794, 1,714, 1,720

Chaparral Area ES: 1,764, 2,006, 1,911, 1,873, 2,012, 2,026, 2,095, 2,134, 2,062, 2,092, 2,073

North Area ES: 1,349, 1,320, 1,280, 1,285, 1,281, 1,284, 1,377, 1,302, 1,324, 1,311, 1,298, 1,313, 1,241, 1,261, 1,245, 1,182, 1,155, 1,140 / 1,438, 1,415, 1,470, 1,429, 1,449

Legend: — South Area ES — Central Area ES — North Area ES — Chaparral Area ES

Exhibit 2-37

(Right and Below Right) Historic ES Enrollment Trends by Grade (does not include C and D)

Gadsden Kindergarten, 1st and 2nd Enrollment: 1999-2016

1st Grade: 1,008
2nd Grade: 1,000
Kinder: 933

Legend: — Kindergarten — 01 — 02

Gadsden 3rd to 6th Grade Enrollment: 1999-2016

3rd Grade: 1,
5th Grade: 9
4th Grade: 9
6th Grade: 95

Legend: — 03 — 04 — 05 — 06
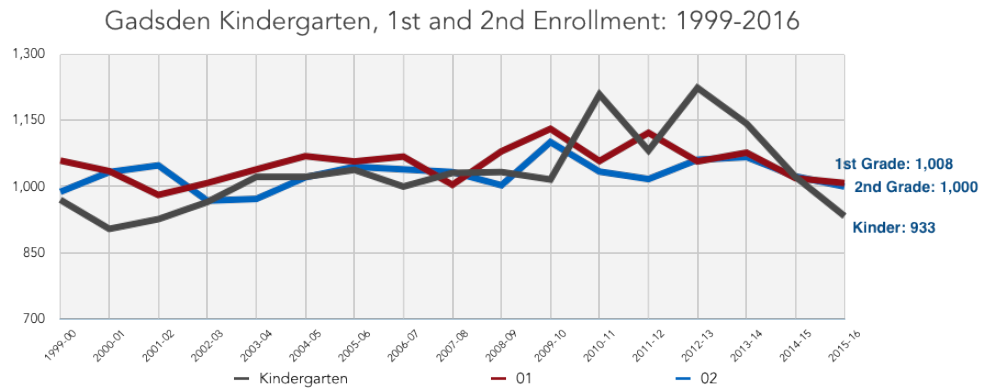
Source: New Mexico Public Education Department

Exhibit 2-38
Historic MS Enrollment (does not include C and D)

Gadsden Middle School Enrollment: 1999-2016

Chaparral Middle: 609, 703, 693, 714, 715, 521, 534, 346, 548, 545, 520, 559, 555, 550, 569, 520, 569, 578
Gadsden Middle: 877, 914, 968, 1,018, 1,083, 1,036, 1,006, 983, 906, 819, 825, 849, 816, 788, 759, 801, 823, 767
Santa Teresa Middle: 603, 609, 657, 727, 735, 743, 739, 696, 691, 614, 625, 642, 686, 688, 627, 605, 721, 709
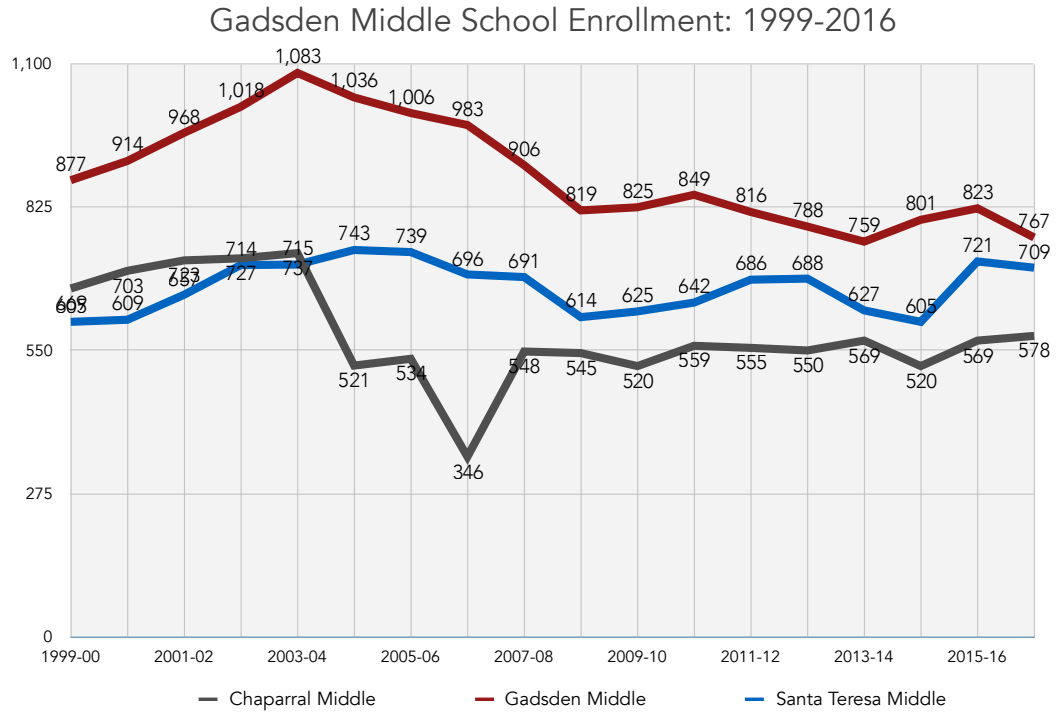
Source: New Mexico Public Education Department

Exhibit 2-39
Historic HS Enrollment (does not include C and D)

Gadsden High School Enrollment: 2002-2016

Gadsden High: 2,427, 2,422, 2,416, 2,429, 2,320, 2,406, 2,278, 2,019, 1,950, 1,743, 1,683, 1,715, 1,635, 1,595, 1,597, 1,578, 1,528, 1,471
Santa Teresa High: 1,051, 1,068, 1,041, 1,073, 1,093, 1,175, 1,235, 1,271, 1,300, 1,336, 1,268, 1,327, 1,298, 1,247, 1,262, 1,233, 1,245, 1,259
Chaparral High: 214, 423, 713, 888, 959, 1,078, 1,079, 1,079, 1,110, 1,015, 1,066, 1,043
Alta Vista Early College: 140, 151, 182
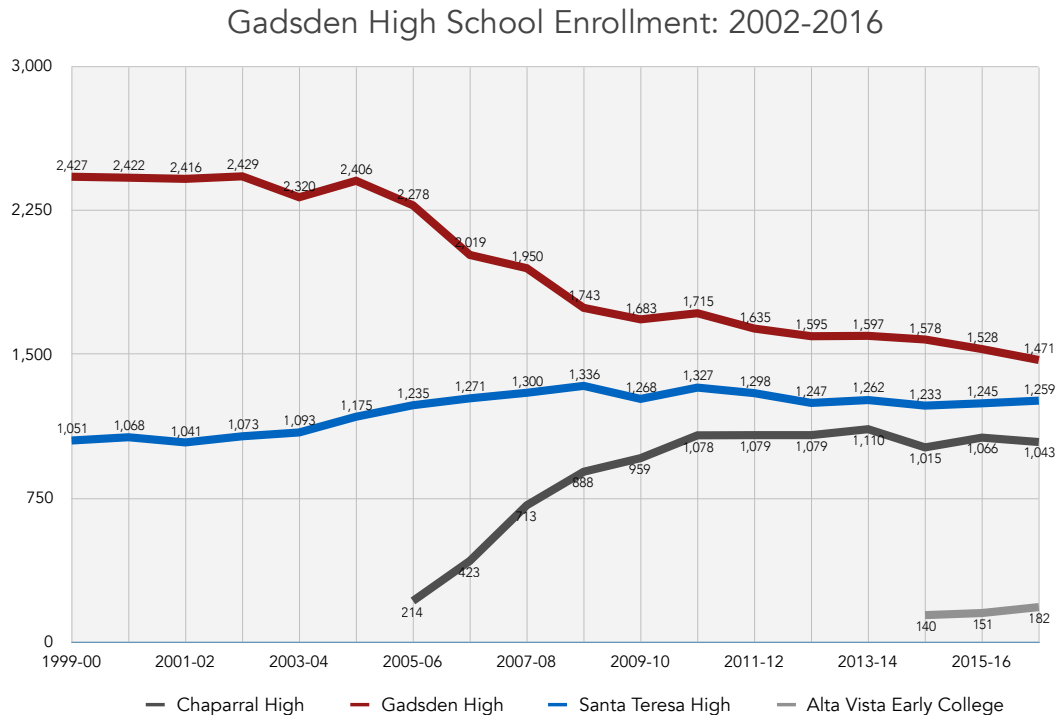
Source: New Mexico Public Education Department

Middle Schools
Middle school attendance generally declined from 2003 to 2006, and has been stable since. Although Chaparral and Santa Teresa Middle Schools are located in growth areas, they did not experience much historic growth. Both Gadsden Middle and Santa Theresa Middle Schools lost enrollment from the 2015-16 school year to the next year.

High Schools
High school enrollment increased by 477 students since 1999, but have fallen slightly from a peak in 2008/2009. Santa Teresa and Chaparral High School enrollments grew from 1999 and 2010. Gadsden High School experienced some decline, due to the reassignment of students from Gadsden High School to Chaparral High School upon Chaparral's opening in 2005. All three high schools experienced stable enrollment from 2012 to 2014. Both Chaparral and Santa Teresa High School enrollments had small gains in 2015. Gadsden High lost 57 students from 2015-16 to 2016-17, while Chaparral and Santa Theresa enrollment changed very little. Alta Vista Early College gained 31 students over the last school year.

Attendance areas for middle schools and high schools are unchanged, as shown in the map at right.

Neighboring School District Trends
Since 2000, surrounding New Mexico districts have experienced mixed patterns of growth. Enrollment in Las Cruces Schools grew, gaining 2,400 students since 2000, and in Alamogordo Schools, it declined. Deming Schools mostly have had flat enrollment. In the same time period, Gadsden gained 424 students.

Enrollment in nearby school districts in El Paso County, Texas peaked in 2012-13, and declined by an average of 0.8% per year. Over the ten-year period, Socorro ISD had the highest growth, adding 7,668 students, followed by Canutillo ISD, which gained 772 students. Anthony ISD enrollment was flat, while El Paso ISD lost 2,384 students and Ysleta ISD lost 3,029 students.

District Charter and Alternative Schools
Desert Pride is the only alternative school currently operating in the district. Residential Treatment Center and Homebound/Hospital are alternative programs.

Exhibit 2-40

*Middle and High
School Assignment
Areas*

**Gadsden Independent
School District**

Middle and High School
Assignment Areas

Mesquite

San Miguel

Vado

Gadsden

Chaparral

Sunrise

Chaparral
Middle

Chaparral High

Desert Trail

Chaparral
Elementary

Bernino

Anthony

Loma Linda

Gadsden High

Gadsden
Middle

Desert Pride

La Union

**Santa
Teresa**

Santa Teresa Elementary

Santa Teresa High

Santa Teresa Middle

Riverside

Desert View

Sunland Park

War Rd

I-25

Hwy 478

Hwy 28

US 54

arc

Architectural Research
Consultants, Incorporated
(MSHSareas.wor)

Exhibit 2-41
*Historic El Paso
Area Large School
Enrollment*

Large School Districts in El Paso Area Enrollment: 2004-2015
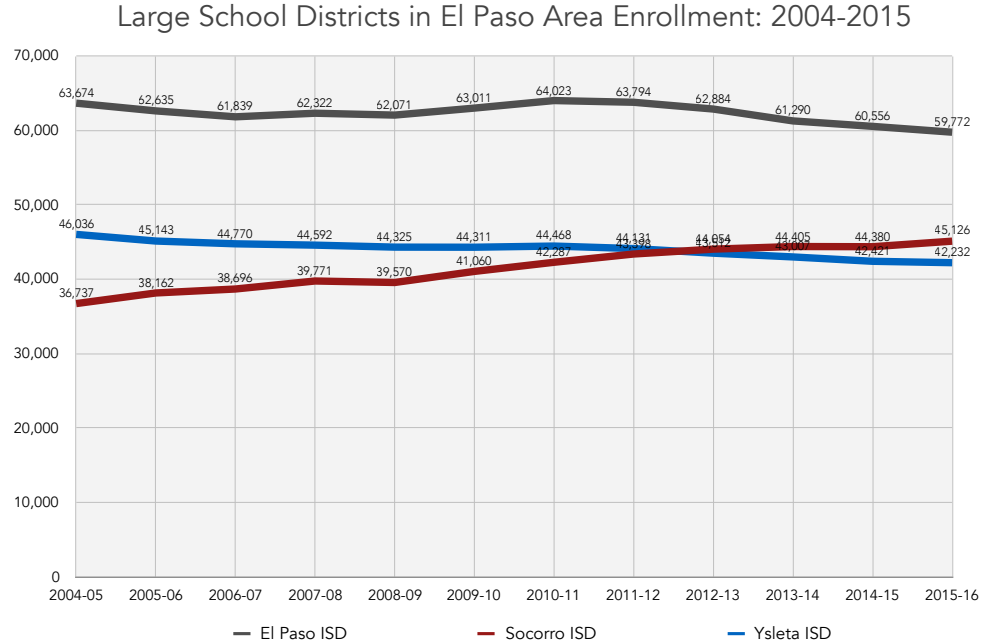
Source: Texas Education Agency

Exhibit 2-42
*Historic El Paso
Area Small School
Enrollment*

Small School Districts in El Paso Area Enrollment: 2004-2015
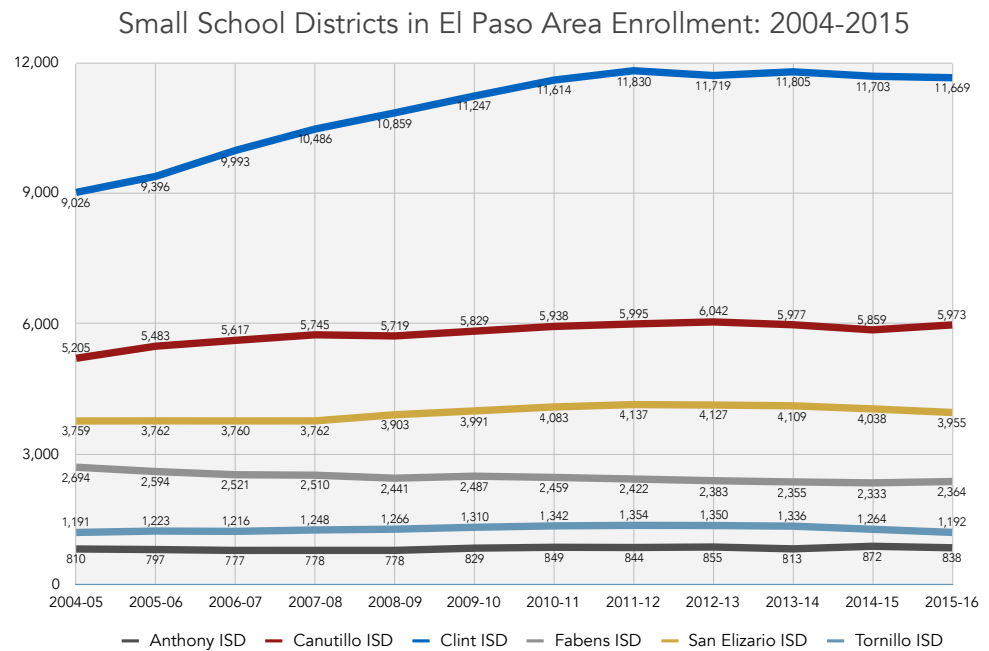
Source: Texas Education Agency

Summary of Drivers of Future Enrollment

Multiple factors suggest declining enrollment:
- Declining births and birth rates
- Decline in school-aged and main child-bearing aged populations
- District population is growing, but there has been a sharp decline in the growth rate across the region.
- Even during the economic downturn, employment trends have been mainly positive in El Paso, and in Doña Ana County, Santa Teresa and Las Cruces. With Union Pacific and other major job-generators, southern Doña Ana County has performed better than other metropolitan areas in New Mexico.
- New housing development has been steady, although at a lower level of activity than in the past. However, activity is expected to be sustained or increase somewhat with subdivisions in the Santa Teresa and Sunland Park area, to continue to grow in Chaparral, and grow somewhat in the valley.
- Fort Bliss expansion complete but White Sands may expand in the future
- Ciudad Juarez maquiladoras are growing, generally improving the regional economy.
- Immigration of residents to the U.S. has declined.
- From 2005 to 2010, GISD enrollment generally increased, but declined until 2017
- Increased pecan production replacing chile production has diminished the need for seasonal workers.

2.4.3 District Enrollment Projections

Prior projections were higher than actual enrollment.
- In the 2012 series, ARC projected growth, while the district's enrollment declined.
- In the 2015 series, ARC projected a gradual decline, but enrollment for 2016-17 was still lower than projected.

Development of district enrollment projections is based on a cohort survival method, which is the standard for projecting school enrollments. This method:
- Tracks the number of students in a cohort (a group of students in a certain age group who move together through one grade level to the next) through past grades

- Calculates survival rates (ratios of the number of students who remain from one year to the next), based on historical enrollments
- Calculates future enrollments using prevailing birth rates (for kindergarten) and average survival rates (for other grades)

As warranted, we adjusted ratios to reflect major factors identified during the growth analysis. Factored into the projections were dynamics such as major new developments in the assignment areas, new school programs, and new private or charter schools expected to attract current public school students. This method provides a projection range that typically incorporates future actual enrollment for five to seven years.

ARC projects elementary school (K-6) enrollment will decline slowly over the next 10 years, while middle school and high school enrollment will remain largely steady.

According to the mid-range projections, regular elementary school K-6 enrollment will decline at a slow average annual rate of -0.5%, but will vary by subarea, with very slow decline in the southern part of the district, and some decline in the Central and North Subareas.

Exhibit 2-43
Enrollment Projections by Range

GISD Projected Enrollment by Range 2010-2027

High: 14,058
Mid: 12,881
Low: 12,359

2016-17: 13,474

— Historic   — Middle   — High   — Low
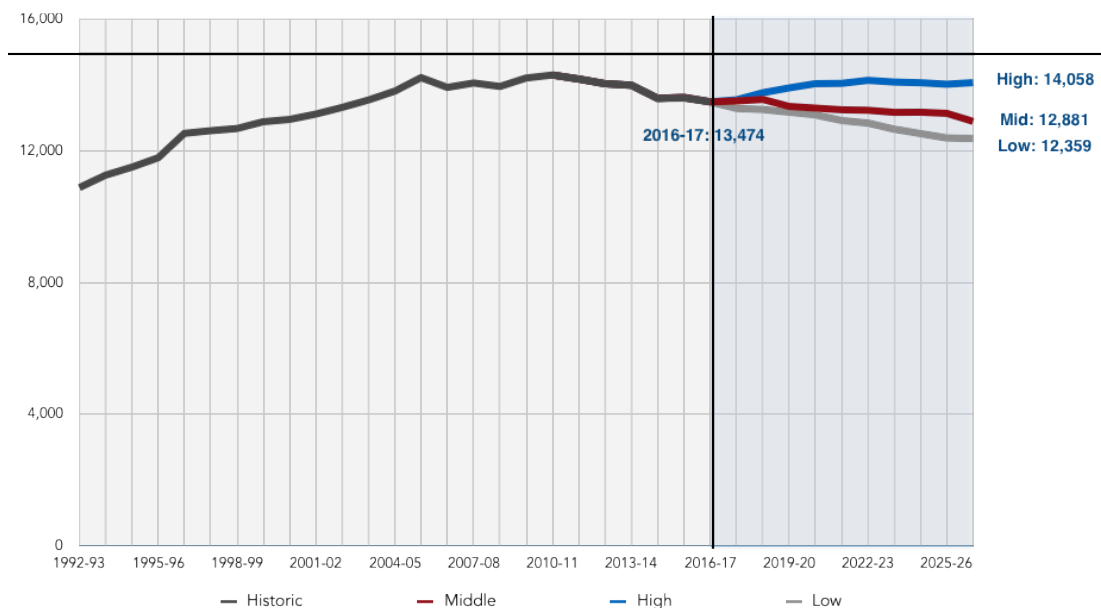
Exhibit 2-44
*GISD
Enrollment
Projections*

GISD Projected Mid-Range Enrollment 2010-2027

- Historic   — Middle
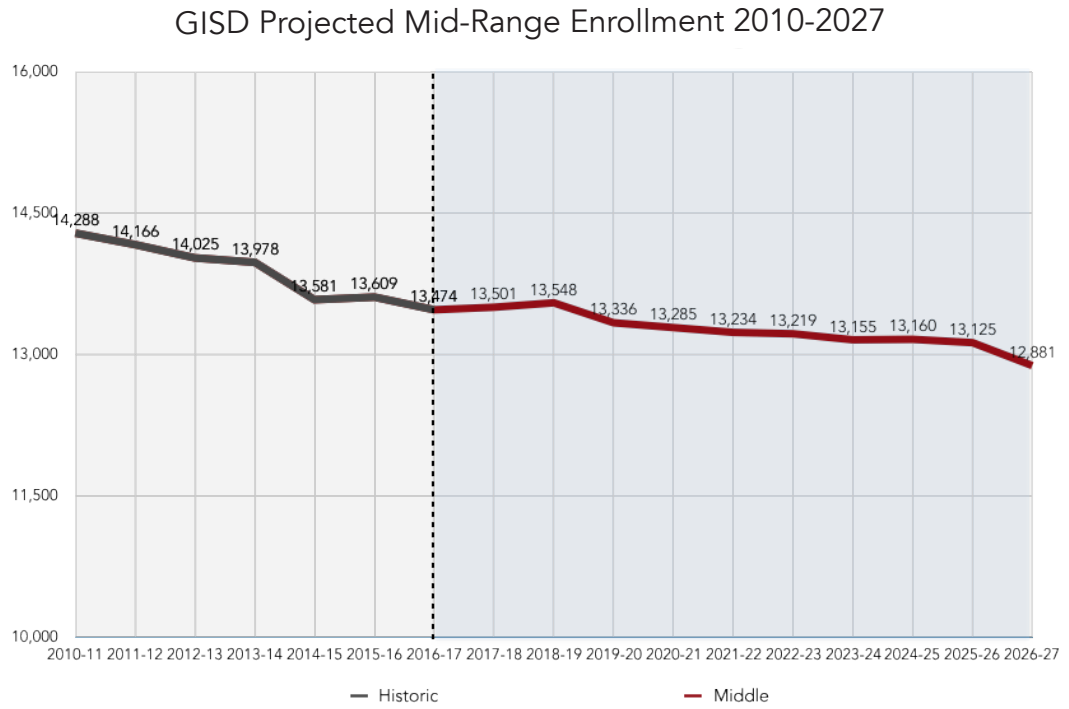
Exhibit 2-45
*Enrollment
Projections
by School
Level*

GISD Projected Enrollment by School Level 2010-2027

— Elementary   — Middle   — High
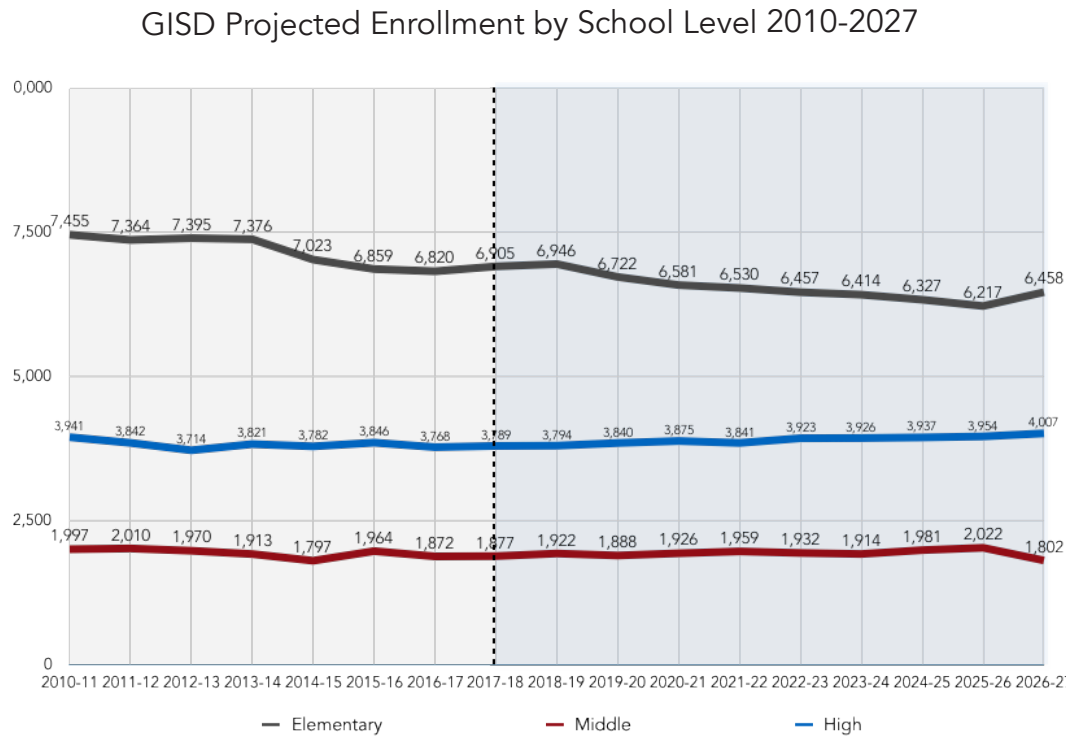
Based on these allocations, ARC adjusted the Subarea elementary school projections, as shown in the exhibit below.

Exhibit 2-46
ES Enrollment by Subarea Chart

Gadsden Projected Elementary Enrollment by Subarea
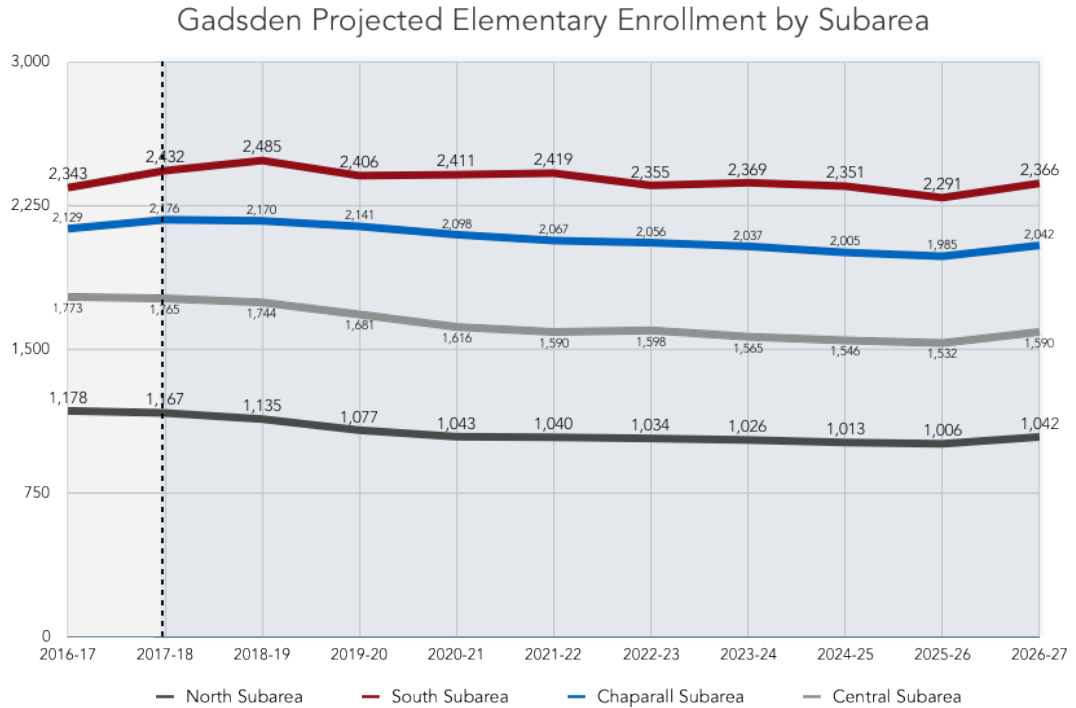
Special education 3Y and 4Y enrollment will decline at a rate of 0.1% per year, on average. On-Track Pre-K will grow at 1.2%. While the district must provide 3Y and 4Y education to impaired students, enrollment in the pre-K program depends on the level of support from state government.

ARC projects that enrollment at Chaparral MS will decline by -1.1% per year on average, while at Santa Teresa MS it will increase by 1.8%, and Gadsden MS enrollment will decline at a rate of -2.2% per year.

Chaparral HS is projected to increase at 1.25% per year and Santa Teresa HS by 1.1% per year, while Gadsden HS will decline by 1.7% per year.

Charter and alternative school enrollment is projected to increase somewhat due to growth in residential treatment center enrollment.

The tables on the following pages show mid-range enrollment projections by Subarea for elementary schools, and by grade for the entire school district.

Exhibit 2-47
ES Enrollment Projections by Subarea Table

Projected Pre-K to 6* Enrollment of GISD Elementary Schools By Subareas

South Subarea	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Desert View	494	481	487	482	467	461	443	432	425	421	437
La Union	319	309	309	302	284	267	256	256	252	249	258
Riverside	596	670	664	594	614	634	593	607	617	581	596
Santa Teresa	600	649	695	710	733	747	750	747	732	717	741
Sunland Park	334	322	329	318	314	310	313	328	325	323	334
Subtotal	**2,343**	**2,432**	**2,485**	**2,406**	**2,411**	**2,419**	**2,355**	**2,369**	**2,351**	**2,291**	**2,366**
Change	*-198*	*89*	*53*	*-79*	*6*	*8*	*-64*	*14*	*-18*	*-60*	*75*
% Change	*-7.8%*	*3.8%*	*2.2%*	*-3.2%*	*0.2%*	*0.3%*	*-2.6%*	*0.6%*	*-0.7%*	*-2.5%*	*3.3%*
Central Subarea											
Anthony	401	384	373	362	349	341	340	339	337	334	347
Berino	498	507	500	469	452	442	442	436	431	427	442
Gadsden	511	515	512	494	473	459	463	442	435	431	447
Loma Linda	363	359	360	356	342	348	354	348	344	341	354
Subtotal	**1,773**	**1,765**	**1,744**	**1,681**	**1,616**	**1,590**	**1,598**	**1,565**	**1,546**	**1,532**	**1,590**
Change	*-212*	*-8*	*-21*	*-63*	*-65*	*-25*	*8*	*-33*	*-19*	*-14*	*58*
% Change	*-10.7%*	*-0.5%*	*-1.2%*	*-3.6%*	*-3.9%*	*-1.6%*	*0.5%*	*-2.1%*	*-1.2%*	*-0.9%*	*3.8%*
North Subarea											
Mesquite	336	329	324	312	304	297	299	306	303	301	312
North Valley	383	384	374	342	332	335	338	329	324	322	333
San Miguel											
Vado	459	453	437	424	407	408	396	391	386	383	397
Subtotal	**1,178**	**1,167**	**1,135**	**1,077**	**1,043**	**1,040**	**1,034**	**1,026**	**1,013**	**1,006**	**1,042**
Change	*-165*	*-11*	*-32*	*-58*	*-35*	*-2*	*-7*	*-8*	*-13*	*-7*	*36*
% Change	*-12.3%*	*-0.9%*	*-2.7%*	*-5.1%*	*-3.2%*	*-0.2%*	*-0.7%*	*-0.8%*	*-1.2%*	*-0.7%*	*3.6%*
Chaparral Subarea	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Chaparral	546	544	515	496	484	489	484	477	471	466	483
Desert Trail	548	551	544	549	533	515	501	481	472	467	483
Sunrise	467	461	463	445	435	420	411	410	405	403	403
Yucca Heights	568	620	648	651	646	643	660	669	657	649	672
Subtotal	**2,129**	**2,176**	**2,170**	**2,141**	**2,098**	**2,067**	**2,056**	**2,037**	**2,005**	**1,985**	**2,042**
Change	*22*	*47*	*-5*	*-29*	*-43*	*-31*	*-11*	*-18*	*-32*	*-20*	*57*
% Change	*1.0%*	*2.2%*	*-0.2%*	*-1.4%*	*-2.0%*	*-1.5%*	*-0.6%*	*-0.9%*	*-1.6%*	*-1.0%*	*2.9%*
On-Track Pre-K	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Anthony	150	146	116	119	131	132	133	134	135	149	148
Chaparral	130	134	107	109	120	121	122	123	124	137	136
La Mesa	90	115	92	94	103	104	105	106	106	118	117
GAC	175	210	167	171	188	190	191	192	193	214	213
Subtotal	**545**	**606**	**481**	**492**	**543**	**547**	**551**	**554**	**558**	**618**	**615**
Change	*11*	*61*	*-124*	*10*	*51*	*4*	*4*	*4*	*4*	*60*	*-3*
% Change	*2.1%*	*11.2%*	*-20.5%*	*2.2%*	*10.3%*	*0.7%*	*0.7%*	*0.7%*	*0.7%*	*10.8%*	*-0.4%*
Total	**7,968**	**8,145**	**8,016**	**7,796**	**7,710**	**7,664**	**7,593**	**7,552**	**7,474**	**7,433**	**7,656**

Exhibit 2-48
District Enrollment Projections by Grade Level

GISD Enrollment: Historic and Projected Enrollment in Regular and Other Schools											
Grades	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
On Track Pre-K	545	606	481	492	543	547	551	554	558	618	615
3Y	75	57	59	65	65	66	66	67	74	73	73
4Y	144	194	146	147	160	162	163	164	167	182	182
Kindergarten	973	1,033	1,013	805	822	907	914	920	927	933	1,040
1	953	970	1,030	1,009	802	820	904	911	917	924	932
2	971	949	987	1,015	987	812	826	886	893	906	914
3	985	991	942	963	1,019	1,014	807	814	903	907	898
4	983	1,017	1,001	950	998	1,028	1,004	823	852	911	910
5	955	971	998	983	960	985	1,013	1,015	810	821	909
6	1,000	974	976	998	993	965	989	1,045	1,025	815	854
7	892	979	939	945	977	978	949	959	1,018	998	796
8	980	898	983	943	950	981	983	955	964	1,023	1,006
9	936	1,040	957	1,041	1,001	1,007	1,039	1,042	1,014	1,022	1,083
10	938	942	1,012	930	1,013	974	981	1,011	1,015	988	997
11	905	915	896	963	884	963	926	933	962	966	943
12	989	893	929	906	977	896	978	939	946	977	983
Spec Ed C	498	422	424	419	422	421	421	418	420	422	248
Spec Ed D	297	256	258	254	256	255	256	254	254	255	111
Total K-12	**13,255**	**13,249**	**13,343**	**13,124**	**13,060**	**13,006**	**12,989**	**12,924**	**12,919**	**12,870**	**12,626**
Change	*-149*	*-6*	*94*	*-219*	*-65*	*-54*	*-17*	*-65*	*-5*	*-50*	*-244*
% Change	*-1.1%*	*0.0%*	*0.7%*	*-1.6%*	*-0.5%*	*-0.4%*	*-0.1%*	*-0.5%*	*0.0%*	*-0.4%*	*-1.9%*
Total Including 3Y & 4Y	**13,474**	**13,501**	**13,548**	**13,336**	**13,285**	**13,234**	**13,219**	**13,155**	**13,160**	**13,125**	**12,881**
Total Including 3Y, 4Y and On-Track	**14,019**	**14,106**	**14,029**	**13,828**	**13,827**	**13,780**	**13,769**	**13,710**	**13,718**	**13,743**	**13,497**

Conclusion

Current mid-range enrollment projections show continuing decline for the next several years following the previous four-year trend, then some recovery. Contributing factors include projections for increasing county population, expected increase in birth rates and employment increases bringing new residents into the district.

2.5 Utilization and Capacity

2.5.1 Existing and Projected Utilization and Classroom Needs Analysis

See Section 4 Appendix for updated Utilization and Classroom Needs for Yucca Heights Elementary School.

2.5.2 School Site Capacity

See Section 4 Appendix for updated Site Capacity for Yucca Heights Elementary School.

2.5.3 Special Factors Influencing Classroom Use

This section has no changes.

2.5.4 Strategies Considered to Meet Needs

This section has no changes.

2.6 Technology

The district implemented a new technology plan in 2016. The plan is included in the Section 4 Appendix. Strategies for financing technology did not change.

2.7 Energy Management

This section has no changes.

2.8 Capital Funding

2.8.1 Capital Funding History

This section has no changes.
Exhibit 2-49 shows an overview of projects since 2016.

2.8.2 Resources Available

This section has no changes.

The district plans to ask voters for $40 million in the February 2018 Bond Election.

Exhibit 2-49
GISD Construction History

Gadsden Independent School District Construction History 2016-2017			
Location	**Project**	**Completed**	**Notes**
Santa Teresa MS	SpEd Restroom Addition	Working	
Gadsden MS	SpEd Classroom Renovation	Working	
Alta Vista Early College HS	Refurbishment	Working	Est. completion 7/2018
Gadsden HS	Field replacement	Working	Est. completion 6/2018
Desert Pride	Parking Lot	Working	Est. completion 6/2018
Santa Teresa HS	Phase 2, HVAC	Working	Est. completion 6/2018
Gadsden HS	Old English flooring - Asbestos removal	Working	Est. completion 6/2018
Chaparral HS	New Gym	Working	Est. completion 5/2018
Chaparral ES	Addition and Remodel	Working	Est. completion 9/2017
Gadsden HS	Phase 3, Part 3	Working	Est. completion 8/2017
District Wide	Changed sand to wood chips in play areas	Working	To do: Riverside ES, Vado ES and GAK Pre-K
Chaparral HS	Tennis Courts	Sep-14	Issues Pending
Desert Pride	Phase 2 & 3	Dec-17	Need 11 Month Walk Thru
Mesquite ES	Lift Station	Aug-17	Need 11 Month Walk Thru
Santa Teresa HS	Backstops for baseball and softball replaced	Jul-17	
Gadsden HS	Backstops for baseball and softball replaced	Jul-17	
Riverside ES	Roofing-Teacher Lounge and Computer Room	Jul-17	Need 11 Month Walk Thru
Sunland Park ES	Roofing-Teacher Lounge and Computer Room	Jul-17	Need 11 Month Walk Thru
Yucca Heights ES	New School	Jun-17	Need 11 Month Walk Thru
Santa Teresa HS	HVAC 500 wing	Jun-17	Need 11 Month Walk Thru
La Union ES	Re-roofing	Feb-17	Need 11 Month Walk Thru
Desert View ES	Replacement School	Jan-17	
Gadsden HS	Re-roofing: Concession/Restroom	Jul-16	
Gadsden MS	UV Disinfection System for water treatment plant	Jul-16	
Santa Teresa HS	Re-roofing: Locker room	Jul-16	
Santa Teresa HS	Shade Structure	Jul-16	
Desert Pride Academy	Phase 2 Road Improvements	Jun-16	
Gadsden HS	Phase 3, Part 2	May-16	
Santa Teresa MS	Stair Replacement	Feb-16	
Riverside ES	HVAC Improvements	Feb-16	
Riverside ES	Kitchen Upgrade	Jan-16	
Gadsden MS	Storm Drain Reconnection	Jan-16	

3 Capital Improvement Plan

This section summarizes total capital needs identified by the district, addressing growth, renewal of existing facilities, technology, and educational and programmatic requirements.

3.1 Total Capital Needs

This section has no changes.

3.2 Prioritization Process

3.2.1 Process and Criteria Used by the District to Prioritize Capital Needs

See Exhibit 3-1 for the updated GISD Capital Priorities

3.2.2 Financial Strategies and Alternatives Considered

This section has no changes.

3.3 CAPITAL PLAN

Changes in this section are reflected in Exhibit 3-1

Exhibit 3-1 GISD Capital Priorities

GISD Capital Priorities

Priorities 2016-2017	Projects for Facility Capital Program	Estimated ADF *1	State Matching	2016/17 PSFA Rank	Notes
1	Chaparral HS Varsity Gym	$ 5,000,000	$ -	652	UC
2	Desert Pride Parking Lot	$ 201,000	$ -		UC
3	SpEd Restroom Upgrades	$ 146,000	$ -		UC
4	Gadsden HS Field Replacement	$ 350,000	$ -	352	UC
5	Santa Teresa HS Phase 2 HVAC	$ 375,000	$ -	292	UC
6	Roofing Projects	$ 375,000	$ -		UC
7	Gadsden HS Asbestos Abatement	$ 43,000	$ 287,770	352	UC
8	Alta Vista EC HS Remodeling	$ 684,000	$ -	722	UC
9	Portable Moving (Yucca)	$ 375,000	$ -		
10	Playground Upgrades	$ 450,000	$ -		
11	Security Systems, Electrical and HVAC Upgrades	$ -	$ -		
12	Mesquite Lift Station	$ 500,000	$ -		
13	Contingency	$ 1,000,000	$ -		
	Subtotal	**$ 9,499,000**	**$ 287,770**		

Priorities 2017-2018	Projects for Facility Capital Program	Estimated ADF *1	State Matching	2016/17 PSFA Rank	Notes
1	District Minor Construction Fund	$ 1,750,000	$ -		
2	Santa Teresa HS Phase 2 HVAC	$ 4,000,000	$ -	352	UC
3	District Accessibility Fund	$ 500,000	$ -		
4	Well and Wastewater Improvements	$ 1,125,000	$ -		
5	Roofing Projects - District Wide	$ 2,125,000	$ -		
6	Portable Contingency Fund	$ -	$ -		
7	Contingency	$ -	$ -		
	Subtotal	**$ 9,500,000**	**$ -**		

Priorities 2018-2019	Projects for Facility Capital Program	Estimated ADF *1	State Matching	2016/17 PSFA Rank	Notes
1	District Minor Construction Fund		$ -		
2	Desert Trail ES HVAC Systems and Controls		$ -	124	
3	Loma Linda ES HVAC Systems and Controls		$ -	203	
4	District Accessibility Fund		$ -		
5	Well and Wastewater Improvements		$ -		
6	Roofing Projects - District Wide		$ -		
7	Portable Contingency Fund		$ -		
8	Security Systems, Electrical and HVAC Upgrades		$ -		
9	Contingency		$ -		
	Estimated Subtotal	**$ 10,500,000**	**$ -**		

Priorities 2019-2020	Projects for Facility Capital Program	Estimated ADF *1	State Matching	2016/17 PSFA Rank	Notes
1	District Minor Construction Fund		$ -		
2	District Accessibility Fund		$ -		
3	Well and Wastewater Improvements		$ -		
4	Roofing Projects - District Wide		$ -		
5	Portable Contingency Fund				
6	Security Systems, Electrical and HVAC Upgrades				
7	Contingency		$ -		
	Estimated Subtotal	**$ 10,500,000**	**$ -**		

Need Based*4	Projects for Facility Capital Program	Estimated ADF *1	State Matching	2010 PSFA Rank	Notes
Annual	District minor construction fund	$ 1,896,000	$ -	N/A	
Annual	District accessibility fund	$ 4,350,000	$ -	N/A	
Annual	Portable contingency fund	$ 875,000	$ -	N/A	
Highest Need	Roofing projects- district wide	$ 1,500,000	$ -	N/A	*2
Highest Need	Well and wastewater improvements	$ 2,168,000	$ -	N/A	
Highest Need	Security systems upgrades, electrical upgrades and HVAC upgrades. Package with consideration for cause and effect issues and most efficient use of funds	$ 684,000	$ -	N/A	*2
As Needed	Contingency = 5% of program	$ 450,000	$ -		
	Subtotal	**$ 500,000**	**$ -**		
	Total relating to GOB 2014	**$ 950,000**	**$ -**		

Notes
*1   Allocated District Funds
*2   These categories of work might be augmented by PSFA on a specific line item basis

3.3.2 Yearly Update of Changes in Priority Projects for State Funding Assistance

The GISD Capital Plan is subject to review and revision, depending on the success of bond and mill levy elections, the construction climate, local and state economic conditions, and future local and state educational policies and requirements. The district may modify the recommended project priorities to bundle similar projects to generate savings or respond to unforeseen construction conditions, material availability, or costs.

The district may remove projects from the list or may realize savings in project implementation. It can also expect the bond funding to generate interest that can be applied to the Capital Implementation Program.

There is no guarantee that the district will generate the planned revenues. The district will revisit its funding strategy as conditions require.

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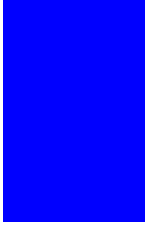
Appendix

Gadsden Independent School District
Facilities Master Plan 2016-2020

Addendum 1
30 June 2017

The Gadsden Independent School District Administration recommends that the Gadsden Public Board of Education approve this addendum to update the 2016-2020 Facilities Master Plan.

Desert Trail Elementary School and Loma Linda Elementary School HVAC systems, controls, acoustical ceiling tiles replacement and lighting have become a district priority. The HVAC systems are deteriorating and requiring more maintenance than previously anticipated. Work would include upgrade to refrigerated air conditioners, and installing energy control systems on the HVAC units. As well, the work would include replacing old fluorescent lights with energy-efficient LEDs and replacing ceiling tile, to be completed at the same time as the HVAC work in order to consolidate the work and increase the cost-effectiveness of combined projects.

This Addendum adds to the Master Plan these priority projects: HVAC and control upgrades, lighting upgrades, and ceiling tile replacement in Desert Trail Elementary School and Loma Linda Elementary School, with work to be performed during the 2017/2018 fiscal year.

Total Project Cost is estimated at $6.75 million.

The Board of Education voted upon and approved this addendum on July 27, 2017.

Attached: Board meeting minutes

GISD
TECHNOLOGY PLAN
2016-2019

Gadsden Independent School District
P.O. Drawer 70
Anthony, New Mexico 88021

Date: 4-5-16

School Board Agenda Items

Title of Agenda Item: District Technology Plan

☒ Consent Agenda
☐ Action
☐ Discussion Items

Board Meeting Date: April 14, 2016

Submitted By: Originator – Calixto Arzaga/Susan Yturralde
 Department – Technology & Curriculum and Instructional Support Depts.
 Date – 4-5-16

To Be Presented By: Calixto Arzaga/Susan Yturralde

Approved By: ___ Efren Yturralde, Superintendent   Date – April 5, 2016

Background and Summary:

 School Districts, Consortia or Charter Schools who apply for technology funds through any Federal Grant program, NM Technology Act funds, or E-rate are required to have developed a comprehensive three-year plan which outlines how the District/Charter intends to utilize and integrate educational technology. The plan must be approved by the Public Education Department of the State of New Mexico.

Recommendation:

 Approval.

Assigned to Board Agenda for Meeting of (Date): April 14, 2016

Technology Planning Tool

School Districts, Consortia or Charter Schools who apply for technology funding through any Federal grant program, NM Technology Act funds, or E-rate, are required to have developed a comprehensive, three-year plan, which outlines how the District/Charter intends to utilize and integrate educational technology. This plan must be approved by the Public Education Department (PED) of the State of New Mexico.

Technology Plan for Gadsden Independent School District
PLAN TERM: Begins: July 1, 2016   Ends: June 30, 2019

The submitting district/charter (check all that apply)

☒ is compliant with the provisions of the Children's Internet Protection Act (CIPA).

☐ will be CIPA compliant by <insert date>   Keep in mind that your district is not eligible for funding if they are not CIPA Compliant
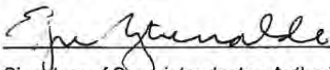
☒ will apply for ERATE discounts for the current fiscal Year

The DISTRICT/Charter's comprehensive technology plan must be approved by the local school board prior to submission to the Public Education Department.
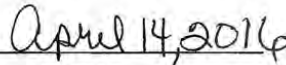
Date the plan was approved by the local School Board: April 14, 2016

Please attach Board meeting minutes

Approved by:

_Efren Yturralde (signature)_____   _April 14, 2016_
Signature of Superintendent or Authorized School Official   Date of Signature

Printed Name and Title:

Efren Yturralde   **Superintendent**

1

District Technology Coordinator/Contact

Name: Calixto Arzaga, Director of Technology	Telephone #: (575) 882-6275
Name: Susan Yturralde, Associate Superintendent CIT	Telephone #: (575) 882-6267

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          Anthony, NM 88021
	E-mail: carzaga@gisd.k12.nm.us
	          syturralde@gisd.k12.nm.us

VISION AND MISSION STATEMENTS

Vision Statement

The Gadsden Independent School District will have environments that create digitally literate students, promote inventive thinking, effective communication, and engage students in instruction designed to teach the skills and knowledge needed to be productive in the 21st Century.

Mission Statement

The Gadsden Independent School District will increase the capacity of:

- Teachers to provide instruction that will prepare students for the 21st century; and
- The district's infrastructure to improve service and increase technology access.

TECHNOLOGY COMMITTEE

The Technology Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
Calixto Arzaga	Director of Technology	District Office
Susan Yturralde	Executive Director, Curriculum & Instruction	District Office
Rosa A. Hood	Director, Secondary Program Support	District Office
Jeanne Fields	Director, Federal Programs	District Office
Maria Hernandez	Principal	Elementary Schools
Phillip Medina	Coordinator, Fine Arts and Library Services	District Office
Cathie Williams	District Literacy and Intervention Initiative Specialist	District Office
Lupita Chavez	Coordinator	Human Resources
George Manriquez	District Instructional Specialist	Mathematics
Dina Thomason	Teacher	High Schools
Edmundo Duran	Counselor	Elementary Schools
Nick Wohlgemuth	Principal	High Schools
Marco A. Perales	Web Site Administrator Assistant Network Manager	Technology-District Office
Rosalba Durr	Instructional Specialist	Bilingual Education Dept.
Randall Rapanut	Director, Special Education	District Office
Esai Lopez	Student	High Schools
Alice R. Chavez-Villa	Teacher	Middle Schools

The New Mexico Educational Technology Bureau in collaboration with the New Mexico Council on Technology in Education has adopted the federal guidance for technology planning. To meet requirements for funding, the Gadsden Independent School District technology plan must include the following:

Strategies

Technology broadens the range of students' choices as they learn. Students use technology tools to find information, collect, organize and interpret data, and present results. Technology also offers teachers options for adapting instruction to special student needs. The following strategies are used by the schools to improve academic achievement and teacher effectiveness.

1) To improve the academic achievement as measured against Common Core State Standards, Benchmarks, and Performance Standards, including technology literacy, of all students attending schools served by the Gadsden Independent School District:

Strategy 1: Increase achievement for all students by engaging in standards based content instruction integrated with technology and language literacy.

- Align curriculum for grades K-12 to insure integration of digital literacy skills
- Implement standards-based, assessment driven instructional units that integrate content instruction with technology.
- Ensure New Mexico Council on Technology standards are addressed at all levels.

Strategy 2: Implement technology based intervention programs to increase achievement for struggling learners.

- Use disaggregated student achievement data, and Student Assistance Team information to identify struggling learners.
- Implement academic intervention plans to address gaps in student performance on content standards and benchmarks, and credit recovery process.

Strategy 3: Use technology tools and software to collect, organize, analyze, disaggregate, and report student achievement data.

- Data Driven Classroom and MAPS short-cycle assessments provide student performance data to Inform curriculum and instruction decisions, and practices.

4

Strategy 4: Implement technology to support learning styles and meet the needs of all
learners in the district.

- Technology facilitates developmentally appropriate learning experiences by
  providing information in a variety of ways (visual, auditory) and at a variety
  of levels.
  - Fast Math
  - First in Math
  - Math 180
  - Read 180
  - Lexia
  - Mind Play
  - Imagine Learning/Imagine Learning Español
  - Explore-EBooks
  - iLit for high school intervention
  - Easy Teach by Learning.com
  - Edcite
  - MAPS
  - News ELA
  - EdCite 360
  - Follett Destiny
  - United Streaming

2) To improve the capacity of all teachers in schools served by the Gadsden Independent
School District to integrate technology effectively into curriculum and instruction:

Strategy 1: Provide research-based professional development to increase
teacher/administrator capacity to integrate content area instruction with
technology.

- Provide professional development to teacher cohorts to learn the process for successful integration of content area instruction with language literacy and technology.
- Establish an internal grant system to award computers and other instructional technologies to teachers who are committed to implementing instruction integrated with technology in their content area
- Establish a District Technology Committee to oversee campus technology purchases to ensure District compatibility
- Establish a cohort of Instructional Technology Coaches who will serve each campus in order to increase capacity in the use of instructional technology

Strategy 2: Provide professional development to train administrative and support staff to use software systems to improve services, increase efficiency and accuracy.
- Maintain the use of software systems that improve administrative services, increase efficiency and accuracy such as the use of Web-EPSS, Power School, FrontLine, and Data Driven Classroom, eChalk, TIENET.
- Maintain a professional development schedule to provide training to new employees and update skills of returning employees.
- Professional Development Management Systems.

Strategy 3: Create and maintain school conditions that support and encourage teachers as they work to develop basic technology skills and integration strengths.
- PLC time provides periods for professional development, collegial sharing, and curriculum planning and teacher experimentation.

Strategy 4: The goals and expectations of the district/schools support with teachers in their integration efforts.
- The teacher evaluation systems and hiring practices are aligned with the system technology goals which support technology integration into the curriculum.

Goals

Gadsden Independent School District aligns its goals with the goals of the New Mexico Public Education Department and the New Mexico Council on Technology in Education:

Professional Development

- Our administrators and teachers will participate in online professional development (Webinars) to acquire instructional strategies and pedagogy necessary to facilitate learner-centered, standards-based curricula that integrate the use of technology tools.
- Our administrators, teachers and staff will participate in professional development to acquire the tools and skills needed to analyze student achievement data through Data Driven Classroom, DIBELS, and MAPS.
- Our teachers, administrators, and staff will participate in professional development opportunities necessary to advance the technical skills required to promote online communication among students, teachers, administrators, parents, and community members.

Student Technology Literacy

- Our students will develop technology literacy through the use of software applications to collaborate, publish, edit and interact with peers, experts, and other audiences.
- Provide an environment for students that will enhance student opportunities to become digital innovators.
- Provide an environment to address ethical digital citizenship.
- Our students will use technology research tools to locate, evaluate, and collect information from a variety of resources.
- Our students will use technology resources for solving problems, collecting data and making informed decisions in technology-infused mathematics, science, social studies, language arts classes, CTE/elective classes.
- Technology literacy is important in both instruction and **assessment.** Our students will be competent in computer literacy in order to participate effectively in the PARCC assessments scheduled for the next school year 3.

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- Gadsden ISD will continue to build the capacity to use mobile devices to access content

Computer Access
- A ratio of one workstation to every student will be established in each school in the district within the next five years in order to ensure access for learners to write and publish across the curriculum.

Curriculum Development and Integration
- Our teachers will incorporate the use of technology tools such as the internet, productivity tools, and software into the classroom in order to facilitate the writing process, promote creativity, and increase accessibility to text content.
  - Geometry Sketch Pad
  - Tinker Plots
  - Fathom
  - Microsoft Office 2013
  - Fast Math
  - First in Math
  - Imagine Learning and Imagine Learning Espanol
  - Gynzy
  - Web 2.0 (e.g., Wordle, Prezi, etc.)
  - Google Drive

Academic Achievement Improvement Strategies
- To improve student academic achievement through the use of technology in Pre-K, elementary schools and secondary schools.

- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the sixth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

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- The students will be provided with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

Steps to Increase Accessibility

- Student learning has significantly improved, using appropriate technologies, leading to high achievement in Public Education Department adopted Common Core Standards.
  - Teachers will design or adapt relevant learning experiences incorporating digital tools and resources to promote student learning and creativity.
  - Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
  - Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning and creative processes.
- Educators have the capacity to establish student centered, technology enhanced learning environments that result in increased student performance and economic viability.
- Pre-K, K-12 students and educators in Gadsden Independent School District will have affordable, universal access to high speed, robust telecommunications, and schools optimized for technology.
- Funding is available to support planning, implementing and assessing initiatives for integrating technology into learning classrooms and schools.

Steps to increased accessibility – *a description of the steps the Gadsden Independent School District will take to ensure that all students and teachers have increased access to technology. The description must include how the Gadsden Independent School District will use Ed. Tech. funds 1) to help students in high-poverty and high-needs schools, or*

schools identified for improvement or corrective action under section 1116 of Title I, and 2)
to help ensure that teachers are prepared to integrate technology effectively into curricula
and instruction. Section 1116 of Title I may be accessed on-line
at: http://www.ed.gov/legislation/ESEA02/pg2.html#sec1116.

Infrastructure for Technology

- Current Students per computer ratio: 2.5 elementary students per computer
    1.5 middle School students per computer
    2.5 High School Students per computer
  GISD will keep adding computers to get the goal of one student per one computer district-wide.
- Teacher per computer ratio: One computer per teacher
- 5 - 7 years Replacement Cycle: Computer replacement established for service life of the unit or an evaluation is made by Technology Department recommending replacement.
- Internet Access: Internet is found in all rooms on all campuses; bandwidth speed range between 100mb to 1gb to each classroom over the local area network access for students and teacher learning. During Erate 16 2013-2014 Gadsden got approved at Network Operation Center (NOC) a 3 year contract DS3 10gbps Dedicated Internet Access Line. This connection is shared by all 23 school sites. Gadsden applied for a 3 year contract renewal on Erate 19 Fiscal Year 2016-2017.
- Gadsden was approved an 8 year contract for a dark fiber network, with a broadband speed of 1gbps, on Erate 16 Fiscal Year 2013-2014. We will start on our 4th year this Fiscal Year 2016-2017.
- Wide Area Network with Windows Server Active Directory connecting with Fiber between buildings at 100MB or 1GB Ethernet with Cat5 and Cat6 to the end user equipment.
- Wireless Access Network district wide. Currently Gadsden installed a more robust wireless access system in all 22 schools. The new Ruckus wireless system supports a scalable solution for internet services. This system will support current

Network access infrastructure and will support a potentially fast expanding network (Broadband Access Network).

Each school site has broadband with a fiber wide area network speed of 1GB access to data, video, voice and internet access from and to NOC at Gadsden Administration Complex

- Distance Learning: Web-based/on-line learning has been improved with the acquisition of 1 Gb Broadband network access.

- Wide Area Network/Local Area Network (WAN/LAN): All campuses connected to WAN sharing multiple district-wide resources, in school site level robust LAN with 100mb that allows for resources such as, but not limited to, video streaming and desktop teleconferencing; access to network resources for students and teachers.

- Other technologies: Fully equipped classrooms with technology to enhance student instruction readily available, including all the above as well as new and emerging technologies such as Computer Virtualization and VOIP telephony. Currently we have a full installation of Voice over IP ShoreTel phone system.

  - Cisco Meraki Gateway to connect both Clinicas de Familia at Chaparral and Gadsden High Schools Health Based Centers

  - School Messenger, a parent notification system to promote phone, email, social media and RSS feed communication with parents, students, faculty and staff. The RSS feed feature of School Messenger is being integrated with the District Web site to inform parents, faculty, staff and the community of emergency events (lockdowns, closures, delayed openings and re-openings) occurring at the schools.

  - Improve District Web site to cater more information for parents and the community. Gadsden will continue training faculty and staff on Web 2.0 tools offered by eChalk Web hosting Services in its effort to improve pedagogy through user-generated content online. Gadsden ISD provides email services for secondary school students to improve teacher-student communication. The New Mexico Sunshine Portal is presently being used for parents as the official transparency and accountability portal for the New Mexico state government.

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- Light Speed

  Secure perimeter protection to cover students under required CIPA regulation. Perimeter protection to include web/spam filter internet content and firewall technologies hardware and software capable of protecting the computer assets from latest vulnerabilities and subscription services for relevant Internet threats such as malware, spyware, virus, protocol control.

  Gadsden is also deploying My Big Campus (MBC) as a service for teachers and students to safely engage one another online. MBC allows student to view educational content hosted on YouTube. My Big Campus is integrated with the GISD network and Light Speed system (Web filter) filtering policies to ensure sharing and safe access while providing reporting to enforce District's acceptable use policies.

- Throughout all ERate years funding we will have implemented, maintained, and improved the backbone technology infrastructure and adding more schools every year.

Meeting the Needs of All Gadsden Independent School District 1) *to help students in high-poverty and high-needs schools, or schools identified for improvement or corrective action under section 1116 of Title I,*

- Appropriate accommodations made for any student qualifying for Special Education or have a 504 plan in place.
- Install software programs that will read text from the computer screen to the students, increase readability, voice recognition, and other varieties of adaptations to make it possible for students with disabilities to use technology.
- Provide ongoing proficiency training and education to students and teachers to use the computers, software, applications, etc.
- Use disaggregated student achievement data using student information system (Data Driven Classroom), and Student Assistance Team to identify struggling learners.

- Create and implement academic intervention plans and software to address gaps in student performance on content standards and bench marks and credit recovery process (Read 180, Edgenuity, Imagine Learning, iLit, First in Math, Imagine Learning Espanol, Lexia, Mind Play, and Fast Math).
- Expand technology capacity to support e-learning distance education; and other new technologies with the acquisition of fiber Broadband internet access.

2) To help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- The use of an electronic student database management system will allow educators to monitor assessment scores, attendance, assignments, etc. more efficiently and effectively (Power School and Data Driven Classroom) to increase student achievement and Parent involvement with the Power School Parent Portal.
- Use of Power School (Student Information System) to store and organize data for easy distribution and analysis.
- Provide training to educators to develop inter-class curricula and projects utilizing the Internet, Microsoft applications, and other technologies to increase student learning.
- Provide training in educational technology encouraging educators to develop and deliver rich, diverse class instruction that includes multimedia and authoring software equipping them for them to achieve as student learners.
- Expand the use of an Instructional Technology Coach for each campus to provide consistent professional development and support throughout the school year.

Promotion of curricula and strategies that promote technology integration – *a description of how the Gadsden Independent School District will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant and current research, leading to improvements in student academic achievement, including a timeline.*

The integration of technology into curricula, instruction, assessments are critical to help students succeed in school today and in the workplace tomorrow.

- Increase teacher capacity to integrate technology with content area instruction and increase student capacity to use technology to learn and respond. Instruction will be aligned with the Common core State Standards, Benchmarks, and Performance Standards for all content areas.
- In core area instruction, grades K-12, the emphasis is on content instruction integrated with language literacy and technology. The goal is to expand the number of computers to each classroom through net books, laptops, and/or iPADs.
- The major technology tool within the district that is integrated with content instruction is the computer but the district also supports the use of media-technology to enhance learning, increase productivity, and promote creativity.
  - Exploring the use of eReaders/mobile devices for electronic Text Books school year 2016-2019
  - Graphing Calculators for all High School and middle school Math Teachers (currently in use)
  - Document Cameras currently at all campuses
  - DualBoards exist in all classrooms to enhance lessons and student learning
- E-Learning – currently using computer based instruction software to serve as credit recovery, remediation, and digital learning
  - IDEAL New Mexico
  - Edgenuity (Formerly known as E2020)
  - Use of industry standard software programs in career and technical education classes
  - Adobe Creative Cloud
  - Microsoft Office
  - V Carve CAD/CAM, Next Wave automation CNC
  - Inventor Professional 2016
  - Sketchbook Pro 2016
  - REVIT 2016

- 3D Studio MAX 2016
- Civil 3D 2016
- Fusion 360

- Data Driven Classroom maintains an information infrastructure and technology that supports and facilitates accurate data collection, entry and storage. This data enables teachers to make decisions regarding student achievement (currently in use).

- Intervention programs used to increase student achievement (all are currently in use).
  - Fast Math
  - First in Math
  - Math 180
  - Read 180
  - Lexia
  - Mind Play
  - Edgenuity
  - Imagine Learning and Imagine Learning Español

- Use open-content, web-based collaborative models for the educational content that will serve both as core text as well as provide an adaptive environment for learning.

Professional development – *a description of how the Gadsden Independent School District will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to promote the effective use of technology in the classroom or library media center.*

- K-12 Staff will take advantage of Professional Development offered by Campus Instructional Technology Coach framework
- K-12 Staff utilize the professional development webinars
- K-12 Staff are trained to access and use Data Driven Classroom to make instructional decisions and align assessments to the standards.

- Enable new collegial relationships and professional learning communities among staff.
- K-12 Staff/school personnel are trained to access and use Power School, our student database management system.
- Provide workshops and other opportunities to train teachers, principals, school library media personnel, and administrators in hardware knowledge; software evaluation and implementation; web page fundamentals; technology integration, including Microsoft Office, integrated lesson plans, instructional technology, and the implementation of electronic portfolios.
- Campus Instructional Technology Coaches will provide ongoing professional training to campus teachers to teach the process for successful integration of content area instruction with language literacy, mathematics, and technology, enabling teachers to develop and deliver rich, diverse class instruction and understand the benefits of technology.
- Technology skills are expected of all educators.
- Explore a district wide professional development on-line sharing center.
- Establishment of a District Technology Committee not only for technology purchase oversight, but to keep abreast of district technology professional development needs

Innovative delivery strategies – *a description of how the Gadsden Independent School District will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning opportunities, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources*
- Digital learning through Edgenuity
- Establishing Campus Instructional Coaches

- Developing in-house professional development plans to promote technology literacy and educational technology competencies.
- Professional Development involving the use of educational and productivity software in the classroom.
  - Microsoft Office
  - Fast Math
  - Read 180
  - First in Math
  - Imagine learning and Imagine Learning Español
  - Lexia
  - Edgenuity
  - Mind Play
  - Gynzy
  - Insight 360
  - DIBELS/IDEL
  - FrontLine
  - NEWSELA
  - Adobe Creative Cloud
  - Microsoft Office
  - V Carve CAD/CAM, Next Wave automation CNC
  - Inventor Professional 2016
  - Sketchbook Pro 2016
  - REVIT 2016
- Support the use of online technologies for the postings of assignments and the presentation of student outcomes.
- Encouraging participation in dual-credit courses offered through Dona Ana Community College.
- Encouraging educator participation in the use of Open Content in the classroom.

- Promoting the use of web sites to supplement classroom curriculum and offering the delivery of instruction in engaging ways through use of mobile devices and/or interactive DualBoards technologies.
- Developing online courses as another avenue for individuals seeking alternative course offerings. The online curricular offerings should be challenging, relevant, and aligned with state standards for student learning.
  - Teachers will be skilled in the subject matter, learning theory, technologies, and learning pedagogies appropriate for content area and the online environment.
  - The students will be actively engaged in the learning process and interact on a regular basis with the teacher and online classmates.
  - Assessment will provide opportunities for students to reflect on their own learning and work quality during the course, and give students the opportunity to demonstrate mastery of the course content.
  - Accountability assessments that inform students, educators, policymakers, and the public whether New Mexico students are on track toward college or career readiness based on the Common Core Standards (PARCC)
  - Technical assistance will be available whenever needed by students or teachers.
- The establishment of wireless wide area network for all campuses.

Parental involvement – *a description of how the Gadsden Independent School District will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.*

- Gadsden Independent School District Web Site contains featured links to pages specifically for parents, community and students.
- Parental awareness of GISD phone/email system is provided that includes features such as 24-hour attendance line (School Messenger Parent Notification web hosted solution).
- Use of the SchoolWay messaging app
- Use of the New Mexico Sunshine Portal

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- Parent/community meetings that give parents access to programs such as Career Cruising, registration, student progress and computer classes.
- The development of online technologies for the posting of assignments and making those sites available to parents through the Power School Parent Portal.
- Training for parents in the use of Power School.
- Promoting email communication between parents and professional staff.

Collaboration with adult literacy service providers – *a description of how the district Technology Plan will be developed in collaboration with adult literacy service providers, where adult literacy service providers are available.*
- Community Liaisons are placed at each region of the school district to increase parent and community involvement in the schools. A strand within this plan provides opportunities for parents to receive increased access to adult literacy education.
- Family Literacy Center has been established in a centralized region of the District. The Family Literacy Center exists in one of our areas and has been very successful. These centers have computers available where parents are given classes on how to navigate through the technology.

Accountability measures – *a description of the process and accountability measures that the GADSDEN INDEPENDENT SCHOOL DISTRICT will use to evaluate the extent to which activities funded through Educational Technology are effective in:*
- Integrating technology into curricula and instruction, increasing the technology capacity of teachers, and enabling students to demonstrate proficiency against the Common Core State Content Standards, Benchmarks and Performance Standards.
- Providing students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

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- Assisting students in passing the Standards Based State Mandated Assessments, (PARCC, SBA, EOC, ACCESS) short cycle assessments and teacher-made and curricular assessments, which will be proven by their test scores.
- Improving the proficiency of educators using and teaching the new technologies.

Supporting resources – *a description of the supporting resources, such as services, software, other electronically delivered learning materials, on-line assessments, and print resources that will be acquired to ensure successful and effective uses of technology.*

- Software and Operating Systems
  - Microsoft Operating Systems
    - Windows Server 2008 and 2012
    - Windows 7, 8 and 10
  - Microsoft Exchange Server 2010
  - Mac OS-X Operating System
  - Linux Operating System
  - Microsoft Office Professional Suite
  - Adobe Professional Suite
  - MAP Testing
  - Data Driven Classroom
  - Power School
  - STARS reporting
  - General educational software
  - Teacher-selected applications
  - Destiny-Follett
  - Discovery Education Video Streaming
  - Textbook Tracker Inventory
  - Online Textbooks
  - Infinite Visions Human Resources & Finance system software
  - Winocular
  - Ocularis

- o Medicaid Service Capture
- o SNAP
- o SchoolDude
- o School Messenger
- o Smart Find Express
- o Tienet
- o Tracer EX
- o Pearson Test Nav

- Hardware
  - o Servers
  - o Appliance based firewall
  - o Routers
  - o Layer 3 managed network switches
  - o Network Printers and multi-purpose printers (copier, fax, scanner, printer)
  - o Telecommunications Systems (phone, voicemail)
  - o Monitors
  - o Video and Audio production equipment
  - o Security/Surveillance Camera System district wide
  - o Wireless Access Network district wide

- Services
  - o Cellular Service for Operations
  - o Online Software as a Service (Power School)
  - o District Website Hosted
  - o GISD Microsoft Exchange secondary Student Email accounts and in the future all elementary schools
  - o Telecommunications (OC3, DS3, T1, PRI, phone service, and long distance)
  - o District wide dark fiber network broadband 1gbps speed
  - o Internet access for faculty/staff

- o Internet access for students
- o Basic Maintenance on ERate-able Technology Infrastructure
- Professional Development and Educational Support
  - o International Society for Technology in Education (ISTE)
  - o New Mexico Society for Technology in Education (NMSTE)
  - o Association for Educational Communications and Technology (AECT)
  - o Innovative Digital Education and Learning (IDEAL-NM)
  - o District supported technology professional development
  - o Edgenuity (Digital Learning)
  - o Team1st Technologies
  - o Technology Solutions
  - o Local institutions of higher education
  - o New Mexico Public Education Department