

Bylaws

Albuquerque Collegiate Charter School Governing Board

ARTICLE I

GOVERNING BOARD

Section 1: The governance of Albuquerque Collegiate Charter School is entrusted to the Governing Board. Pursuant to NMSA 1978, Section 53-8-11 (1975), the school shall have no members.

Section 2: In addition to all powers conferred upon the Governing Board by New Mexico law and the Articles of Incorporation, the Governing Board shall have the power to:

- A. Review and adopt the school's mission statement;
- B. Review and adopt bylaws and establish policies consistent with the school's mission;
- C. Hire, evaluate, set compensation and employment terms for, and terminate the Principal;
- D. Oversee financial matters for the school, including approving the annual school budget and authorizing designees to sign checks and legal documents on behalf of the school.

Section 3: The Governing Board shall establish the number of members, which shall consist of at least seven (7) members and no more than fifteen (15) members. All members shall have identical rights and responsibilities.

Section 4: Members shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a member may not be reduced, except for cause as specified in these bylaws. No member shall serve more than two (2) consecutive, three-year terms. Members shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Governing Board will serve staggered terms. The initial Governing Board shall consist of at least one member who will serve a one-year term (ending in Summer 2019), at least two members who will serve a two-year term (ending in Summer 2020), and at least two members who will serve a three-year term (ending in Summer 2021).

Section 6: Governing Board members shall be sought to reflect qualities, qualifications and diversity determined by the Board, delineated in the Job Description of the Governing Board.

Section 7: Any vacancy occurring in the Governing Board and any position to be filled by reason of an increase in the number of members may be filled, upon recommendation of a qualified candidate by the Governing Board, by two-thirds (2/3) vote of the seated members, within 45 days of the vacancy. A member elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 8: The Governance Committee, shall present a slate of potential members and officers for election by the Governing Board. This slate shall be presented at the annual meeting of the Board. In the case of a member vacancy, the Governance Committee shall present a slate of members for election by the Governing Board no later than 45 days following the vacancy.

Section 9: A member may resign at any time by filing a written resignation with the Chair of the Governing Board.

APPENDIX A: Governing Board Bylaws

Section 10: The Governing Board may remove any officer or member with a majority vote of the entire Governing Board at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or member proposed for removal at least thirty (30) days before any final action is taken by the Governing Board. This statement shall be accompanied by a notice of the time when, and the place where, the Governing Board is to take action on the removal. The officer or member shall be given an opportunity to be heard and the matter considered by the Governing Board at the time and place mentioned in the notice.

Section 11: Members of the Governing Board:

- A. Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Albuquerque Collegiate activities in accordance with Albuquerque Collegiate Charter School policies.
- B. Shall serve the Albuquerque Collegiate Charter School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Albuquerque Collegiate Charter School.
- C. All participants in Governing Council work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- D. Shall have no direct or indirect financial interest in the assets or leases of the Albuquerque Collegiate Charter School; any Representative who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Albuquerque Collegiate Charter School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE II

MEETINGS

Section 1: The annual meeting of the Governing Board shall occur in the last quarter of the fiscal year. There shall be at least 10 other regular meetings of the Board held each year. Notice shall be given to each member thirty (30) days prior to the date of every regular meeting of the Governing Board.

Section 2: Special meetings of the Governing Board may be called by the Board Chair or by a majority of the Governing Board filing a written request for such a meeting with the Board Chair and stating the object, date, and hour therefore, due notice having been given each member five (5) calendar days prior to the meeting.

Section 3: One-half of the members then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Governing Board, except where otherwise required by these Bylaws.

Section 4: The Governing Board shall select its own meeting format in any method allowed by the laws of the state of New Mexico. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article III shall constitute a meeting of the Governing Board and shall subscribe to the policies, procedures, and rules adopted by the Governing Board.

Section 5: Notice of all regular and special meetings of the Governing Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all

APPENDIX A: Governing Board Bylaws

members prior to the meeting. Any member may waive notice of any meeting. The attendance of a member at any meeting also shall constitute a waiver of notice of such meeting, except where a member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 6: An absentee Governing Board member may not designate an alternate to represent him or her at a Governing Board meeting. A member of the board may be deemed to be present for purposes of achieving a quorum and may cast a vote if he/she grants a signed, written proxy to another Governing Board member who is present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

ARTICLE III

OFFICERS

Section 1: There shall be four (4) elective Officers of the Governing Board: a Board Chair, a Vice-Chair, a Secretary, and a Treasurer.

Section 2: The Governance Committee shall present a slate of officers to the Governing Board. The nominated officers shall be drawn from among the members of the Governing Board. The election of officers shall be held at the annual meeting of the Governing Board.

Section 3: The newly elected officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A member may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

Section 4: In the event that the office of the Board Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair, Secretary, or Treasurer becomes vacant, the Chair shall appoint interim officers to fill such vacant offices until a scheduled meeting of the Board can be held.

Section 5: The Board Chair shall preside at all meetings of the Governing Board. In the Chair's absence, the Vice-Chair shall preside. The Chair is responsible for setting the agenda for all meetings, calling any special meetings, and appointing members to chair all committees.

Section 6: The Treasurer shall have general supervision of the school's financial securities. The Treasurer shall also supervise the maintenance of financial records and books, and sign such instruments as required by the office.

Section 7: The Secretary shall issue Governing Board meeting notices and shall keep minutes, act as custodian of the school's records and perform such other duties as required by the office.

ARTICLE IV

COMMITTEES

Section 1: A Governing Board resolution shall appoint committees or task forces of the Governing Board, except the Governance Committee. Committees may be composed of Board members or community members, or both. The Board may prescribe the need and/or the composition of such committees.

APPENDIX A: Governing Board Bylaws

Section 2: Each standing committee shall consist of at least three people. The Chair of each standing committee shall be a Governing Board member

Section 3: Standing Committees shall include the following;

- A. Governance Committee
- B. Finance Committee
- C. Audit Committee
- D. Academic Achievement Committee

Section 4: The Governance Committee shall be composed of at least three (3) persons recommended by the Board Chair and elected by the Governing Board at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee. The committee shall elect its own chair. Duties of the Governance Committee shall be:

- A. to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant member positions on the Governing Board;
- B. to present a slate of nominees for officers to the Governing Board for election at the annual meeting;
- C. to recommend candidates to the Governing Board to fill vacancies that arise outside the regular nominating process;
- D. to provide ongoing orientation to members;
- E. to oversee a member assessment process to ensure optimum performance; and
- F. to recommend the appointment of a past Board Chair to the Governing Board, if necessary, in the interests of continuity.

ARTICLE V

FISCAL YEAR

Section 1: The fiscal year of the Albuquerque Collegiate Charter School shall begin on July 1 of each calendar year and terminate on June 30 of the following calendar year. The school's financial accounts shall be audited annually by a certified public accountant.

ARTICLE VI

RULES OF ORDER

Section 1: The rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Albuquerque Collegiate Charter School.

ARTICLE VII

AMENDMENTS

Section 1: These bylaws may be amended at a regular meeting by a two-thirds (2/3) vote of all members then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each member at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

Job Description

Position: Principal

Minimum Qualifications: New Mexico Level IIIB Administrator License, State required fingerprint and background check

Immediate Supervisor: Albuquerque Collegiate Charter School Governing Board

The Albuquerque Collegiate Principal is held accountable by the Governing Board in regard to all aspects of the school's academic program, financial management, and organizational health. The Principal is entrusted with advancing the school's mission, maintaining the financial viability of the organization, and achieving academic outcomes as defined in the Public Education Commission's Performance Framework contract with Albuquerque Collegiate. He or she works with the Governing Board to assess the school's adherence to its mission and to set short- and long-term goals. The Principal manages the work of school staff, and bears ultimate responsibility for staff contributions to academic performance, mission-aligned school culture, and organizational viability. The Principal is hired and evaluated by the Governing Board of Albuquerque Collegiate Charter School.

Leadership Characteristics and Experience:

- Strong commitment to, belief in, and alignment with school's mission, goals and educational philosophy
- Experience in leadership and management of both adults and students
- Experience working with students from low-income backgrounds and English Learner populations
- Ability to assess data, find trends, and use information to make strategic decisions
- Experience in budgetary planning, accounting, and effective allocation of school resources
- Exceptional verbal and written communication skills
- Strong organizational skills and ability to multi-task
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Minimum of a Master's, Advanced Degree preferred, with all accompanying verification provided as part of the personnel file
- Preferred: proficiency in Spanish

Responsibilities

Whole School & Governing Body

- Embody and advocate for the mission, goals, and educational philosophy of the school
- Create, monitor, and sustain the high standards of a rigorous school climate and school culture
- Ensure compliance with the school's charter and all relevant state and federal law
- Ensure compliance with accountability requirements set by the New Mexico Public Education Commission and Public Education Department
- Attend and participate, as requested, all Governing Board meetings and committee

meetings

- Provide the Governing Board and committees with essential data, reports and information necessary to effectively govern the school
- Implement all adopted policies of the Governing Board
- Chair the Albuquerque Collegiate Advisory Council, relaying feedback and advice from stakeholders that will help advance the mission of the school, to the Governing Board
- Assume any necessary and applicable responsibilities held by a traditional school district superintendent
- Maintain open lines of communication with student families and the broader local community

Personnel

- Recruit, hire and set compensation for all school employees
- Ensure all hired employees hold the required license for their position, and have had a background check with fingerprinting conducted
- Handle all matters regarding employment and dismissal of personnel; job assignments, promotions, grievance process mediation
- Conduct NM TEACH evaluations for all licensed staff annually
- Oversee the Novice Teacher Mentor Program

Budget/Finance

- Supervise the school's finances: budget, financial relationships, and relationships with contracted vendors
- Establish annual school priorities and align to budgetary details, and supervise preparation of the annual operating budget recommendation based on guidelines set the Governing Board and Finance Committee
- Supervise management of federal funding sources and associated requirements

Curriculum and Instruction

- Support the professional development and growth of all teaching and administrative staff
- Lead selected professional development sessions throughout the year
- Observe teacher lessons weekly and provide feedback for improvement
- Collaborate with Student Supports Coordinator and School Director of Operations regarding student achievement data, reports and analysis
- Supervise and approve development of curricular materials including grade level scope and sequence, unit plans, lesson plans and assessments
- Supervise overall student achievement and intervention supports for individual students
- Conduct and oversee annual evaluation of effectiveness of educational program and supports for students

Job Description

School Director of Operations

Position: School Director of Operations (Full Time, Non-Certified, Exempt)

Minimum Qualifications: State required fingerprint and background check

Immediate Supervisor: Principal

The Albuquerque Collegiate School Director of Operations is hired, supervised, evaluated by, and held accountable to the Principal. The School Director of Operations is entrusted with advancing the mission of the school through assisting in the creation and implementation of a budget, coordination of external and internal operations, and fundraising and grant writing. The School Director of Operations is charged with managing the school operations including vendor and contractor relationships and facilities, as well as managing and maximizing the impact of the full operations team, overseeing and supervising the work of the Office Manager, and Operations Fellows.

Leadership Characteristics and Experience:

- Strong commitment to, belief in, and alignment with school's mission, goals and educational philosophy
- Experience in leadership and management of adults and contracted vendor services
- Excellent data management and reporting abilities
- Demonstrated ability to multitask effectively and prioritize strategically
- Experience in budgetary planning, accounting, and effective allocation of school resources
- Exceptional verbal and written communication skills
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Three to five years of experience in operations and finance preferred
- Past experience working in a school setting preferred
- Spanish proficiency preferred
- Minimum of a Bachelor's degree, Advanced Degree preferred, with all accompanying verification provided as part of the personnel file

Responsibilities

- Report to and collaborate with Principal throughout budgetary process including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis.
- Support Principal in creating and maintaining high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures and revenues.
- Working closely with contracted vendor, supervise daily accounting of school including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources in collaboration with the Principal.
- Research and apply to grants in accordance with general school guidelines, and manage disbursement and reporting of activities in collaboration with Principal

- Prepare all relevant reports, evaluations, and data to both internal and external agencies, funding sources, and parties for review by Principal.
- Coordinate food service bids and contract for all student meals and snacks in conjunction with vendor selected and with Principal.
- Coordinate and implement strategy for teacher and student recruitment in collaboration with Principal.
- Oversee resources provided to all staff, including classroom resources, copy services.
- Supervise implementation of school-wide systems and procedures, leading professional development, as appropriate, on school systems and culture.
- Monitor student attendance and manage the Student Accountability Information System (SAIS).

Job Description

Student Supports Coordinator

Position: Student Supports Coordinator (Full Time, Certified, Exempt)

Minimum Qualifications: New Mexico PreK-12 Special Education License, State required fingerprint and background check

Immediate Supervisor: Principal

The Albuquerque Collegiate Student Supports Coordinator is hired, supervised, evaluated by, and held accountable to the Principal. The Student Supports Coordinator is entrusted with advancing the mission of the school through managing the creation of, and execution of, Individualized Education Programs (IEPs) for special education students and the creation, execution and fidelity of Albuquerque Collegiate's English Learner (EL) program. The Student Supports Coordinator is responsible for instructional supports of Albuquerque Collegiate's general education and special education teachers, as they provide interventions and monitor the progress of special education and EL students.

Leadership Characteristics and Experience:

- Strong commitment to, belief in, and alignment with school's mission, goals and educational philosophy
- Ability to coordinate the execution of evaluations and creation of IEPs or 504 plans for students in need of such services
- Knowledge of state and federal special education laws to ensure the compliance of the school with regulatory requirements
- Ability to clearly communicate with families, students, and staff regarding individual student needs
- Strong coordination and collaboration skills to organize and schedule intervention supports and services of all qualified students
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Minimum of two years of special education teaching experience
- Spanish proficiency preferred
- Minimum of a Bachelor's degree, Advanced Degree preferred, with all accompanying verification provided as part of the personnel file

Responsibilities

- Creation and execution of comprehensive school-wide systems for monitoring all student progress, with support from the Principal.
- Leads testing of all students who may be eligible for special education or EL services, and assures appropriate Individualized Education Programs (IEPs) or 504 plans are put into place to provide scholars with specialized instruction, support and special education services
- Leads ACCESS for ELLs testing, and work with Principal and General Education teachers to determine appropriate interventions and supports for EL students

- Ensures school is in compliance with all state and federal special education and English Learner laws
- Serves on school leadership team, working closely with Principal and School Director of Operations to create staff schedules and monitor compliance and special education service and English Learner supports implementation
- Oversee and chair Student Assistance Team, ensuring school-wide implementation of RtI program and provide professional development as necessary
- Work with Principal and grade level teams to develop and adapt standards-aligned curriculum including scope and sequence, unit plans, and lessons plans
- Provide engaging, motivating, rigorous instruction in both whole-class and individual settings
- Provide academic support and tutoring intervention to small groups or individual students as needed and/or scheduled
- Collaborate with the Principal to supervise and support Special Education teachers, monitoring caseload management and implementation of services

Job Description

Instructional Specialist

Position: Instructional Specialist (Full Time, Certified, Exempt)

Minimum Qualifications: New Mexico K-8 Elementary Education License Level I, II, or III, State required fingerprint and background check

Immediate Supervisor: Principal

The Albuquerque Collegiate Instructional Specialist is hired, supervised, evaluated by, and held accountable to the Principal. The Instructional Specialist is entrusted with advancing the mission of the school through maintaining and improving a college preparatory curriculum for each grade, including the assessments, and scope and sequence, unit plans and lesson plans, all of which will be deeply embedded within the school's focus on literacy.

Leadership Characteristics and Experience:

- Strong commitment to, belief in, and alignment with school's mission, goals and educational philosophy
- Ability to create, adapt, and improve existing scope and sequence for elementary core subjects
- Experience and familiarity analyzing data and using data to inform decisions and/or instruction
- Strong knowledge of Common Core State Standards and New Mexico Content Standards in all relevant grades and subjects
- Deep knowledge of elementary curriculum with particular knowledge of literacy development
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Minimum of two years of teaching experience
- Spanish proficiency preferred
- Minimum of a Bachelor's degree, Advanced Degree preferred, with all accompanying verification provided as part of the personnel file

Responsibilities

- Collaborate with Principal to create scope and sequence for upcoming years of curriculum, and adapt and improve scope and sequence for existing grade levels
- Define pacing plan and day by day scope and sequence for Literacy instruction in upper elementary academy
- Guide literacy instruction in two classes daily, with support of the classrooms' lead teachers
- Develop assessments that measure student progress alongside the Principal
- Support upper elementary academy teachers in curricular planning and implementation, leading peers in the development of unit plans, and daily lessons plans

- Evaluate the learning progress of students on a regular basis using appropriate assessments and data analysis
- Provide scholars with ongoing progress monitoring and intervention supports as necessary
- Use a variety of methods to engage students in the classroom
- Assume responsibility for the progress of all students
- Continuously use assessment data to refine curriculum and instructional practices
- Communicate effectively with students, families and colleagues
- Work with grade-level and subject-level teams to develop curriculum and create strategic plans

Job Description

General Education Teacher

Position: General Education Teacher (Full Time, Certified, Exempt)

Minimum Qualifications: New Mexico K-8 Elementary Education License Level I, II, or III, and State required fingerprint and background check

Enrichment Teachers: appropriate endorsement(s) may include: health, physical education, performing arts, visual arts

Immediate Supervisor: Principal

Albuquerque Collegiate teachers are hired, supervised, evaluated by, and held accountable to the Principal. Teachers are entrusted with advancing the mission of the school through the development of a rigorous standards-aligned curriculum, responsiveness to feedback provided and collaboration with the instructional team on areas of instructional and/or curricular need at the school.

Qualifications and Experience:

- Strong commitment to, belief in, and alignment with school's mission, goals and educational philosophy
- Familiarity analyzing data and using data to inform decisions and/or instruction
- Knowledge of Common Core State Standards and New Mexico Content Standards in relevant grade(s) and subjects
- Knowledge of elementary curriculum with knowledge of literacy instruction
- Excellent verbal and written skills
- Strong organizational skills
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Spanish proficiency preferred
- Minimum of a Bachelor's degree, with all accompanying verification provided as part of the personnel file

Responsibilities:

- Ensure that the school's academic standards are rigorous, clear, measurable and aligned with Common Core and New Mexico Content Standards
- Use the school's scope and sequence to develop unit plans and daily lesson plans
- Submit lesson-plans to the Principal for every unit
- Work with Principal to revise, edit and improve daily lesson-plans
- Develop curriculum that addresses different learning needs of diverse learners, including special education and English Learner students
- Use a variety of methods to engage students in the classroom
- Assume responsibility for the progress of all students
- Continuously use assessment data to refine curriculum and instructional practices
- Communicate effectively with students, families and colleagues

- Work with grade-level and subject-level teams to develop curriculum and create strategic plans
- Maintain close relationships with parents and guardians and involve them in their children's education
- Use planning periods for the advancement of student academics

Job Description

Special Education Teacher

Position: Special Education Teacher (Full Time, Certified, Exempt)

Minimum Qualifications: New Mexico PreK-12 Special Education License, and State required fingerprint and background check

Immediate Supervisor: Principal

Reports to: Student Supports Coordinator and Principal

Albuquerque Collegiate special education teachers are hired, supervised, evaluated by, and held accountable to the Principal. Special Education teachers are entrusted with advancing the mission of the school through the development of a rigorous standards-aligned curriculum, responsiveness to feedback provided and collaboration with the instructional team on areas of instructional and/or curricular need at the school, with particular focus on supports for special education students. Special Education teachers are also responsible for development and implementation of Individualized Education Programs (IEPs) for special education students on their caseload.

Qualifications and Experience:

- Strong commitment to, belief in, and alignment with school's mission, goals and educational philosophy
- Development, implementation and management of Individualized Education Programs (IEPs) for special education students on caseload
- Familiarity analyzing data and using data to inform decisions and/or instruction
- Ability to clearly communicate with families, students, and staff regarding individual student needs
- Knowledge of Common Core State Standards and New Mexico Content Standards in relevant grade(s) and subjects
- Strong organizational, written, and verbal skills
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Spanish proficiency preferred
- Minimum of a Bachelor's degree, with all accompanying verification provided as part of the personnel file

Responsibilities:

- Ensure that the school's academic standards are rigorous, clear, measurable and aligned with Common Core and New Mexico Content Standards
- Assist general education teachers to build in necessary accommodations and modifications for special education students into daily lessons
- Submit lesson-plans to the Principal for every unit
- Work with Student supports coordinator to revise, edit and improve daily lesson-plans
- Develop curriculum that addresses different learning needs of diverse learners, particularly

for special education scholars

- Use a variety of methods to engage students in the classroom
- Assume responsibility for the progress of all students
- Continuously use assessment data to refine curriculum and instructional practices
- Work with grade-level and subject-level teams to develop curriculum and create strategic plans
- Maintain close relationships with parents and guardians and involve them in their children's education

Job Description

Office Manager

Position: Office Manager (Full Time, Non-Certified, Exempt)

Immediate Supervisor: Principal/ School Director of Operations

Reports to: School Director of Operations and Principal

The Office Manager will be held accountable by the School Director of Operations and the Principal. The Office Manager ensures the efficient operation of the school's main office and work with members of the leadership and operations teams to ensure the success of the school.

Qualifications and Experience:

- Strong commitment to, belief in, and alignment with school's mission, goals and educational philosophy
- College degree preferred but may be substituted for relevant experience
- Spanish proficiency required
- Two or more years of customer service or administrative experience
- Strong organizational abilities
- Detail-oriented
- Experience in clear, respectful communication with both adults and children
- Knowledge of office equipment and services including computers, printers, copiers, fax machines, phones, and software
- Familiarity with Microsoft Office, especially Word, Excel, and PowerPoint
- Open to feedback, willingness to take personal responsibility

Responsibilities:

- Monitoring the school's entryway, greeting parents and visitors to the school, and maintaining school safety
- Performing clerical duties, including data entry, mail correspondence, office supply inventory, and answering phones
- Contacting parents regarding absences, missing assignments, teacher concerns, or student illness
- Implementing systems to support the work of teachers and administrative staff
- Preparing and maintaining a variety of student, personnel, and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Assisting in the coordination of special events
- Assisting the Principal and members of the leadership team, as directed

Job Description

Operations Fellow

Position: Operations Fellow (Part Time, Non-Certified, Non-Exempt)

Immediate Supervisor: Principal/School Director of Operations

Reports to: School Director of Operations and Principal

Operations Fellows will be held accountable by the School Director of Operations and the Principal. Operations Fellows ensure the efficient operation of the school and work with the School Director of Operations and leadership team to ensure the success of the school.

Qualifications and Experience:

- Strong commitment to, belief in, and alignment with school's mission, goals and educational philosophy
- Spanish proficiency strongly preferred
- One or more years of professional work experience
- Strong organizational abilities
- Detail-oriented
- Experience in clear, respectful communication with both adults and children
- Knowledge of office equipment and services including computers, printers, copiers, fax machines, phones, and software
- Familiarity with Microsoft Office, especially Word, Excel, and PowerPoint
- Open to feedback, willingness to take personal responsibility

Responsibilities:

- Assist leadership team during non-instructional time (arrival, breakfast, lunch, recess, dismissal, transitions) monitoring students
- Performing operational support duties for instructional staff, including data entry, copy making, grading homework, etc.
- Assist the School Director of Operations in preparing all relevant data reports for staff professional development and data days
- Support School Director of Operations with student recruitment in collaboration with Principal.
- Help monitor resources provided to all staff, including classroom resources and copy services.
- Support School Director of Operations in implementation of school-wide systems and procedures
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Assisting in the coordination of special events
- Assisting the School Director of Operations and members of the leadership team, as directed

APPENDIX D: Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs)

Not applicable. There are no third-party relationships that will control or influence essential elements including the existence, operation, curriculum, or instruction of the Albuquerque Collegiate Charter School.

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



Vacant, Director

Rocky Kearney, Deputy Director

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

May 1, 2017

Ms. Jade Rivera
jrivera@buildingexcellentschools.org

Re: Albuquerque Collegiate Charter School 2018-2022 Facility Master Plan/ Educational Specification's Approval

Dear Ms. Rivera:

PSFA has received and reviewed the Facility Master Plan/Educational Specification's (FMP/ Ed Spec's) for the Albuquerque Collegiate Charter School located in Albuquerque Public Schools District and are requesting to be a State Chartered Charter School. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your FMP/Ed Spec's document.

Through our review of the FMP/Ed Spec's, PSFA understands the following:

- Albuquerque Collegiate Charter School did request to locate school in existing Albuquerque Public Schools facilities on March 17, 2017; as of yet, there has been no response from the Albuquerque Public Schools
- Grades requested are k through 5th grade
- The school anticipates having a total enrollment of 360 students (cap)
- Albuquerque Collegiate will plan for 30 students per classroom in kindergarten through 5th grade
- Kindergarten through 2nd grade will have two teachers, so pupil/ teacher ratio (PTR) is 15:1
- Grades 3rd through 5th, there will be two teachers during the literacy blocks, and one teacher at other times with pupil/ teacher ratio (PTR) is 20:1
- 12 general classrooms required to support 360 students, approximately 11,400 – 13,000 square feet (sf)

Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators

- Beyond the general classroom, the school will require space for administrative offices, food services, a student supports pull-out room, physical education space (cafeteria space could double as the physical education space), and multi-use room for enrichment classes, with a maximum total of 6,820 sf
- 2 Kindergarten classrooms @ 1,200 – 1,500 sf for 60 students
- 10 general classrooms 900 – 1,000 sf each
- 13,000 gross square feet (gsf) of general classroom space needed to meet educational program
- 16,450–19,820 gsf of general classroom, specialty classroom, and other spaces to meet educational program
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 468-0282.

Sincerely,

A handwritten signature in black ink, reading "William W. Sprick". The signature is fluid and cursive, with the first name "William" and last name "Sprick" clearly legible.

William W. Sprick, Facility Master Planner

cc: Jeremy Jerge, Regional Manager
Martica Casias, Planning and Design Manager

Albuquerque Collegiate Charter School

2018-2022 FIVE YEAR FACILITIES MASTER PLAN/ EDUCATIONAL SPECIFICATIONS Summer 2017 Applicant Charter

Respectfully Submitted by
Jade Rivera
April 21, 2017

CHARTER SCHOOL OVERVIEW

Albuquerque Collegiate Charter School is a proposed kindergarten through grade 5 school, applying for Public Education Commission charter approval in Summer 2017. The enrollment cap for Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) will be 360 students total. The founding team of Albuquerque Collegiate has read, reviewed, and understands the Statewide Adequacy Standards (NMAC §6.27.30), as well as the Charter-Alternative School Statewide Adequacy Standard Variance.

On Monday, April 17, 2017 a written request was sent to Albuquerque Public Schools inquiring about potential facilities for which Albuquerque Collegiate Charter School may locate. The district has not yet formally responded.

TABLE OF CONTENTS

1. Goals/Mission

1.1 Goals

1.1.1 Mission

1.1.2 Educational Philosophy

1.1.3 Serving the Community

1.2 Process

1.2.1 Process for Data Gathering and Analysis

2. Projected Conditions

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

2.2 Proposed Enrollment

2.2.1 Phased Enrollment

2.2.2 Classroom Loading Policy

2.2.3 Classroom Needs

2.3 Site and Facilities

2.3.1 Location/Site

2.3.2 Facility Evaluation

3. Proposed Facility Requirements

3.1 Facility Goals and Concepts

3.1.1 Goals to be Met by School Facility

3.1.2 Concepts

4. Capital Plan

5. Master Plan Support Material

5.1 Sites and Facilities Data Table

5.2 Site Plan

5.3 Floor Plan

5.4 Detailed Space and Room Requirements

5.4.1 Technology and Communications Criteria

5.4.2 Power Criteria

5.4.3 Lighting and Day Lighting Criteria

5.4.4 Classroom Acoustics Criteria

5.4.5 Furnishing and Equipment Criteria

5.4.6 Criteria Sheets

Attachment A - Letter to Albuquerque Public Schools

Attachment B- Concept Layout

1. GOALS/ MISSION

1.1 Goals

1.1.1 Mission

The mission of Albuquerque Collegiate Charter School is: Within a structured and ambitious school community, driven by high-quality instruction and intensive academic supports, Albuquerque Collegiate Charter School ensures all K-5 students make dramatic academic growth each year and demonstrate measurable academic performance that puts them firmly on the path to college graduation.

1.1.2 Educational Philosophy

Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) believes that all students, regardless of race, ethnicity, home language, socio-economic status, or a family’s education level, can and will achieve academic excellence, provided that they have access to an excellent public education that sets the bar high academically and behaviorally, ensures that all students have the supports they need to reach that bar, and provided that all members of the school staff have all of the supports they need to execute on our ambitious mission.

Albuquerque Collegiate will provide an excellent public school option through a structured and ambitious school community, driven by high quality instruction and intensive academic supports for every student. Setting the path for college graduation starting on the first day of a child’s formal schooling begins with the establishment of strong, foundational instruction, with a prioritized and expanded focus on literacy and mathematics starting in kindergarten and continuing everyday thereafter throughout a student’s K-5 education. The central elements of our school mission will drive our staff, families, and students to build a culture of achievement and game-changing results for the students of Albuquerque.

A structured and ambitious school community provides a safe, predictable, and achievement-oriented school environment, in which students can learn at the highest levels. Consistent school-wide systems and procedures that maximize instructional time for teachers and students are drawn from the most effective practices of the highest achieving schools across the country. As students are exposed and held to high expectations, they will rise to not only meet but exceed those expectations.

High-quality instruction is guided by mission-driven, team-oriented educators relentlessly focused on the measurable success of every student. To ensure that all students have access to rigorous and value-added instruction, we provide ongoing, targeted, and actionable coaching through a weekly feedback cycle and a robust professional development program throughout the school year and Summer. For our students to be academically competitive with their peers across the country, we deliver demanding, research-based, and practice-proven curriculum successfully implemented at schools across the country delivering powerful results with similar communities, and we provide robust training and support to our instructional team and professional team to get the job done.

Intensive academic support for every scholar is essential to individual student success, as well as school-wide academic achievement. To ensure that every student at Albuquerque Collegiate succeeds at the highest levels, we must understand both the strengths and areas of growth for every single scholar. This will require that each and every student receives targeted and individualized daily interventions. School-wide schedules will ensure built-in time for individualized supports,

one-on-one teacher pull-out instruction, and routine push-in intervention instruction every day; school-wide schedules and calendars will also ensure the staff training and support needed annually, cyclically, weekly, and daily to ensure the success of every student.

1.1.3 Serving the Community

The Albuquerque Collegiate Founding Team envisions that our school facility and its use will be reflective of our mission and deep commitment to academic growth and achievement. In addition to serving as the learning space for our students each day, we expect that our facility will act as an educational gathering space for our students' families and our neighboring community. The Albuquerque Collegiate Governing Board and school staff will engage with students, families and community members through monthly public Board meetings, annual family orientation meetings, monthly "cafecitos" to get to know the school leadership team and staff, and community family nights, during which we will invite families and community members into the life of an Albuquerque Collegiate scholar, highlighting student work, instructional lessons and school culture. Furthermore, we plan to partner and collaborate with local businesses, organizations and individuals to come into the school during our weekly community enrichment block to teach and lead students in lessons related to their different areas of expertise, whether that be art, yoga, banking, civic engagement, etc.

1.2 Process

1.2.1 Data Gathering and Analysis

Individual representing the school authorized as contact on issues and questions related to this submission:

Jade Rivera

jrivera@buildingexcellentschools.org

(505) 712-1927

1017 Forrester Ave. NW

Albuquerque, NM 87102

Process for Capital Planning and Decision Making:

Following Public Education Commission charter approval, the Governing Board of Albuquerque Collegiate will be responsible for capital planning and decision-making on behalf of the school. During the year prior to opening (2017-2018), a Steering Committee, also known as the Facilities Task Force, will be assembled to continue research of potential facilities to house Albuquerque Collegiate. The Facilities Task Force will provide facility information to the Governing Board's Finance Committee and recommendations for facility acquisition to the Governing Board.

Community Input:

As we have drafted the proposal for Albuquerque Collegiate, the founding team has placed great emphasis and value on community engagement and outreach. Members of our founding team have held over 95 individual meetings with leaders throughout Central New Mexico. Members of the founding team have also attended, presented at, and engaged with numerous community organizations, including the Albuquerque Chamber of Commerce, Impact & Coffee, Mission: Graduate, Bernalillo County Early Childhood Accountability Partnership, New Mexico

Association for the Education of Young Children, Excellent Schools New Mexico, Albuquerque Business First, the Wells Park and Barelás Community Centers, and several local neighborhood associations. In addition to conducting community organization outreach, our team has also hosted multiple informational sessions about Albuquerque Collegiate and “Stop & Chats” at neighborhood community centers to gather feedback from community members.

As the founding board of Albuquerque Collegiate continues to pursue charter authorization and identify potential facilities, we are committed to continually engaging with our local communities, statewide, within the county and city, as well as with residents of the neighborhoods in our proposed target area.

Steering Committee:

The Albuquerque Collegiate Steering Committee, also known as the Facilities Task Force, will be assembled for the purposes of researching and assessing potential facilities to house Albuquerque Collegiate Charter School. The Facilities Task Force will meet regularly to review progress and next steps in the facilities search process. The Facilities Task Force Chair will provide updates to the Albuquerque Collegiate Governing Board at each monthly board meeting. The following members listed below will serve on the Facilities Task Force.

Figure 1- Albuquerque Collegiate Facilities Task Force, Membership

Name	Role
Scott Hughes	Board Member
Katie Rarick	Finance Committee Chair
Constance Dove	Community Advisor

2. PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

Overview of Proposed Education Program and Facilities:

Albuquerque Collegiate Charter School is designed as a college preparatory elementary school. Albuquerque Collegiate is founded on the belief that setting the path for college graduation starts on the first day of a child’s formal schooling and must begin with the establishment of strong, foundational instruction, with a prioritized and expanded focus on literacy and mathematics starting in kindergarten and continuing everyday thereafter throughout a student’s K-5 education. Albuquerque Collegiate is committed to the ambitious success of our scholars, and we hold it as our charge to set them firmly on the path to graduation from the four-year college of their choice – all of which depends upon a powerful K-5 elementary education on which that path is built.

Our proposed facility needs are flexible and similar to that of a traditional district school’s facility needs. As a result of our proposed slow growth model, our facility square footage needs will be smaller in our initial years of operation versus in later years when we begin to reach our full enrollment capacity.

We have been working with Dove Property Advisors, LLC to search for potential facilities in our target area. Through this work we have identified the current Albuquerque Charter Academy building as a potential facility for Albuquerque Collegiate, as Albuquerque Charter Academy plans to vacate the space before August 2018.

Potential joint use facilities:

The Albuquerque Collegiate Founding Team is currently focused on finding a single occupant facility in our target area. However, we have also considered the possibility of locating within facilities that would require joint use, as the downtown area is much more abundant in vacant space within multi-occupant buildings. Nevertheless, a single occupant facility would better meet our needs as an elementary school with the need for large space, limited stairs, and a playground.

Proposed Instructional Program:

Using the 2010 adopted New Mexico Common Core State Standards, Albuquerque Collegiate students will be provided rigorous educational instruction, grounded in foundational content and skill development. Our standards will be aligned horizontally across subjects and vertically across grade levels to ensure students acquire all content and skills necessary to successfully matriculate into and succeed within a rigorous middle school, a college preparatory high school course of study, and ultimately the competitive four-year college of their choice.

Albuquerque Collegiate believes strongly that foundational literacy instruction is key to the academic and personal success of our students. For that reason, Albuquerque Collegiate will prioritize and dramatically expand literacy instruction and thus the development of literacy skills in areas including phonics, fluency, guided reading, reading comprehension, word study, grammar, hand writing, and writing. In the average instructional day, Albuquerque Collegiate students will receive over 200 minutes of instructional time dedicated to building foundational literacy skills.

Through the use of research-based curricula, Albuquerque Collegiate will provide 90 minutes of daily math instruction in kindergarten through grade five. All instruction is aligned to New Mexico Common Core State Standards, with particular attention focused on procedural computation as well as conceptual understanding.

Instructional Organization:

Albuquerque Collegiate is proposing an enrollment cap of 60 students per grade, in kindergarten through grade five. Each grade will be broken into two classes of 30 students. Through a slow growth model, we will plan to open in year one with kindergarten and first grade, growing an additional grade every school year thereafter. Kindergarten through second grade will be referred to as the lower elementary academy and grades three through five will be referred to as the upper elementary academy. In kindergarten through second grade, each classroom will be led by two teachers.

Scheduling approach:

Albuquerque Collegiate will plan to have an extended day schedule, with formal instruction beginning at 8:00am (students may arrive as early as 7:30am), and dismissal at 4:00pm on Monday, Tuesday, Thursday, and Friday. Dismissal is at 2:00pm on Wednesday, allowing for two hours of weekly professional development for staff. Students in all grades will remain in self-contained classrooms throughout the school day, with the exception of enrichment periods as necessary. In

grades K-2, there will be two teachers in every classroom. In grades 3-5, each classroom will have two teachers during literacy instruction, and 1 teacher during all other instruction.

Anticipated Special Curricular Activities:

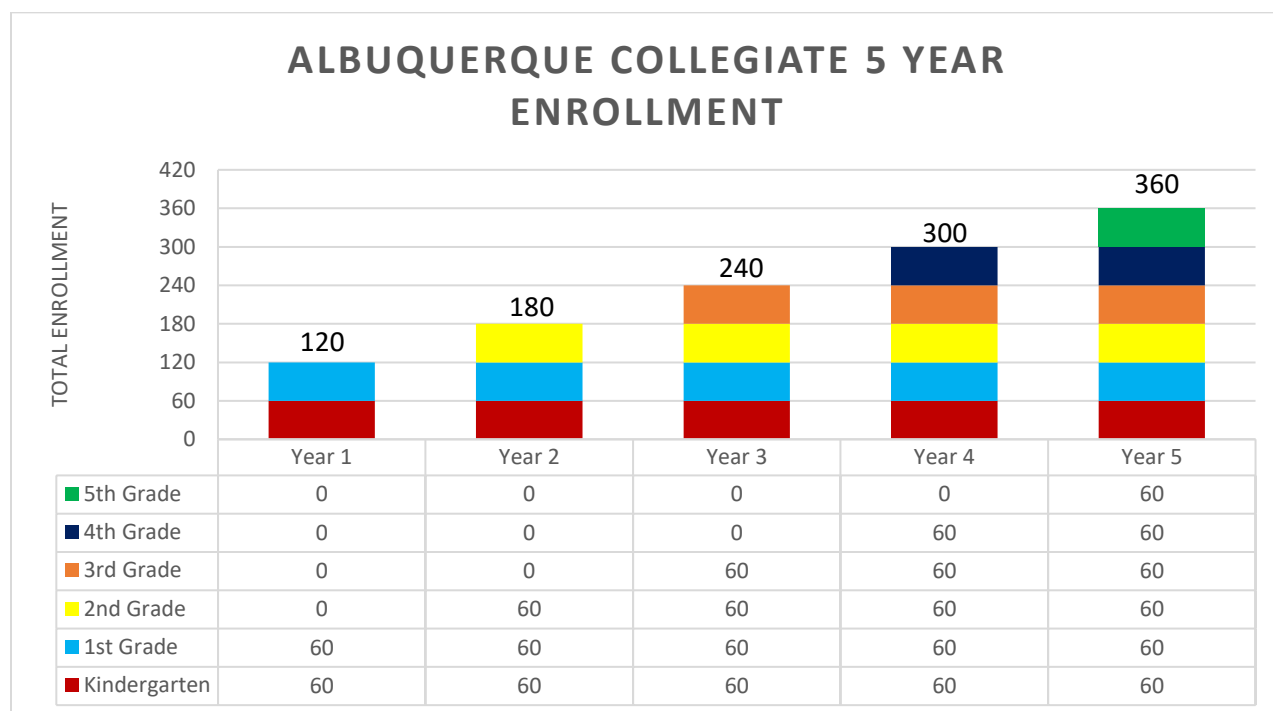
Albuquerque Collegiate scholars will be provided enrichment courses in art, music, and physical education. As such, our facility will need to be able to accommodate these needs for both indoor and outdoor space, based on the activity.

2.2 Proposed Enrollment

2.2.1 Phased Enrollment

Albuquerque Collegiate's total enrollment cap will not exceed 360 students. Through a slow growth model, we will plan to open in year one with 60 kindergarten students and 60 first grade students, for a total of 120 students. The enrollment cap per grade is 60 students. At year 5, we will be at full capacity with 360 students.

Figure 2 - Albuquerque Collegiate 5 Year Enrollment Graph



2.2.2 Classroom Loading Policy

Albuquerque Collegiate will plan for 30 students per classroom in kindergarten through grade five. As stated earlier, every kindergarten through second grade class will have 2 teachers, for a student to teacher ratio of 15:1. In grades three through five, there will be 2 teachers during the literacy blocks, and 1 teacher at other times. The student to teacher ratio in grades 3-5 will be 20:1.

2.2.3 Classroom Needs

Classrooms:

Based on Albuquerque Collegiate's enrollment targets, we will need 4 classrooms in year one, with 12 classrooms in year 5, when we reach full capacity. In order to be in accordance with New Mexico State Adequacy Standards (NMAC 6.27.30), we anticipate that classroom square footage range will need to be between 900-1,000 square feet per classroom for grades 1-5, and 1,200-1,500 square feet for kindergarten classrooms.

Figure 3 - Total Classroom Square Footage Needs by School Year

School Year & Grade Levels	# of Classrooms Total	Square Footage per Classroom	Classroom Square Footage Total Needed
2018-2019 Kindergarten-1 st	4	(2) K: 1,200-1,500 sq. ft. (2) 1 st : 900-1,000 sq.ft.	4,200-5,000 sq. ft.
2019-2020 Kindergarten-2 nd	6	(2) K: 1,200-1,500 sq. ft. (4) 1 st -2 nd : 900-1,000 sq.ft.	6,000-7,000 sq. ft.
2020-2021 Kindergarten-3 rd	8	(2) K: 1,200-1,500 sq. ft. (6) 1 st -3 rd : 900-1,000 sq.ft.	7,800-9,000 sq. ft.
2021-2022 Kindergarten-4 th	10	(2) K: 1,200-1,500 sq. ft. (8) 1 st -4 th : 900-1,000 sq.ft.	9,600-11,000 sq. ft.
2022-2023 Kindergarten-5 th	12	(2) K: 1,200-1,500 sq. ft. (10) 1 st -5 th : 900-1,000 sq.ft.	11,400-13,000 sq. ft.

Other Spaces:

Beyond standard classrooms for grades K-5, Albuquerque Collegiate will require facility space for administrative offices, food services, a student supports pull-out room, physical education space, and a multi-use room for enrichment classes. Dependent upon the identified facility, the cafeteria space could double as the physical education space.

Figure 4 - Additional Room Types and Size

Room Type	Approximate Square Footage Needed
Administrative Offices	1,000 sq. ft.
Cafeteria	1,000-1,500 sq. ft.
Serving/Warming Kitchen	200-250 sq. ft.

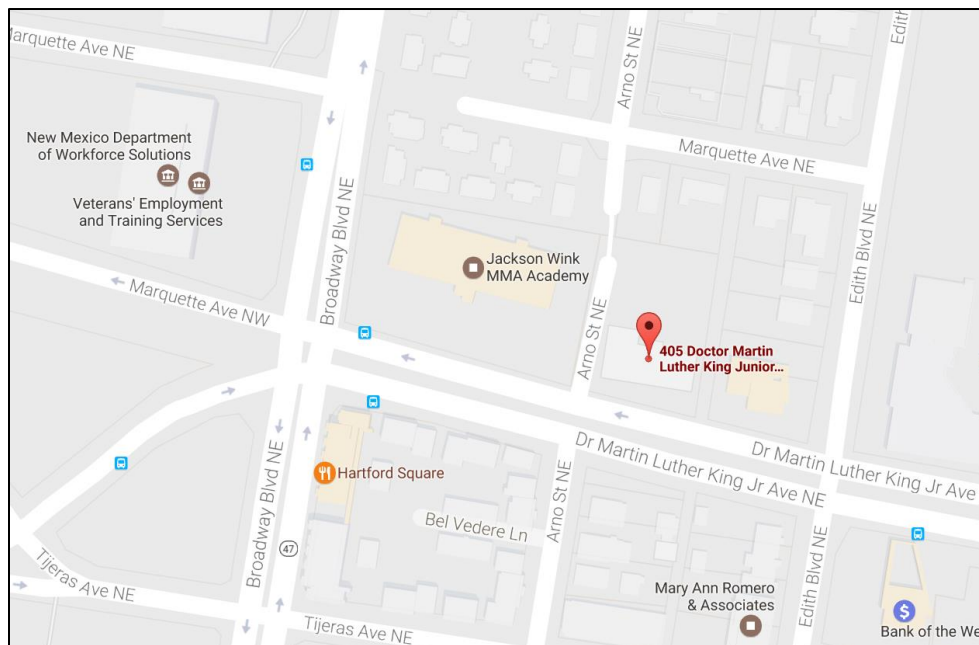
Student Supports Pull-Out Room	450-770 sq. ft.
Physical Education Space and Storage	2,400 sq. ft.
Enrichment Classroom	700-900 sq. ft.
Total sq. ft. Additional Rooms=	5,050-6,820 sq. ft.

At full capacity in year 5, adding together all classroom space and additional space needed, Albuquerque Collegiate will require approximately between 16,450-19,820 square feet of facility space.

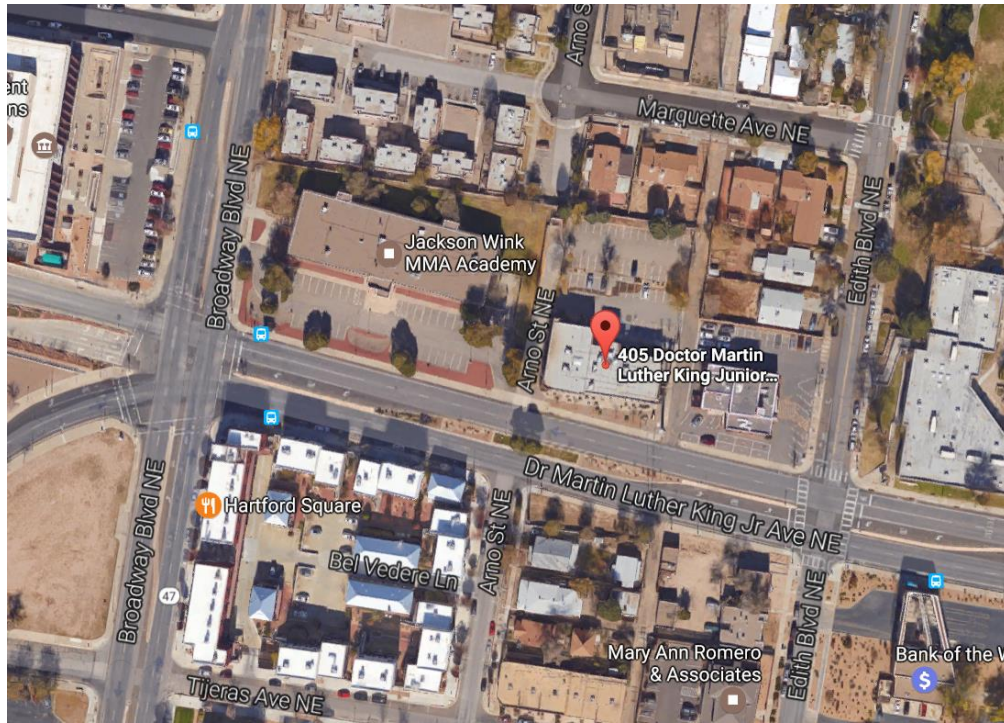
2.3 Site and Facilities

2.3.1 Location/Site

Map:



Aerial:



Description of Facility:

The Albuquerque Charter Academy's Governing Board and school leadership team are developing plans to move out of their current facility (405 Dr. Martin Luther King Jr. Ave NE, Albuquerque, NM 87102), and into a larger facility better suited to meet their growing needs. The "MLK" facility is expected to be vacated before August 2018. This facility has 9 classrooms, as well as additional space necessary for administrative offices. The MLK building will fulfill the needs of Albuquerque Collegiate and allow us to grow into the facility, as we will have a slow growth model.

Reasons for Desired Area:

The targeted geographical area for Albuquerque Collegiate will primarily be neighborhoods within the 87102 zip code. Albuquerque's 87102 zip code includes the Martineztown, Wells Park, Downtown, Barelás, South Broadway, and East San Jose neighborhoods. Research from zipatlas.com indicates the median household income in the 87102 zip code is the lowest of the 17 zip codes located within Albuquerque's city limits. Furthermore, 87102 has a higher rate of unemployment, a larger Hispanic population, lower educational attainment, and more families living below the poverty level than the city as a whole. As an open enrollment charter school, Albuquerque Collegiate will welcome all families who wish to enroll their children from across the city. However, we will target our recruitment efforts to families who reside within the 87102 zip code, as their students are in greatest need for a high performing public charter school.

2.3.2 Facility Evaluation

The New Mexico Public School Facilities Authority (PSFA) has not yet conducted a facility condition evaluation for Albuquerque Collegiate Charter School, and thus has not been able to complete a FAD Executive Summary Report. Following charter application submission, the

Albuquerque Collegiate Founding team plans to research more facilities in the greater downtown Albuquerque area, so that we may identify top choices for PSFA to evaluate for adequacy.

3. PROPOSED FACILITY REQUIREMENTS

3.1 Facility Goals and Concepts

3.1.1 Goals to be Met by School Facility

Within a structured and ambitious school community, driven by high-quality instruction and intensive academic supports, Albuquerque Collegiate Charter School ensures all K-5 students make dramatic academic growth each year and demonstrate measurable academic performance that puts them firmly on the path to college graduation.

Our belief that college preparation begins in kindergarten means we highly value and prioritize expanded learning time for our students, particularly in the areas of literacy and mathematics.

Our overarching goal of the school facility is to meet the physical needs of our general education classrooms, special education needs, enrichment classrooms, and common space areas so that we may educate all learners and all scholars in alignment with our mission and educational philosophy. In general, our facility needs are very similar to that of a traditional district school. Our facility must prioritize student and staff safety, while being as conducive as possible to our educational program.

The goal for our general education classrooms is that our teachers have the space necessary to be able to conduct full-class lessons as well as small-group instruction. Full-class lessons will be conducted while students are seated at their desks, as well as from a central area while students are seated on a carpeted area/rug. In addition, teachers and scholars need the appropriate space and classroom set-up for small-group block rotations, where students will work within 3 small groups of 10 students in each group. One of the groups of 10 will work at student desks, while each of the other two groups will need to work at separate tables with 1 teacher at each table.

One key difference between our facility needs and those of a traditional district school is that we will open with a slow growth model, meaning that in year one we will start with kindergarten and first grade, growing one grade in each subsequent school year. This slow growth model thus impacts our facility needs in year 1 when enrollment is fairly low, at 120 students, versus in year 5 when enrollment is at full capacity of 360 students. For this reason, our goal in years 1 and 2 is for the facility to be able to accommodate a full year 2 enrollment of 180 students. In years 3 through 5, we will want a facility that can accommodate or be built out to accommodate our full enrollment capacity of 360 students.

In accordance with HB-283 and New Mexico State Statute (22-8B-4.2 “Charter school facilities; standards”) Albuquerque Collegiate Charter School will identify a school building that meets all of the mandated requirements related to building ownership, lease-purchase arrangement approval, statewide adequacy standards, private owner financial responsibility and maintenance to meet adequacy standards, as well as the requirements related to availability and adequacy of public buildings.

3.1.2 Concepts

The Albuquerque Collegiate concept design illustrates major facility concepts of the school to meet the physical needs of general education classrooms, special education resource rooms, an enrichment classroom, and necessary common space areas. Illustrations from the concept layout demonstrate our preference to place lower elementary classes (K-2), closest to the administrative offices in the building. In addition, to maximize a smaller facility, we would use a cafeteria as a common space for physical education enrichment, as well as for our weekly school community gatherings and periodic family events throughout the school year. The concept layout map also shows our need for a special education resource classroom. As intensive and individualized supports are an essential component of the Albuquerque Collegiate mission, we believe access to and daily use of a resource room for special education and English Learner instruction will be integral to the delivery of our mission and vision.

Beyond what is illustrated, we want to ensure we meet and exceed the safety and security needs of our students from the time they are dropped off at school to the time they leave our facility at the end of the day. These safety and security needs include lockable classroom doors, a secure locked door that provides access to the classrooms from a separate visitors' area with seating, as well as adequately designed and designated pickup/drop-off areas, a fully gated facility with locks, adherence to all fire code and safety requirements including a properly functioning sprinkler system, and an adequate fire alarm system.

To the greatest extent possible, we hope to be able to identify a facility that is environmentally friendly and sustainable, while also meeting the academic needs of our students and staff. As illustrated in the concept layout, we anticipate that much of our facility space will need to be flexible to serve a variety of our school needs. Both classroom and common spaces will be utilized for daily instruction, special education pull-out services, small group intervention tutoring, and enrichment classes that include art, music and physical education.

As a school, we look forward to collaborating with our students and their families to host school community family nights that focus on the academics and culture of Albuquerque Collegiate. In addition, we are eager to engage with the local community to understand what the community's needs may be and if the Albuquerque Collegiate facility can serve as a central hub for local community gatherings. In terms of utility needs of the facility, we expect that these will mirror the needs of a standard elementary school facility. Our facility will need to provide access to multiple bathrooms, including those necessary for kindergarten classrooms, the facility will also need adequate HVAC services, in addition to proper electrical capacity and adequate lighting, both described in greater detail in section 5.4.

Lastly, with large class sizes of 30 students per class, our classrooms will need to be able to meet all requirements laid out by PSFA. In order to be in accordance with New Mexico State Adequacy Standards (NMAC 6.27.30), we anticipate that classroom square footage range will need to be between 900-1,000 square feet per classroom for grades 1-5, and 1,200-1,500 square feet for kindergarten classrooms.

See concept layout as Attachment B.

4. CAPITAL PLAN

The founding board of Albuquerque Collegiate has already begun a robust development and fundraising campaign to support the efforts needed for opening in Fall 2018, much of this

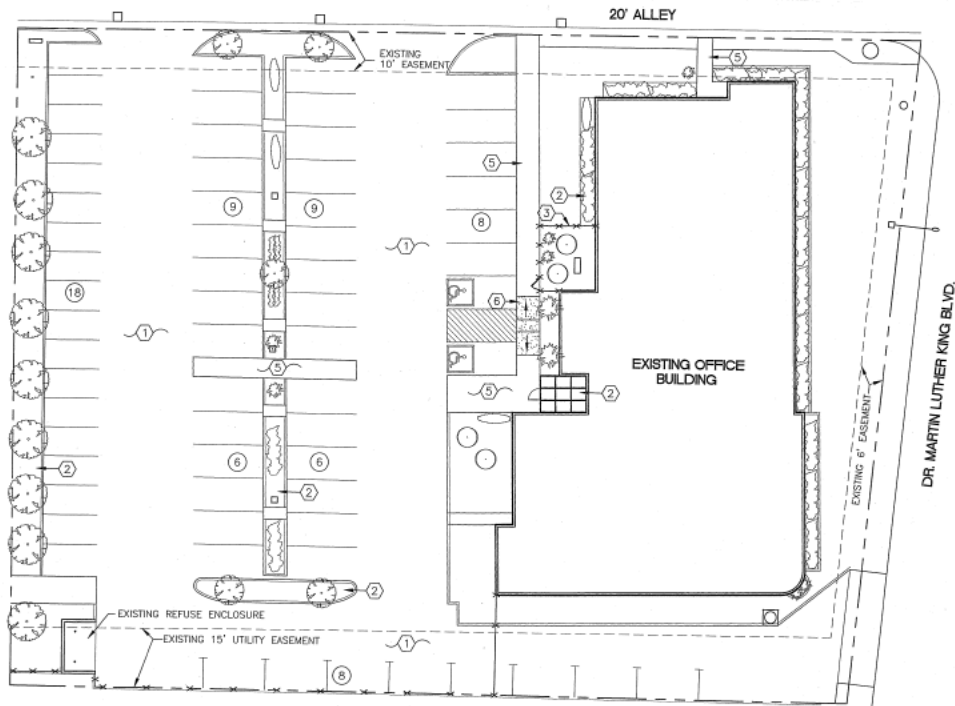
development effort will go toward facility needs. Upon charter authorization, the Albuquerque Collegiate Governing Board will continue to work to identify a facility and will then develop a plan for capital projects and equipment purchases. The Albuquerque Collegiate founding board has been in discussion with Development Fund organizations to discuss financing options.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

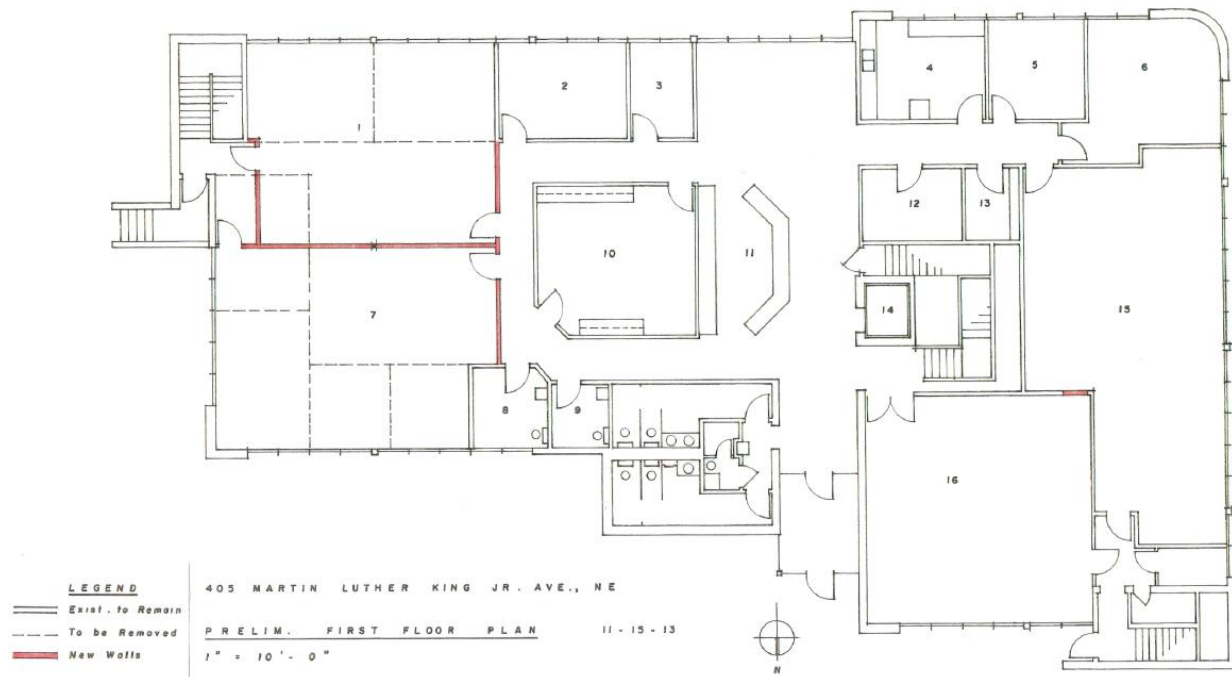
Name	Albuquerque Charter Academy
State Identification Number	n/a
Date of Anticipated Opening	July 1, 2018
Dates of Major Additions/ Renovations	2014
Facility Condition Index (FCI) NM Facility Condition Index (NMCI)	21.18%
Site Owned or Leased	Owned
Total Building Area Gross Sq./Ft.	16,656
Site Acreage	0.8672± acre
Total Number of Permanent General Classrooms	8
Total Number of Permanent Specialty Classrooms	1
Total Number of Portable Classrooms	0
Total Number of Classrooms	9
Percentage of Portable Classrooms Compared to Total Number of Permanent Classrooms	0
Estimated Enrollment	360
Number of Gross Sq. Ft. Per Student Per School Facility	~46.3 Sq. Ft. per Student

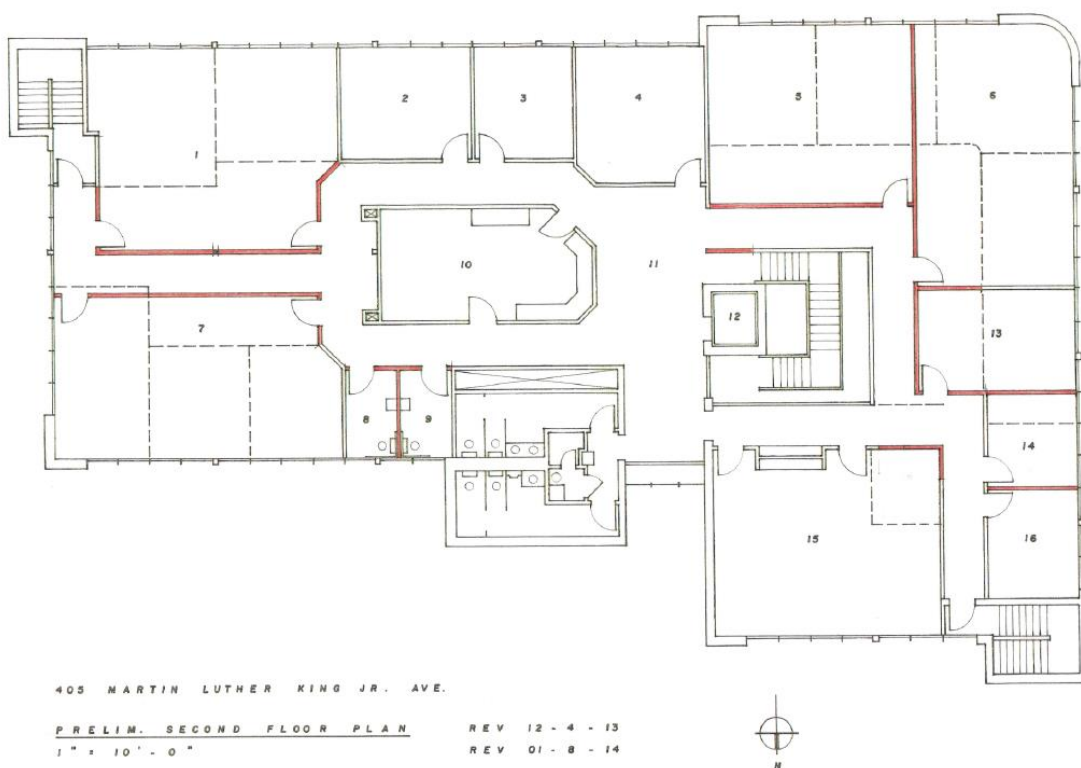
5.2 Site Plan



5.3 Floor Plan

1st Floor:



2nd Floor:

5.4 Detailed Space and Room Requirements

5.4.1 Technology and Communications Criteria

Network access and wireless internet should be available throughout the school building, including in classrooms, enrichment classrooms, common spaces, and administrative offices. The network and wireless internet need to be able to accommodate high-capacity use, particularly during assessment cycles. An adequate 2-way communication system, preferably telephones, should be available in all classrooms and offices. Administrative offices will house high volume copiers and printers for staff use.

5.4.2 Power Criteria

The school facility should have adequate electrical power sources. In all classrooms and common learning spaces, there should be sufficient outlets to meet the educational needs of students and teachers (i.e., laptop computers, projectors, document cameras, etc.).

5.4.3 Lighting and Day Lighting Criteria

State Adequacy Standards require a level of at least 50 foot candles of well-distributed light at classroom work surfaces.

5.4.4 Classroom Acoustics Criteria

Each general classroom shall be maintainable at a sustained background sound level of less than 55 decibels, with the sound level measured at a work surface in the center of the classroom.

5.4.5 Furnishing and Equipment Criteria

All general classrooms will have at least 30 student-designated workspaces, in addition to teacher-designated workspaces as necessary. In addition to student workspaces, classrooms will also have at least 1 horseshoe-style table with chairs for small group instruction.

5.4.5 Criteria Sheets

Kindergarten Classrooms	
Quantity of Spaces Required	2
Square Footage Per Space	1,200-1,500 sq. ft
Communications	Telephone line
Flooring	Carpet
Power & Technology	Adequate duplex outlets to power all technology equipment
Equipment	Large whiteboard mounted, ceiling mountable projector
Furnishings	15 table work stations (2 students per table), 30 desk chairs, 2 horseshoe tables each with 10 chairs, 5x6 color carpet rug, 2 teacher desks, 2 teacher chairs
Other	Single restroom with toilet and sink directly attached to kindergarten classrooms

1 st – 5 th Grade Classrooms	
Quantity of Spaces Required	10
Square Footage Per Space	900-1,000 sq. ft.
Communications	Telephone line
Flooring	Carpet
Power & Technology	Adequate duplex outlets to power all technology equipment
Equipment	Large whiteboard mounted, ceiling mountable projector
Furnishings	15 table work stations (2 students per table), 30 desk chairs, 2 horseshoe tables each with 10 chairs, 5x6 color carpet rug, 2 teacher desks, 2 teacher chairs

Enrichment Classroom	
Quantity of Spaces Required	1-2
Square Footage Per Space	700-900 sq. ft.
Communications	Telephone Line
Flooring	Laminate
Power & Technology	Adequate duplex outlets to power all technology equipment

Equipment	Large whiteboard mounted
Furnishings	Foldable chairs and chair stand

Resource Room	
Quantity of Spaces Required	1-2
Square Footage Per Space	450-770 sq. ft.
Communications	Telephone Line
Flooring	Carpet
Power & Technology	Adequate duplex outlets to power all technology equipment
Equipment	Whiteboard mounted
Furnishings	Small workstation tables (3), with 5 chairs at each table
Other	Bookshelves and storage for resource materials

Administrative Offices	
Quantity of Spaces Required	1 (with 2 private offices)
Square Footage Per Space	1,000 sq. ft.
Communications	Multiple telephone lines
Flooring	carpet
Power & Technology	Adequate duplex outlets to power all technology equipment including high volume copier
Equipment	High volume copier and printers
Furnishings	Large front reception desk, 4 waiting area chairs, 5 administrator desks, 5 rolling office chairs,
Other	Adult restroom attached to administrative/reception area

Common Space	
Quantity of Spaces Required	1
Square Footage Per Space	1,000-3,000 sq. ft.
Communications	Telephone line
Flooring	laminate
Power & Technology	Adequate duplex outlets to power all technology equipment including food warmer and large refrigerator in kitchen area

Equipment	Speakers for music
Furnishings	Foldable cafeteria tables w/ attached seating
Other	

Restrooms	
Quantity of Spaces Required	4 spaces (2 male, 2 female)
Square Footage Per Space	300 sq. ft.
Communications	n/a
Flooring	Laminate
Power & Technology	n/a
Equipment	Bathroom stalls, toilets, sinks
Furnishings	n/a

Attachment A: Letter to Albuquerque Public Schools

Jade Rivera
1017 Forrester Ave.
NW Albuquerque, NM
87102
505-712-1927
jrivera@buildingexcellentschools.org

April 17, 2017

Superintendent Raquel
Reedy Albuquerque Public
Schools 6400 Uptown Blvd.
NE Albuquerque, NM
87110

CC: Kizito Wijenje, Executive Director, Capital Master Plan
CC: Elvira Lopez, Senior Planner/Manager

Dear Superintendent Reedy,

On behalf of the proposed founding board for Albuquerque Collegiate Charter School, I am writing to formally and respectfully inquire about Albuquerque Public Schools facilities, per requirements of the state of New Mexico Public Schools Facilities Authority (PSFA). The Albuquerque Collegiate founding team wishes to request a list of Albuquerque Public Schools owned facilities that are presently unoccupied, partially unoccupied and/or anticipated to become unoccupied within the next 16 months. In particular, we are interested in any vacant, semi-vacant, or soon to be vacant facilities located in the following zip codes of Albuquerque; 87102, 87104, 87105, and 87107.

Thank you in advance for your continued communication and willingness to collaborate with our founding team as we seek to found a charter school in Albuquerque. If you have any questions or updates on information, please feel free to reach out to our main point of contact at any time. On behalf of the entire Albuquerque Collegiate founding team, thank you again for your time and continued lines of open communication.

Sincerely,

A handwritten signature in cursive script that reads "Jade Rivera".

Jade Rivera
(505) 712-1927
jrivera@buildingexcellentschools.org

Attachment B: Concept Layout

Common Space				Kitchen	
5 th Grade			5 th Grade		
3 rd Grade			4 th Grade		
3 rd Grade			4 th Grade		
Resource			Enrichment		
RR					
RR					
2 nd Grade			2 nd Grade		
1 st Grade			1 st Grade		
RR	Kindergarten		Kindergarten		RR
Admin Offices					

Proposed Financial Policies and Procedures

The Governing Board of the proposed Albuquerque Collegiate Charter School will review and adopt the following financial policies and procedures to ensure the most effective use of the public and private funds to support its mission and to ensure that the funds are budgeted, accounted for, expensed, and maintained appropriately.

It is the intent of these policies and procedures to implement both the letter and spirit of all applicable local, state, and federal rules and regulations regarding the expenditure of and accounting for public funds.

Collectively, these policies and procedures comprise a set of internal controls to ensure effective, efficient operations, a segregation of duties and responsibilities, reliability of financial reporting, legal and regulatory compliance, and risk mitigation.

As Albuquerque Collegiate Charter School grows and guidance changes, these policies and procedures will be reviewed and updated on at least an annual basis.

I. ACCOUNTING

a. Fiscal Year

- i. The fiscal year for Albuquerque Collegiate Charter School is July 1 through June 30.

b. GAAP

- i. The accounting procedures used by Albuquerque Collegiate Charter School shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

c. Accounting Basis

- i. Albuquerque Collegiate Charter School uses the accrual-basis of accounting at year-end, meaning that revenues are recognized in the fiscal year they are earned, and expenses are recognized in the fiscal year that the liability is incurred. This is regardless of when the receipt of or payment of cash takes place.
- ii. Throughout the year, revenues will also be recognized as they are earned and when contributions are received or awarded in accordance with GAAP.

d. Restricted Grant Tracking

- i. Albuquerque Collegiate Charter School shall maintain its general ledger using grant tagging codes for the purposes of tracking restricted revenues and expenses. This is with the specific intention

to prevent doubled-dipping of expenses against restricted revenue sources.

e. Capitalization and Depreciation

- i. Albuquerque Collegiate Charter School will capitalize and depreciate annually all assets of \$5,000 or more to coincide with federal fund guidance on capitalization threshold.
- ii. All assets purchased with an individual value less than \$5,000, but purchased in bulk and exceed \$5,000 in bulk, will be considered as meeting the capitalization threshold. All other assets will be charged annually to an expense in the year incurred. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:
 1. Leaseholder improvements: Lease term or 10 years, whichever is shorter
 2. Facility purchases: 30 years
 3. Building and site improvements: 30 years
 4. Computers and associated technology: 3 years
 5. Furniture & equipment: 5 years
- iii. Repair and maintenance costs, which do not extend the useful lives of an asset, are recognized as expenses.
- iv. Throughout the year, items will be recognized as expenses. They will be reviewed at year-end for possible capitalization and depreciation. Depreciation will be calculated from when the item was purchased and will be treated as placed in service at that time unless otherwise specified.
- v. Items will be tagged when placed in service by the Office Manager or School Director of Operations.
- vi. As part of the annual close, the Office Manager or School Director of Operations will conduct an inventory of all assets, noting condition and location.
- vii. Assets sold, retired, lost, or stolen and related amounts of accumulated depreciation will be eliminated from the asset accounts, and any resulting gain or loss will be recognized within that year.
- viii. Nothing in this practice is to prevent Albuquerque Collegiate Charter School from maintaining an estimated impact of capitalization and depreciation on operating income and fund balance for the year on interim financial statements.

f. Bank Reconciliations

- i. A reconciliation of all bank accounts, whether checking or savings accounts, will be performed monthly by an EdTec accountant. The EdTec accountant does not have the ability or authority to disburse funds or approve expenses.

- ii. Albuquerque Collegiate Charter School will provide EdTec with either online access or paper copies of the monthly statements no later than the 2nd business day of the following month.
- iii. EdTec will maintain the banking reconciliation documentation for the audit.
- iv. Un-cleared checks older than six months will be reviewed for reissuance, voidance, or escheatment proceedings in compliance with Indiana State law.
- v. Financial irregularities discovered during the banking reconciliation process will be brought to the attention of the Principal, School Director of Operations, and Board Treasurer.

g. Financial Record Retention and Destruction

- i. All financial records will be retained for no less than 7 years. Records include but are not limited to transaction ledgers, bank statements, cancelled and voided checks, payroll records, audits, and tax filings.
- ii. To the extent that Albuquerque Collegiate Charter School is working with EdTec, EdTec shall be considered the custodian of financial records. At termination of the relationship, EdTec will transfer all financial records to Albuquerque Collegiate Charter School.
- iii. After 7 years, Albuquerque Collegiate Charter School may evaluate its documents for secure destruction or alternatively, archival.
- iv. Retaining electronic or digital copies of records will be considered compliant with this file retention policy.
- v. Nothing in this section will be considered to supersede the organization's broader record retention and destruction policies.

II. Banking

a. Checking Accounts

- i. The Board shall authorize the establishment of a commercial non-speculative, checking account with a federally insured banking institution for the purposes of school operations.
- ii. An account bearing interest will not be considered speculative.
- iii. The established checking account shall be the primary account for school financial obligations, as well as the primary account for deposit and receipt of all funds. Authorized signatories to this account shall be the Principal, Board Treasurer, and Board Chair.
 - 1. Checks under \$5,000 will require the signature of the Principal.
 - 2. Checks of \$5,000 or more will require the signature of the Principal AND Board Treasurer.
 - 3. Checks payable to the Principal must be signed by the Board Treasurer. Checks of \$5,000 or more payable to the

Principal will require the signature of Board Treasurer and Board Chair.

4. Under no circumstances should the recipient of a check also be a signatory on his or her own check.
- iv. In addition to the general operating account, the Board shall authorize the establishment of a checking account for the purposes of processing payroll.
- v. No additional checking accounts shall be established without Board approval.
- vi. Board approval is also required to close a checking account.

b. Savings Account

- i. The Board may authorize the establishment of a non-speculative, savings account with a federally insured banking institution.
 - ii. An account bearing interest will not be considered speculative.
 - iii. Checks will not be written out of the savings account, and any transfer of funds to or from the savings account to the general checking account will be done in consultation with the Board Treasurer and EdTec and the school's most current cash forecast.
 - iv. No additional savings accounts shall be established without Board approval.
- Board approval is also required to close a savings account.

c. Federal Deposit Insurance

- i. Albuquerque Collegiate Charter School recognizes that deposits are only insured up to \$250,000 per qualified banking institution, not per account, and its bank balance may otherwise exceed the \$250,000. The Board shall review ongoing opportunities to cost-effectively insure excess cash or otherwise diversify its account holdings at federally insured banking institutions, while also evaluating risk and convenience.

d. Petty Cash Fund

- i. The Board may authorize the establishment of a petty cash fund of up to \$500 to be maintained on the school site in a locked, secure location.
- ii. Initial funding of the petty cash fund should be done as a check from the school's main checking account.
- iii. The petty cash fund is maintained by the School Director of Operations. All requests for petty cash must be made in advance and approved by the Principal.
- iv. The School Director of Operations records the disbursement in a log and maintains a copy of the approval.
- v. Any unused funds along with all receipts for items purchased must be returned to the School Director of Operations.

- vi. Monthly, the log and transactions will be reconciled by the School Director of Operations and will be submitted to EdTec for entry into the accounting system. EdTec will also reconcile the activity to the information submitted
- vii. Upon request by the Principal or School Director of Operations and subject to supporting documentation, EdTec will generate a check to replenish the petty cash fund up to \$500.

e. Deposits of Receipts

- i. Albuquerque Collegiate Charter School will deposit all funds received on a weekly basis. In line with this:
 - 1. The Office Manager will open all mail daily, immediately sort and log all checks or money orders and forward them to the Principal or School Director of Operations. Any checks or money orders received in person will also be given to the Office Manager for logging. In the absence of the Office Manager, the School Director of Operations will fulfill these responsibilities.
 - 2. Cash payments, whether for student activities or donations or otherwise, will be strongly discouraged. Albuquerque Collegiate Charter School will direct individuals to use a service such as PayPal to make a payment electronically to the school in the alternative. If this is not possible, all cash payments received will be also logged using a cash receipt book with a carbon copy retained. The School Director of Operations, in conjunction with the Principal, will review the cash receipt book each week and affirm that the total collected matches the supporting documentation.
 - 3. Checks and cash waiting to be deposited will be stored in a secure location.
 - 4. The Principal will restrictively endorse (“For Deposit Only”) the checks or money orders to the checking account and deposit them, along with any cash collections. The School Director of Operations will then forward on a completed log and copy of associated backup to EdTec, including any revenue coding.

III. PURCHASES

a. Authorization of Expenditures

- i. All purchases of goods and services shall be consistent with the most recently Board-approved budget.
- ii. These expenditures shall not require additional Board approval, except for contracts for professional services that will exceed or are likely to exceed a total annual amount greater than \$10,000, or if the term will go past one year.

- iii. Otherwise, all expenditures must be approved by the Principal who will review to determine whether it is consistent with the Board-approved budget.
- iv. Nothing in this section shall prevent the Principal or the School Director of Operations from making an assessment to rebalance individual line items within the approved budget, provided the adjustments do not otherwise jeopardize the financial health of the school or disrupt the school's educational program. Adjustments greater than \$10,000 or that otherwise will decrease projected operating income by more than 2% should be discussed with the Board Treasurer.

b. Contracts and Bidding

- i. All professional services shall be provided for under a contract.
- ii. The Principal or School Director of Operations can execute single year contracts for professional services that will not exceed or are not likely to exceed \$10,000.
- iii. For contracts for professional services that will exceed or are likely to exceed a total annual amount greater than \$10,000 or the term will extend for a period greater than one year, Board approval will be required prior to execution. Length of contracts shall be at the discretion of the Board in consultation with the Principal and School Director of Operations, and multi-year contracts shall not be prohibited.
- iv. Should a contract require Board approval per the above, but timing or other circumstances require execution prior to being approved at a Board meeting, the Principal or School Director of Operations, with the approval of both the Board Chair and Board Treasurer, may conditionally execute said contract. The contract will need to then be formally approved at the next Board meeting.
- v. Unless otherwise expressly required by conditions of a funding source, Albuquerque Collegiate Charter School shall not be required to conduct a formal bid process for contracted services and goods less than \$60,000. However, the Principal shall make good faith efforts to secure multiple quotes and proposals to ensure a prudent, cost-effective use of funds.
- vi. Nothing in this section shall require or be interpreted to require Albuquerque Collegiate Charter School to choose or select the lowest cost provider of goods or contracted services, and Albuquerque Collegiate Charter School will have discretion in what criteria it gives most weight when selecting vendors and providers.
- vii. Any rules or regulations governing expenditure of federal funds shall supersede the above when otherwise contradictory.

c. Purchasing

- i. Once sufficient diligence has been done by way of quotes, proposals, and research and an expenditure has been approved, the Principal or School Director of Operations will either request an invoice from a vendor or submit a formal purchase order to request an invoice.

d. Invoice Processing and Requests for Payment

- i. On a weekly basis, the School Director of Operations will review invoices for accuracy, as well as review invoices for goods against received goods and packing slips, and address any inconsistency with vendors.
- ii. Each week, the School Director of Operations will collate and code all invoices received, including both expense and grant tagging coding.
- iii. Regardless if the school will be requesting payment or not, the School Director of Operations will transmit the invoices and coding to EdTec.
- iv. EdTec will then generate a payment approval report, which lists all invoices submitted for processing, and it will request payment by the school.
- v. Notwithstanding the above, the school shall abide by EdTec accounts payable policies and procedures set forth separately regarding documentation requirements, systems, timelines, and submissions.

e. Payment Approvals and Payroll Processing

- i. Payments under \$5,000 must be approved by one of the following authorized positions: Principal, and, Board Treasurer.
- ii. Payments for \$5,000 or more must be approved by the Principal AND Board Treasurer.
- iii. For recurring payments, such as rent, when the amount is fixed, annual approval is allowed.
- iv. Once EdTec receives all the required approvals, EdTec will issue payments with the required authorizer signatures. EdTec will then generate a check register and send back to the school as record of issuance. The check register will be collated with all the check registers for a month and included in the Board packet.

f. Debit Card Usage

Debit card usage will not be permitted.

g. Credit Card Usage

- i. Subject to Board approval, the school may establish a credit card account.
- ii. Said credit card account may be of a rewards-bearing variety, but all rewards should be retained for the exclusive use of the school.

- iii. The use of a credit card shall be allowed with a maximum authorized credit limit of \$5,000 per card holder, subject to credit approval.
- iv. Credit cards shall only be issued to and used by the Principal and the School Director of Operations. Use by any other person is prohibited.
- v. An individual charge should not exceed \$1,000, except with the approval by the Board Treasurer. Total charges in a month shall not exceed the credit card limit.
- vi. Authorized credit card holders are responsible for submitting itemized receipts or other printed documentation from the vendor for all transactions and providing sufficient reporting as to the necessity of the charge. Credit card statements may not be considered as sufficient supporting documentation.
- vii. For any purchases that are charged without adequate supporting documentation and justification, the card holder may be required to reimburse the school the amount of such purchases.
- viii. Because documentation issues might otherwise prevent EdTec from having the adequate documentation to pay a credit card statement balance in its entirety or documentation may pertain to the following month's statement, the Principal or School Director of Operations must request and specify the amount of all payments towards a credit card statement balance each time. However, every effort should be made to pay the current balance due in full and otherwise mitigate financing charges.
- ix. Credit card transactions will be enumerated on a credit card register to accompany the financial statements provided to the Board monthly.

h. Sales Tax Exemption

- i. Provided Albuquerque Collegiate Charter School has applied for and secured recognition of sales tax exempt status, Albuquerque Collegiate Charter School is considered exempt from sales tax on goods purchased for their own internal use.
- ii. The School Director of Operations will ensure all vendors have a copy of the sales tax exemption letter.
- iii. Prior to submission to EdTec, the School Director of Operations will ensure all invoices have sales tax removed. Otherwise, EdTec will process invoices as submitted.
- iv. Sales tax paid by employees for purchases made on behalf of the school and submitted for reimbursement will also be reimbursed.

i. Electronic Payments

- i. To preserve payment approval processes and internal controls, electronic methods (wire or ACH) shall not be permitted for payment of any expenses or reimbursements, except for payroll and associated employer and employee liabilities.

- ii. Any exception will require approval by the Board Treasurer.

j. Non-Travel Related Employee Reimbursements

- i. Employees, except for the Principal and the School Director of Operations, will limit purchases made with personal funds that will be submitted for reimbursement to no more than \$500 at a given time, except if the purchases are meals or incidental expenses during school-related travel.
- ii. Should an employee need to make a purchase with personal funds on behalf of the school for more than \$500, prior approval by the Principal or School Director of Operations will be required.
- iii. Employees shall submit a reimbursement request with supporting documentation to the Principal no later than one month from each purchase. A bank or credit card statement may not be considered adequate documentation, and lack of adequate documentation or timely submission may be grounds for non-reimbursement.
- iv. Under no circumstances shall the purchase of alcohol be reimbursed.
- v. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

k. Travel-Related Employee Reimbursements

- i. All employees must receive approval by the Principal for all school-related travel.
- ii. All efforts should be made to make cost-effective, efficient travel arrangements as expeditiously as possible to mitigate cost escalation. This applies to airfare, accommodations, and registration fees.
- iii. Travel arrangements should be made and paid for directly by the school by check or by the School Director of Operations using his or her credit card.
- iv. Meals during school-related travel are considered reimbursable. Meals should be modest but otherwise appropriate with the circumstances. Receipts or documentation should be retained.
- v. Incidental purchases made during school-related travel and otherwise necessary, such as taxi service, are considered reimbursable. Receipts or documentation should be retained.
- vi. Employees shall submit a reimbursement request with supporting documentation to the School Director of Operations no later than one month from each purchase. A bank or credit card statement may not be considered adequate documentation, and lack of adequate documentation or timely submission may be grounds for non-reimbursement.
- vii. Under no circumstances shall the purchase of alcohol be reimbursed.
- viii. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

l. Employee Mileage Reimbursements

- i. All employees are reimbursed at the current standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for school-related travel. If mileage is expected to exceed 100 miles or more, it must be pre-approved by Principal.
- ii. All employees requesting such mileage reimbursement are required to document the destination of each trip, its purpose, miles driven, and any associated parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.
- iii. Per IRS guidance, mileage of an employee driving from his or her residence to the school or vice versa is not considered reimbursable.
- iv. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

m. Personal Use of School Funds

- i. Use of school funds for personal use is prohibited. Violation of this policy may result in discipline up to and including dismissal or in case of a Board member, removal.

IV. PAYROLL

a. New Employees

- i. The Principal shall hire all employees at both headcount and compensation levels consistent with the approved annual personnel budget.
- ii. New employees shall complete an application for employment and all necessary paperwork for payroll addition.
- iii. New employees shall be fingerprinted and background checked consistent with state law. Fingerprint and background clearance must be received by the school before any employee may start work.
- iv. Employees shall accrue paid time off (PTO) based on the personnel policies and handbook of the school.

b. Timekeeping for Hourly Employees & Payroll Changes

- i. The School Director of Operations shall track or implement an electronic system for the accurate and timely preparation of timesheets for hourly employees.
- ii. Based on policies and timelines delineated separately by EdTec, the School Director of Operations will submit hourly information prior to each pay day, along with any payroll changes for all staff including salary or rate changes, deduction changes, or other payroll items.

c. Payroll Processing and Accounting

- i. Once EdTec receives the payroll changes from the School Director of Operations, EdTec will enter the information into the payroll processing system.
- ii. EdTec will generate a payroll preview or Excel worksheet summary and send to the Principal for approval.
- iii. Once payroll has been approved and issued, EdTec will upload the payroll information to the accounting system and reconcile the payroll activity to the banking activity.

d. Independent Contractor Vs. Employee

- i. Unless otherwise specified, Albuquerque Collegiate Charter School shall treat individuals as employees unless he or she meets the IRS test for classification as an independent contractor.
- ii. If someone is determined to be an independent contractor, he or she will need to provide a W-9, as well as proof of insurance depending on the nature of his or her work on behalf of the school.
- iii. All independent contractors shall be formally engaged under a contract that is approved by the Principal or the Board, based on the contract approval criteria previously enumerated.
- iv. Payments to an independent contractor shall be made pursuant to an invoice for services generated by the independent contractor to the school.
- v. Albuquerque Collegiate Charter School, through EdTec's assistance, will generate a 1099-Misc for all independent contractors that received \$600 or more in the prior tax year.

V. AUDITS & TAX FILINGS

a. Annual Audit

- i. Each operating year, Albuquerque Collegiate Charter School shall engage an independent accounting firm, approved by the State of New Mexico, to perform an audit of the prior year financial statements. The audit shall be performed and the audit report shall be generated in advance of the submission deadline with adequate review time by the Audit Committee and Board.
- ii. The audit shall include, but not be limited to, (1) an opinion on the financial statements, (2) an audit of the student accounting and restricted revenue compliance, and (3) an audit of the internal controls practices for the purposes of issuing an opinion on the financial statements.
- iii. Should Albuquerque Collegiate Charter School expend \$750,000 or more in federal revenues over the course of a fiscal year, the audit for that fiscal year shall be prepared in accordance with any relevant and effective Office of Management and Budget audit circulars.

- iv. Prior to submission of the audit report, EdTec and the Audit Committee will review the audit and respond to any management points, findings, material weaknesses, or significant deficiencies identified during the audit. To the extent appropriate, any official change in policies or procedures necessary to address any issue identified during the audit will be brought before the Governing Board for review.

b. Form 990 Federal Tax Return

- i. The independent accounting firm selected for the audit will prepare the Form 990 tax return to be submitted to IRS by November 15th for the preceding fiscal year.
- ii. The Board Chair, Board Treasurer, Principal, School Director of Operations, and EdTec shall be notified in the event an extension will be filed by the independent accounting firm.
- iii. Prior to submission to IRS, a draft copy will be circulated with the Board for review for no less than 5 days.

VI. DONATIONS & PHILANTHROPY

a. Tax Exempt Status & Charitable Solicitation

- i. To the extent that Albuquerque Collegiate Charter School has established a supporting foundation that has filed for and received recognition of its 501 (c) 3 status as a tax-exempt nonprofit organization, has completed all required annual return filings with IRS, and has completed and maintained all required registration as a charitable organization within the State of New Mexico, Albuquerque Collegiate Charter School may engage in charitable solicitations for tax deductible donations as permitted by local, state, and federal law. Nothing in this section shall prevent Albuquerque Collegiate Charter School from utilizing a fiscal sponsor as an intermediary to solicit and receive donations on its behalf to the extent permitted by local, state, and federal law.

b. Donations

- i. The School Director of Operations, separate from the depositing process, will log all cash or cash equivalent donations, recording date of donation, donor's name, donor's contact information, and donation amount.
- ii. If Albuquerque Collegiate Charter School receives a donation of \$250 or more, the School Director of Operations will provide the donor with a written acknowledgement of the donation in compliance with IRS acknowledgement requirements.

c. Donated Stock and Securities

- i. Albuquerque Collegiate Charter School should sell all gifts of stock or securities as soon as possible to convert them into cash and transfer to the school's checking account. The value of the gift will be recorded based on the cash proceeds less any brokerage sale fees.

d. In Kind Donations

- i. Donated goods and services provided for free or at less than market value, and suspected to exceed \$500 in fair value, should be logged at the fair value or the otherwise avoided cost.
- ii. Fair value shall be determined as specified by the donor and may require follow up by the School Director of Operations.
- iii. The School Director of Operations shall log all donated goods and services, along with their fair value, and submit this to EdTec no later than July 15th for the preceding fiscal year.
- iv. EdTec will record all logged donated goods and services at their fair value or the otherwise avoided cost.

VII. FINANCIAL REPORTING & PLANNING

a. Budget Approval

- i. An annual budget shall be approved by the Governing Board no later than June 30 prior to the start of each new fiscal year.
- ii. The approved budget will include a summary of assumptions and include both restricted and unrestricted revenues and expenses.
- iii. During the year, the Board may adopt an amended budget as expenses and revenue projections change, or as student counts are updated.
- iv. The annual budget and budget modifications will be reported to the authorizer and state by the required deadlines.

b. Monthly Financial Statements

- i. EdTec shall prepare a budget vs. actuals report, balance sheet, statement of cash flow, checking account register, credit card register if applicable, as well as a financial synopsis each month.
- ii. The Finance Committee and the Governing Board shall review these materials on a regular basis.

c. Interim Financial Reports

- i. EdTec shall prepare and submit the required financial reports to the state and authorizer as necessary.

VIII. OTHER PRACTICES & FINANCIAL MATTERS

a. Conflicts of Interest

- i. Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion

on the issue and shall recuse themselves from the discussion and voting on the matter.

- ii. For more information on the school's Conflict of Interest Policies, please consult the school's Bylaws.

b. Related Party Transactions

- i. Albuquerque Collegiate Charter School will identify, recognize, and evaluate any related party transactions.

c. Whistleblower Policy

Albuquerque Collegiate Charter School's policy shall extend to financial matters and improprieties.

d. Debt

- i. Albuquerque Collegiate Charter School will not take on any debt.
- ii. To the extent that a supporting organization does, any debt, whether loans, notes, or lines of credit must be approved by the Governing Board. Information about covenants, restrictions, and other requirements associated with the debt must be reviewed at time of approval.
- iii. The Finance Committee in conjunction with EdTec will review ongoing compliance with incurred debt of the supporting organization, as well as strategies to reduce debt and associated borrowing expense as expeditiously as possible.
- iv. Albuquerque Collegiate Charter School will avoid utilizing vendor financing.

e. Political Contributions & Advocacy

- i. Albuquerque Collegiate Charter School will not make any direct or indirect contribution of funds, assets, or resources to a political party or individual serving in or seeking public office.
- ii. Nothing in this section is to prevent Albuquerque Collegiate Charter School from seeking membership with charter association or charter advocacy organizations, local or otherwise, that may be engaged in political campaign activities.
- iii. Nothing in this section is to prevent Albuquerque Collegiate Charter School from engaging in lobbying, provided it complies with IRS guidance that a substantial part of Albuquerque Collegiate Charter School's activities is NOT devoted to attempting to influence legislation. To the extent the school does engage in lobbying activities, the Principal or School Director of Operations will provide EdTec with an itemization of both direct and indirect costs for entry and recording in the accounting system.

f. Approvals and Authorizations

- i. Throughout the financial policies and procedures, various requirements for approvals and authorizations by the Principal, School Director of Operations, Board Treasurer, and Board Chair are enumerated. Considering current technological and business practices, an approval shall be deemed valid and in compliance with the financial policies and procedures if it comes in the form of email approval, written in the affirmative of the specific matter or attachment or set of attachments, from the approver's school email account or if unavailable, his or her regularly-used email account. Silent assent over email or verbal approval by phone will not be deemed valid.
- ii. Board approval or authorization shall be deemed valid if provided pursuant to Board action at an official meeting of the Governing Board of Albuquerque Collegiate Charter School.

g. Confidentiality

- i. Confidential information includes information gained during employment with or service of the school that is otherwise not common knowledge including, but not limited to, student records, personnel records, financial and donation information. All employees and Board members must maintain confidentiality to the extent that is allowed by law.

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5					
20 days	M1: Numbers to 5 (45 days)	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 20 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	20 days				
20 days				M2: Addition and Subtraction of Length Units (12 days)								
20 days				M3: Place Value, Counting, and Comparison of Numbers to 1000 (25 days)								
20 days	M2: Two-Dimensional and Three-Dimensional Shapes (15 days)	*M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	*M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days				
20 days	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)				M5: Addition and Subtraction Within 1000 with Word Problems to 100 (24 days)			M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	M3: Addition and Subtraction of Fractions (22 days)	
20 days												M3: Counting to Answer Questions of How Many (50 days)
20 days			M4: Comparison of Length, Weight, and Capacity (35 days)	M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)		M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)				
20 days	M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)				M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)			M6: Collecting and Displaying Data (10 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	
20 days												M5: Numerals to 5, Addition and Subtraction Stories, Counting to 20 (35 days)
20 days			M6: Analyzing, Comparing, and Composing Shapes (10 days)									
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Approx. test date for grades 3-5

*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Key:	Geometry	Number	Number and Geometry, Measurement	Fractions
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ATTACHMENT B: Annual Calendar

Albuquerque Collegiate 2018-2019 Academic Calendar

July 2018						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Instructional Days: 0						

August 2018						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Instructional Days: 23						

September 2018						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Instructional Days: 18						

October 2018						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Instructional Days: 20						

November 2018						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Instructional Days: 18						

December 2018						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Instructional Days: 14						

January 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Instructional Days: 17						

February 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
Instructional Days: 18						

March 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Instructional Days: 15						

April 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Instructional Days: 20						

May 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Instructional Days: 17						

June 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Instructional Days:						

First/Last Day of School
Staff Development (No School)
Family Orientation
Half Day

Istation ELA/Math Assessments
STEP
Data Day (No School)
6 Week Progress Reports

New Trimester Begins
Trimester Reports Sent Home
Parent Teacher Conferences

JULY	
Jul 9-31	Staff Professional Development (No School)
Jul 21	Family Orientation, STEP Diagnostic
Jul 25	Family Orientation, STEP Diagnostic

AUGUST	
Aug 1	First Day of School (Half Day)
Aug 2-3	Half Day (Dismissal at 12:30pm) STEP Diagnostics
Aug 9-10	Istation Reading and Math Assessment (BOY)

SEPTEMBER	
Sep 3	Labor Day (No School)
Sep 4	Staff Data Day (No School)
Sep 21	1st 6 Week Progress Reports
Sep 24-28	STEP Assessment (One-on-One)

OCTOBER	
Oct 5	Staff Data Day (No School)
Oct 11-12	Fall Break (No School)

NOVEMBER	
Nov 1	2nd Trimester Begins
Nov 9	1st Trimester Report Sent Home
Nov 12	Veterans Day (No School)
Nov 14-16	Parent Teacher Conferences
Nov 21-23	Thanksgiving (No School)

DECEMBER	
Dec 3-7	STEP Assessment (One-on-One)
Dec 14	Staff Data Day (No School)
Dec 21	3rd 6 Week Progress Reports
Dec 24-31	Winter Break (No School)

JANUARY	
Jan 1-4	Winter Break (No School)
Jan 7	Staff Data Day (No School)
Jan 17-18	Istation Reading and Math Assessment (MOY)
Jan 21	Dr. Martin Luther King Jr. Day (No School)

FEBRUARY	
Feb 11-15	STEP Assessment (One-on-One)
Feb 18	Presidents Day (No School)
Feb 19	Staff Data Day (No School)
Feb 20	3rd Trimester Begins
Feb 22	2nd Trimester Report Sent Home
Feb 27-28	Parent Teacher Conferences

MARCH	
Mar 1	Parent Teacher Conferences
Mar 11-15	Spring Break (No School)
Mar 18	Staff Data Day (No School)

APRIL	
Apr 19	Vernal Holiday (No School)
Apr 22	Staff Data Day (No School)
Apr 26	5th 6 Week Progress Report

MAY	
May 9-10	Istation Reading and Math Assessment (EOY)
May 13-17	STEP Assessment (One-on-One)
May 23	Last Day of School
May 24	Staff Data Day(No School)
May 28	3rd Trimester Report Sent Home

JUNE	
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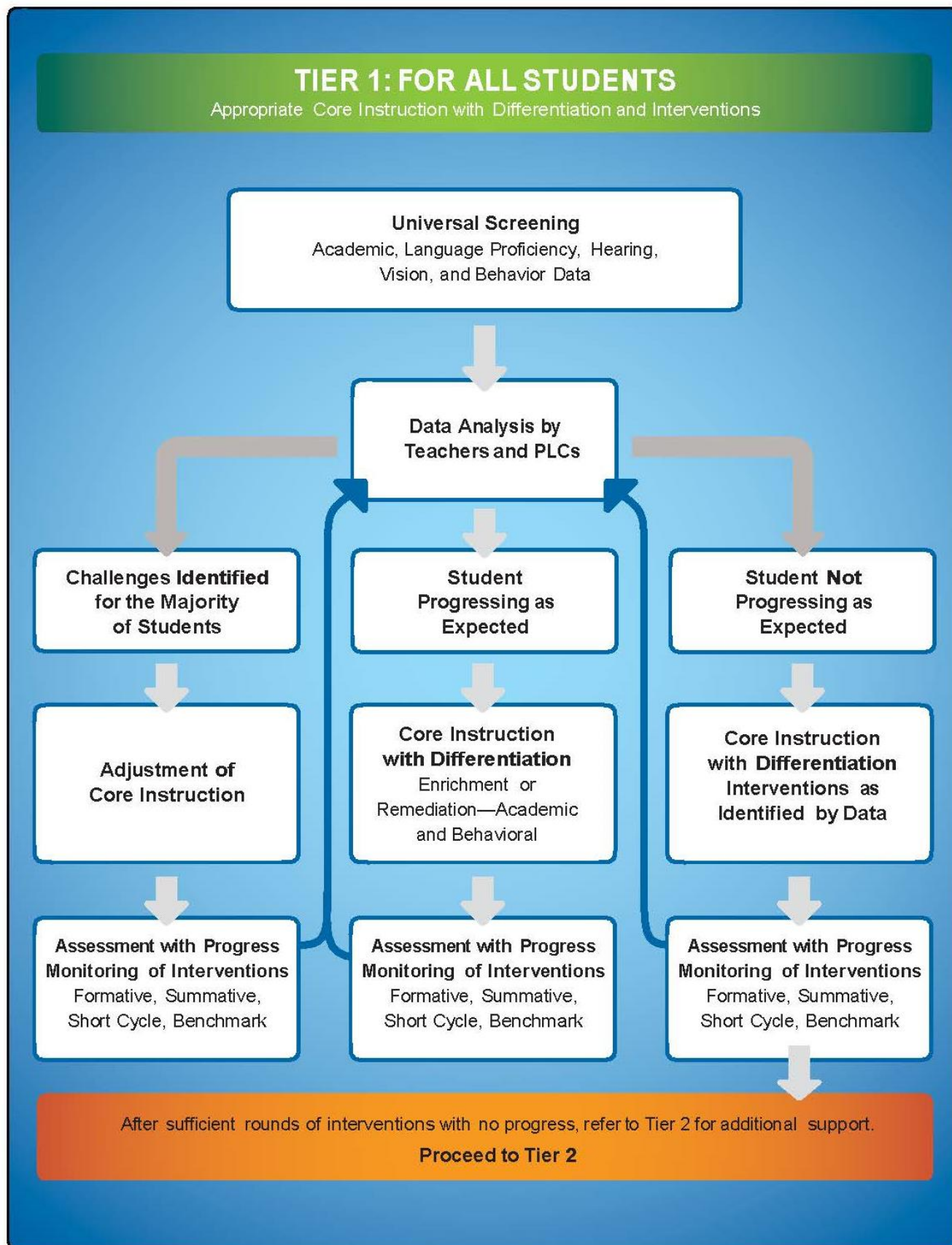
Monday, Tuesday, Thursday, Friday Schedule

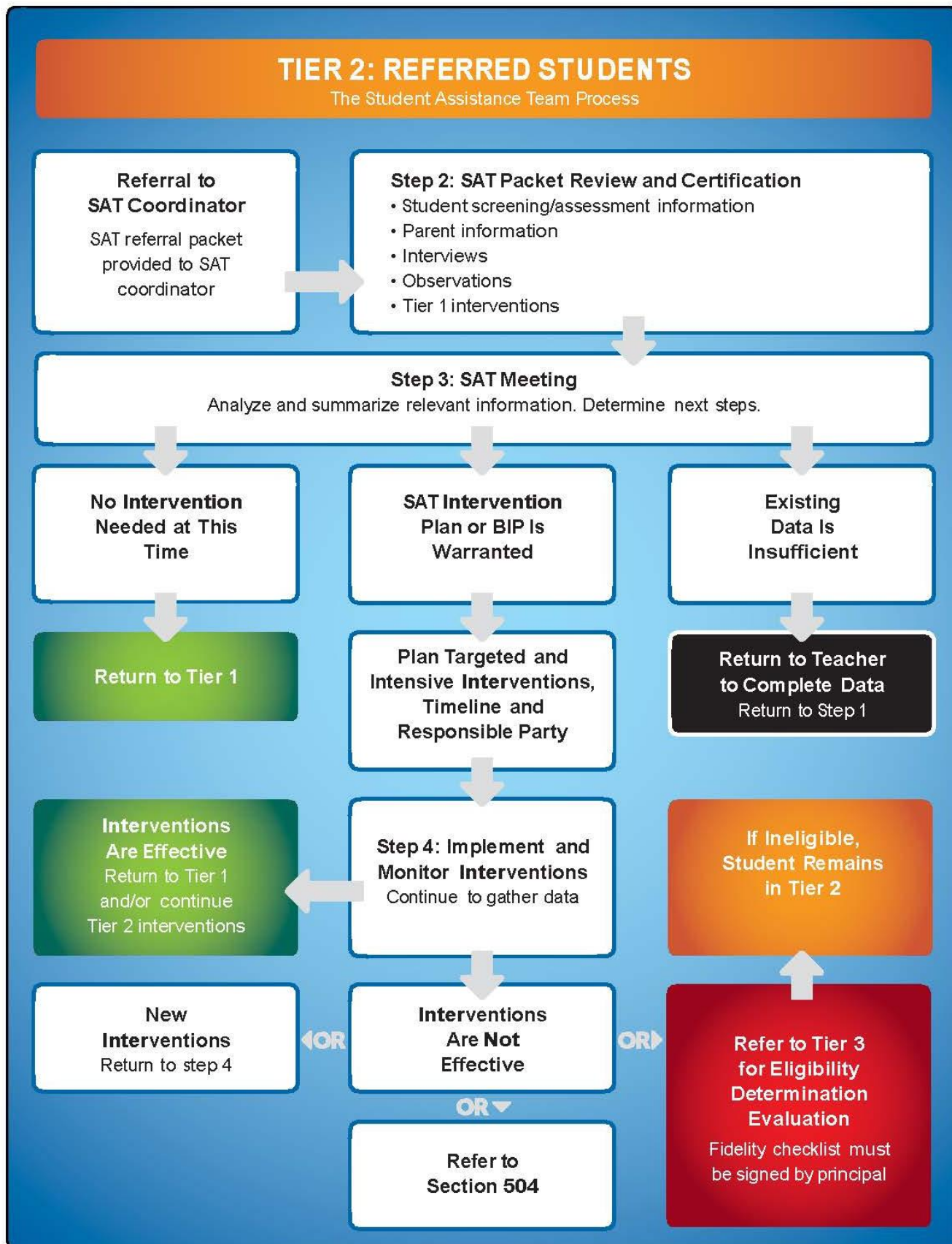
Kindergarten	Harvard¹	Yale	1st Grade	Stanford	Berkeley
7:30-8:00 (30)	Morning Activities: Breakfast, Brain Work, HW Collection		7:30-8:00 (30)	Morning Activities: Breakfast, Brain Work, HW Collection	
8:00-8:20 (20)	Math Review/ Morning Motivation		8:00-8:20 (20)	Math Review/ Morning Motivation	
8:20-8:45 (25)	Read Aloud		8:20-8:45 (25)	Read Aloud	
8:45-9:30 (45)	Literacy Block #1		8:45-9:30 (45)	Literacy Block #1	
9:30-9:45 (15)	Recess/Bathroom		9:30-10:15 (45)	Literacy Block #2	
9:45-10:30 (45)	Literacy Block #2		10:15-10:30 (15)	Recess/Bathroom	
10:30-11:15 (45)	Literacy Block #3		10:30-11:15 (45)	Literacy Block #3	
11:15-11:35 (20)	Lunch		11:15-11:35 (20)	Oral Language Development	
11:35-11:55 (20)	Recess		11:35-11:55 (20)	Lunch	
11:55-12:45 (50)	Math		11:55-12:15 (20)	Recess	
12:45-1:25 (40)	Writing	Enrichment	12:15-1:05 (50)	Math	
1:25-2:05 (40)	Enrichment	Writing	1:05-1:50 (45)	Science/Social Studies	
2:05-2:25 (20)	English Language Development		1:50-2:10 (20)	Math Routines	
2:25-3:10 (45)	Science/Social Studies		2:10-2:50 (40)	Writing	Enrichment
3:10-3:30 (20)	Math Routines		2:50-3:30 (40)	Enrichment	Writing
3:30-3:50 (20)	Choice Time/Intervention		3:30-3:50 (20)	Choice Time/Intervention	
3:50-4:00 (10)	Classroom Gathering/Dismissal		3:50-4:00 (10)	Classroom Gathering/Dismissal	
4:00-5:00 (60)	Teacher Planning Time		4:00-5:00 (60)	Teacher Planning Time	

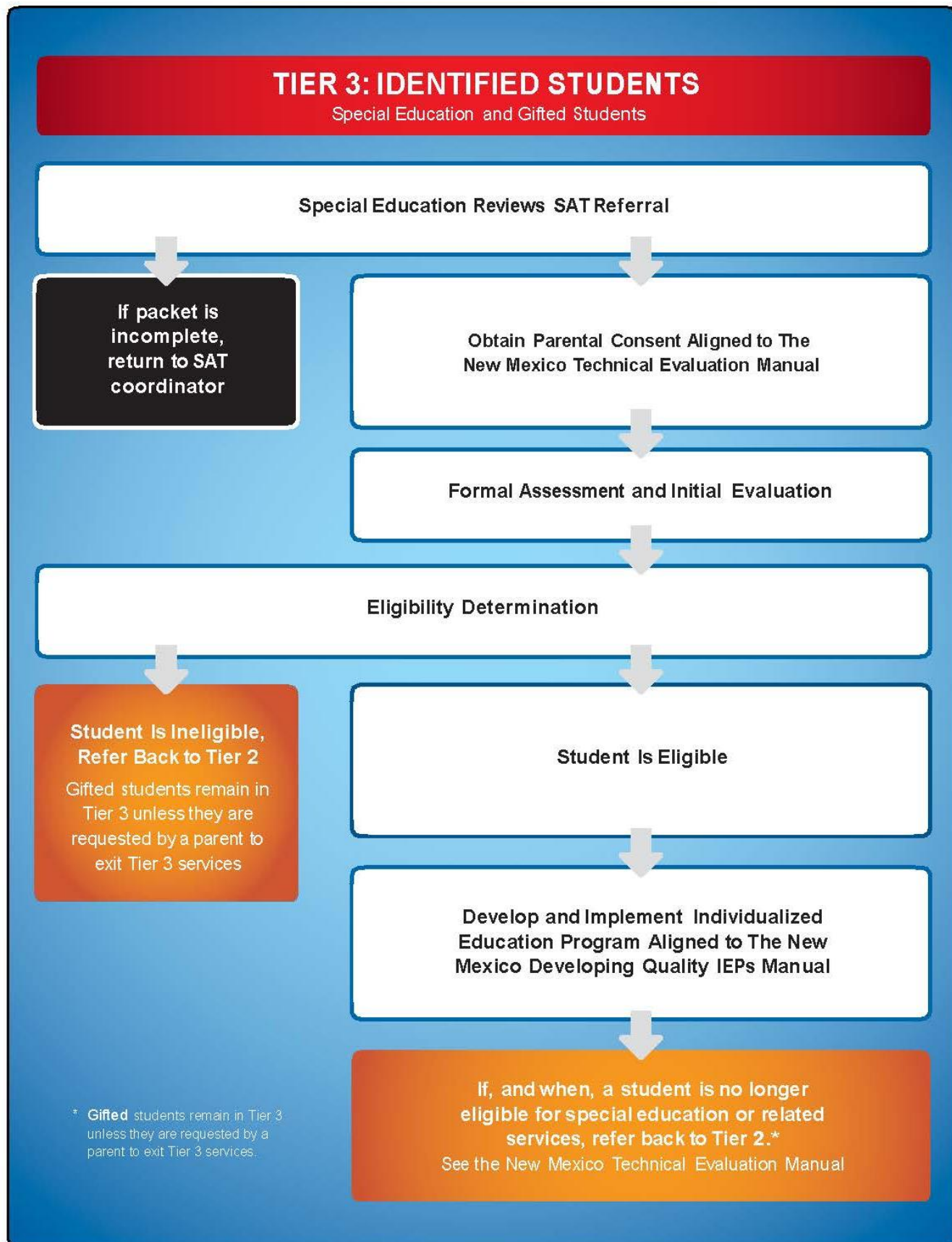
¹ Aligned to our mission and vision, all classrooms are named after colleges and universities

Wednesday/PD Day Schedule

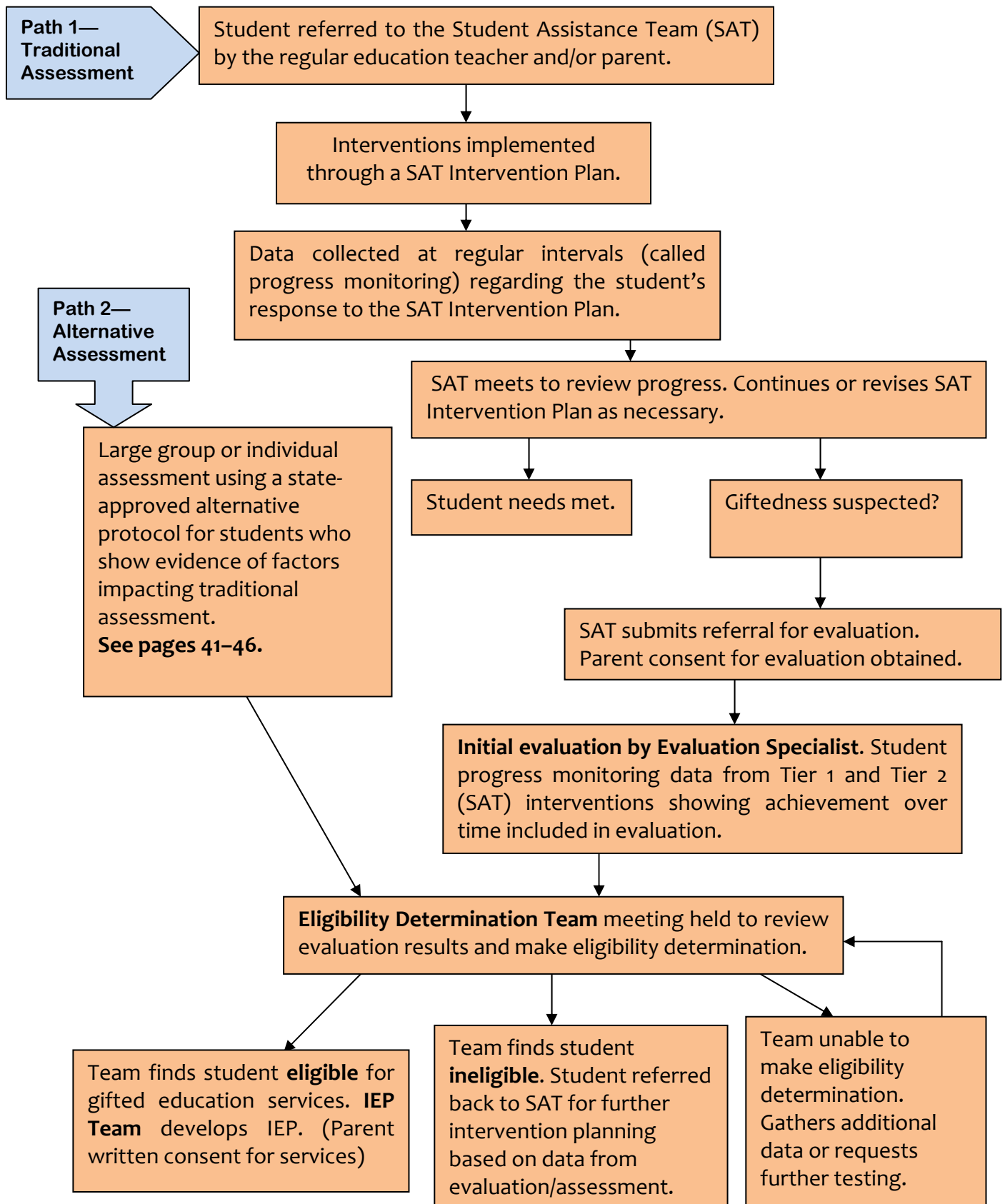
Kindergarten	Harvard	Yale	1st Grade	Stanford	Berkeley
7:30-8:00 (30)	Morning Activities: Breakfast, Brain Work, HW Collection		7:30-8:00 (30)	Morning Activities: Breakfast, Brain Work, HW Collection	
8:00-8:20 (20)	Math Review/ Morning Motivation		8:00-8:20 (20)	Math Review/ Morning Motivation	
8:20-8:45 (25)	Read Aloud		8:20-8:45 (25)	Read Aloud	
8:45-9:30 (45)	Literacy Block #1		8:45-9:30 (45)	Literacy Block #1	
9:30-9:45 (15)	Recess/Bathroom		9:30-10:15 (45)	Literacy Block #2	
9:45-10:30 (45)	Literacy Block #2		10:15-10:30 (15)	Recess/Bathroom	
10:30-11:15 (45)	Literacy Block #3		10:30-11:15 (45)	Literacy Block #3	
11:15-11:35 (20)	Lunch		11:15-11:35 (20)	Recess	
11:35-11:55 (20)	Recess		11:35-11:55 (20)	Lunch	
11:55-12:45 (50)	Math	Community Enrichment	11:55-12:45 (50)	Math	Community Enrichment
12:45-1:35 (50)	Community Enrichment	Math	12:45-1:35 (50)	Community Enrichment	Math
1:35-1:55 (20)	Community Celebration		1:35-1:55 (20)	Community Celebration	
1:55-2:00 (5)	Classroom Gathering/Dismissal		1:55-2:00 (5)	Classroom Gathering/Dismissal	
2:00-2:30 (30)	Teacher Planning Time		2:00-2:30 (30)	Teacher Planning Time	
2:30-4:00 (90)	Whole Staff Professional Development		2:30-4:00 (90)	Whole Staff Professional Development	









Intervention and Evaluation Process Flowchart—Two Paths



ATTACHMENT E: Language Usage Survey

FOR DISTRICT USE ONLY	District:	School:
 <p style="text-align: center;">NEW MEXICO PUBLIC EDUCATION DEPARTMENT LANGUAGE USAGE SURVEY ~for parent or guardian to complete~</p>		
<p>The purpose of this survey is to ensure that your child receives the highest quality education and services to which he or she is entitled. The information you provide will be used only to assist the school in making program decisions. You will complete this form only once in your child's educational career.</p>		
Student's Name:	Date of Birth:	Grade Level:
Answer each question by marking either the YES or NO box.		
1. Does the student use a language(s) other than English with his/her family and friends?	YES	NO
2. Do you use a language(s) other than English with the student?		
3. Does the student understand when someone communicates with him/her in a language other than English?		
4. Does the student read in a language(s) other than English?		
5. Does the student write in a language(s) other than English?		
6. Does the student interpret for you or anyone else in a language(s) other than English?		
7. If you answered YES on one or more of questions 1-6, what language(s) other than English does the student use most frequently at home? Choose up to three.		
<input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Arabic <input type="checkbox"/> Cantonese <input type="checkbox"/> Diné <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Hmong <input type="checkbox"/> Jicarilla Apache <input type="checkbox"/> Italian	<input type="checkbox"/> Keres <input type="checkbox"/> Khmer <input type="checkbox"/> Korean <input type="checkbox"/> Mescalero Apache <input type="checkbox"/> Mandarin <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Somali <input type="checkbox"/> Spanish	<input type="checkbox"/> Tiwa <input type="checkbox"/> Tewa <input type="checkbox"/> Towa <input type="checkbox"/> Vietnamese <input type="checkbox"/> Zuni <input type="checkbox"/> Other _____
OTHER QUESTIONS		
8. Is the student transferring from another state, district, or school? If yes, please provide location and name of school:		
9. Has the student received schooling/education in a language(s) other than English? If YES, which language(s)?		
10. In what language do you prefer to receive communication from the school?		
11. In what language would you prefer to communicate with school staff?		
12. Is there anything else we should know about how to best serve your child?		
Signature of Parent or Guardian:		Date:
Translator:	Language:	Date:

Sólo para uso del distrito:	District:	School:
 <p style="text-align: center;">ENCUESTA DEL USO DEL IDIOMA DEPARTAMENTO DE EDUCACIÓN PÚBLICA DE NUEVO MÉXICO ~ padres o tutores deben llenar ~</p>		
El propósito de esta encuesta es asegurar que su hijo/hija reciba una educación de la más alta calidad y los servicios que tiene el derecho de recibir. La información que usted proporcione será utilizada solamente para ayudar a la escuela a tomar decisiones programáticas. Responderá a este formulario solamente una vez en la trayectoria de educación de su hijo/hija.		
Nombre del estudiante:	Fecha de nacimiento:	Nivel/Grado:
Responda a cada pregunta marcando la casilla bajo SÍ o NO		
1. ¿Usa el/a estudiante otro idioma(s) además del inglés con su familia o sus amigos?		
2. ¿Usa usted otro idioma(s) además del inglés con el estudiante?		
3. ¿Comprende el estudiante cuando alguien se comunica con él o ella en un idioma además del inglés?		
4. ¿Lee el/a estudiante en otro idioma(s) además del inglés?		
5. ¿Escribe el estudiante en otro idioma(s) además del inglés?		
6. ¿Le interpreta o traduce el estudiante a usted o a alguna otra persona en otro idioma(s) además del inglés?		
7. ¿Si respondió SÍ a una o más de las preguntas 1-6, ¿cuál(es) idiomas además del inglés usa el estudiante con más frecuencia en casa? Escoja hasta tres:		
<input type="checkbox"/> árabe <input type="checkbox"/> cantonés <input type="checkbox"/> diné <input type="checkbox"/> español <input type="checkbox"/> francés <input type="checkbox"/> griego <input type="checkbox"/> hmong <input type="checkbox"/> italiano <input type="checkbox"/> jemer	<input type="checkbox"/> Jicarilla apache <input type="checkbox"/> keres <input type="checkbox"/> koreano <input type="checkbox"/> lengua de señas americana (ASL) <input type="checkbox"/> mandarín <input type="checkbox"/> mescalero apache <input type="checkbox"/> portugués <input type="checkbox"/> ruso <input type="checkbox"/> somali	<input type="checkbox"/> tewa <input type="checkbox"/> tiwa <input type="checkbox"/> towa <input type="checkbox"/> vietnamés <input type="checkbox"/> zuni <input type="checkbox"/> Otros _____
OTRAS PREGUNTAS		
8. ¿Se traslada el estudiante de otro estado, distrito o escuela? Si este es su caso, favor de proveer la ubicación y el nombre de la escuela:		
9. ¿Ha recibido el estudiante instrucción escolar en otro(s) idioma(s) además del inglés? ¿Si la respuesta es sí, cuál idioma(s)?		
10. ¿En cuál idioma prefiere recibir información de la escuela?		
11. ¿En cuál idioma prefiere comunicarse con los empleados de la escuela?		
12. ¿Hay algo más que deberíamos saber para servir mejor a su hija/hijo?		
Firma del padre o tutor:		Fecha:
Traductor/intérprete:	Idioma:	Fecha:

FOR DISTRICT USE ONLY	District:	School:
 New Mexico Public Education Department Language Usage Survey Navajo Translation ~for parent or guardian to complete~		
(Student Name) Ółta'í Bízhi':		(Date of Birth) Bi'dizhchí góne':
(Grade Level) Ółta'í Yólt'aí góne':		
(Answer each question by marking either the yes or no box.) Na'idikid yíníłta'.		(Yes) Aoo'
Bínanídikidígíí bik'ehgo Aoo' biyaa alná'íit'ish doodei Nidaga' biyaa alná'íit'ish.		(No) Dooda
1. Ółta'í bilagáana bizaad t'éiyá choyool'í doodei nááná ła' dine'é bizaad daats'í bik'éí dóó bik'is yee alch'í yee yádaalti'?		
2. Ółta'í bíł bilagáana bizaad dóó nááná ła' dine'é bizaad chool'í?		
3. Ółta'íish nááná ła' dine'é bizaad bee bich'í yáníłti' go yik'í diitíh?		
4. Ółta'íish bilagáana bizaad dóó nááná ła' dine'é bizaad yólta' yéé hósín?		
5. Ółta'íish bilagáana bizaad dóó nááná ła' dine'é bizaad yee 'ak'e'elchí yéé hósín?		
6. Ółta'íish bilagáana bizaad dóó nááná ła' dine'é bizaad yee ná'áta' halne'?		
7. Na'idikid T'áa ła'í dóó hastxááhji' Aoo' alná'iizohgoh, díí na'idikid ła' ółta'í hooghandi háidígíí nááná ła' dine'é bizaad kw'e'é daasdzhígíí áłahíji' yee yáłti'. Táago bíighadi alná'iizoh.		
<input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Arabic <input type="checkbox"/> Cantonese <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Hmong <input type="checkbox"/> Jicarilla Apache <input type="checkbox"/> Italian	<input type="checkbox"/> Keres <input type="checkbox"/> Khmer <input type="checkbox"/> Korean <input type="checkbox"/> Mescalero Apache <input type="checkbox"/> Mandarin <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Somali	<input type="checkbox"/> Spanish <input type="checkbox"/> Tiwa <input type="checkbox"/> Tewa <input type="checkbox"/> Towa <input type="checkbox"/> Vietnamese <input type="checkbox"/> Zuni <input type="checkbox"/> Other
8. Ółta'íish nááná ła' kéyah hahoodzohdée' da'ólta'dée atah níyá? Háakót'éehego háádée' atah níyá?		
9. Ółta'íish ółtahdi bilagáana bizaad dóó nááná ła' dine'é bizaad yee íhool'áá'? Akó dzaago, éí haadóone'é bizaad yee'íhool'aah nít'ée'?		
10. Ółta'dée' dahane'ígíí ła' Dinék'ehjí doodei bilagáana k'ehji bee hane' nich'í' álnígo nínízin?		
11. Ółta'di nidaalnishígíí Dinék'ehjí doodei bilagáana k'ehji bíł hayíł dahólne'go nínízin?		
12. Haash yit'éehego áldó' ółta'í yá'átéehego bíká'a'doowoł ółta'di?		
(Signature of Parent or Guardian) Amá, Azhé'é, Aniséhé bízhi':		
(Date) Yoolkáál:		
(Translator) Ata'halne'ígíí bízhi':		(Date) Yoolkáál:
(Language) Saad bee ata'hóone'ígíí:		

ATTACHMENT F: Assessment Calendar and Schedule by Grade

State-Mandated Assessment Calendar

Assessment	Grade Levels	Test Window/ Frequency¹	Teacher Analysis & Use of Data
Kindergarten Observation Tool (KOT)	Kindergarten	Observations conducted during the first 30 instructional days of school	Individual Student Analysis immediately following observation recording. Use of data during first full-day staff development day of the year (early September)
Istation's Indicators of Progress (ISIP) Early Reading	K-2	Beginning of Year (BOY): First 40 Days Middle of Year (MOY): January 9- January 27 End of Year (EOY): May 1- May 19 Monthly progress monitoring for Tier 2 and Tier 3 students	BOY: Analysis and use of data at September staff development day MOY: Analysis and use of data during February weekly PD session EOY: Analysis and use of data during last Data Day of year (May)
PARCC ELA/Math	3-5	April 4- May 12	Teacher Analysis and use of data during summer PD kickoff (if available)
SBA Science	4	February 27- March 24	Teacher Analysis and use of data during summer PD kickoff
EOC Physical Education	4-5	Last 3 weeks of school year	Teacher Analysis and use of data during last Data Day of the school year (May)
W-APT	Based on eligibility, One-time diagnostic	Within first 30 calendar days of school year. Administered only <i>once</i> for a student based on language usage survey, only if the student has not been administered the assessment previously	Teacher analysis and use of data within first 40 calendar days of school year.
ACCESS for ELLs	Based on eligibility	January 9- March 3	Teacher Analysis and use of data during last Data Day of the school year (May)
NMAPA	Based on eligibility, grades 3-5	March 13- April 7	Teacher Analysis and use of data during summer PD kickoff

¹ Based upon dates released by the New Mexico Public Education Department. (January 2017). *2016-201 Statewide Assessment Calendar of Events*.

Attachment F: Assessment Calendar and Schedule by Grade

State Mandated Assessment Schedule by Grade

Grade	Assessment	Test Window/Frequency
Kindergarten	Kindergarten Observation Tool	Within first 30 days of instruction
	ISIP Early Reading	BOY: First 40 Days of instruction MOY: January 9- January 27 EOY: May 1- May 19 Monthly progress monitoring (Tier 2 & 3)
1st Grade	ISIP Early Reading	BOY: First 40 Days of instruction MOY: January 9- January 27 EOY: May 1- May 19 Monthly progress monitoring (Tier 2 & 3)
2nd Grade	ISIP Early Reading	BOY: First 40 Days of instruction MOY: January 9- January 27 EOY: May 1- May 19 Monthly progress monitoring (Tier 2 & 3)
3rd Grade	PARCC ELA & PARCC Math	April 4- May 12
4th Grade	SBA Science	February 27- March 24
	PARCC ELA & PARCC Math	April 4- May 12
	EOC Physical Education	Last 3 weeks of school year
5th Grade	PARCC ELA & PARCC Math	April 4- May 12
	EOC Physical Education	Last 3 weeks of school year

Assessments based on eligibility

Assessment	Grades	Test Window/Frequency
W-APT	Based on eligibility, One-time diagnostic	Within first 30 calendar days of school year. Administered only <i>once</i> for a student based on language usage survey, only if the student has not been administered the assessment previously
ACCESS for ELLs	Based on eligibility, all grades	January 9- March 3
NMAPA	Based on eligibility, grades 3-5	March 13- April 7

MONTHLY DASHBOARD**KEY SCHOOL DEMOGRAPHICS**

ENROLLMENT BREAKDOWN			
K Scholars		Hispanic	
Grade 1 Scholars		White	
Total Scholars		Black	
Male		Asian	
Female		Other	
Free/Reduced Lunch			
SPED			
ELL/LEP			

PERSONNEL			
	Current Month	Prior Month	PY Monthly Average
Total FTE			
Hires			
Attrition			
Sick Days Taken			
Vacation Days			

BOARD		
	Prior Month	YTD Avg.
Board Size		
Meeting Attendance		

ENROLLMENT AND ATTENDANCE OVER TIME

SCHOOL ENROLLMENT											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Actual											
Budget											
Over/Under											

AVERAGE DAILY ATTENDANCE											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
ADA											

ATTRITION RATE: # OF SCHOLARS LEAVING											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
NUMBER											

ATTRITION DETAILS			
SCHOLAR NAME	DATE OF ATTRITION	REASON FOR ATTRITION	MOBILITY VS. NON-MOBILITY

FINANCIAL SNAPSHOT

FINANCE SUMMARY: REVENUES & EXPENDITURES				
	YTD		Over/ (Under) Budget	Actual % of Total
	Actual	Budget		
Revenue				
State				
Federal				
Fundraising				
Grants				
Total				
Expenses				
Payroll and Benefits				
Instructional				
Facilities				
Loan Payments				
Other Administrative				
Total				

FINANCE SUMMARY: CASH ON HAND			
	YTD		Over/ Under Budget
	Actual	Budget	
Cash			
Cash-on-hand			
Days of Cash-on-hand			

OTHER

SCHOOL CALENDAR
Upcoming Events

NEWS AND NOTES		
RED FLAGS	OPERATIONAL UPDATES	HIGHLIGHTS/SHOUT OUTS

ACADEMIC PERFORMANCE – OVERALL

Istation Indicators of Progress (ISIP) Reading									
READING	BEGINNING-OF-YEAR			MIDDLE-OF-YEAR			END-OF-YEAR		
	T1	T2	T3	T1	T2	T3	T1	T2	T3
YALE (K)									
HARVARD (K)									
STANFORD (1 ST)									
UC BERKELEY (1 ST)									
TOTAL									

Istation Indicators of Progress (ISIP) Math									
MATH	BEGINNING-OF-YEAR			MIDDLE-OF-YEAR			END-OF-YEAR		
	T1	T2	T3	T1	T2	T3	T1	T2	T3
YALE (K)									
HARVARD (K)									
STANFORD (1 ST)									
UC BERKELEY (1 ST)									
TOTAL									

STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
YALE (K)								
HARVARD (K)								
STANFORD (1 ST)								
UC BERKELEY (1 ST)								
TOTAL								

ACADEMIC PERFORMANCE – DISAGGREGATED BY SUBGROUP

KINDERGARTEN	Istation Indicators of Progress (ISIP)									
		BEGINNING-OF-YEAR			MIDDLE-OF-YEAR			END-OF-YEAR		
	READING	T1	T2	T3	T1	T2	T3	T1	T2	T3
	Hispanic									
	White									
	Black									
	Asian									
	Other									
	MATH	T1	T2	T3	T1	T2	T3	T1	T2	T3
	Hispanic									
	White									
	Black									
	Asian									
	Other									

KINDERGARTEN	Istation Indicators of Progress (ISIP)									
		BEGINNING-OF-YEAR			MIDDLE-OF-YEAR			END-OF-YEAR		
	READING	T1	T2	T3	T1	T2	T3	T1	T2	T3
	General Ed									
	Special Ed									
	Non-EL									
	EL									
	Non-Economically Disadvantaged									
	Economically Disadvantaged									
	MATH	T1	T2	T3	T1	T2	T3	T1	T2	T3
	General Ed									
	Special Ed									
	Non-EL									
	EL									
	Non-Economically Disadvantaged									
	Economically Disadvantaged									

ACADEMIC PERFORMANCE – DISAGGREGATED BY SUBGROUP

1 st GRADE	Istation Indicators of Progress (ISIP)									
		BEGINNING-OF-YEAR			MIDDLE-OF-YEAR			END-OF-YEAR		
	READING	T1	T2	T3	T1	T2	T3	T1	T2	T3
	Hispanic									
	White									
	Black									
	Asian									
	Other									
	MATH	T1	T2	T3	T1	T2	T3	T1	T2	T3
	Hispanic									
	White									
	Black									
	Asian									
	Other									

1 st GRADE	Istation Indicators of Progress (ISIP)									
		BEGINNING-OF-YEAR			MIDDLE-OF-YEAR			END-OF-YEAR		
	READING	T1	T2	T3	T1	T2	T3	T1	T2	T3
	General Ed									
	Special Ed									
	Non-EL									
	EL									
	Non-Economically Disadvantaged									
	Economically Disadvantaged									
	MATH	T1	T2	T3	T1	T2	T3	T1	T2	T3
	General Ed									
	Special Ed									
	Non-EL									
	EL									
	Non-Economically Disadvantaged									
	Economically Disadvantaged									

ACADEMIC PERFORMANCE – DISAGGREGATED BY SUBGROUP

KINDERGARTEN STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
Hispanic								
White								
Black								
Asian								
Other								

KINDERGARTEN STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
GENERAL ED								
SPED								
NON-ELL								
ELL								
NON-ECONOMICALLY DISADVANTAGED								
ECONOMICALLY DISADVANTAGED								

FIRST GRADE STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
WHITE								
BLACK								
HISPANIC								
ASIAN								
OTHER								

FIRST GRADE STEP ASSESSMENT DATA: PERCENT DEMONSTRATING MASTERY AT EACH STEP LEVEL								
	BPR	PR	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6+
GENERAL ED								
SPED								
NON-ELL								
ELL								
NON-ECONOMICALLY DISADVANTAGED								
ECONOMICALLY DISADVANTAGED								

CONFLICT OF INTEREST POLICY

I. Purpose

This conflict of interest policy is designed to help Board Members of Albuquerque Collegiate Charter School identify situations that present potential conflicts of interest in order to maintain public trust and prevent any instance of Board Member private gain. The policy is intended to comply with all requirements described in New Mexico State Statute (22-8B-5.2 “Governing body conflicts of interest”).

II. Definitions

As used in New Mexico State Statute”

- A. “immediate family member” means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported.

III. Procedures

Pursuant to NMSA 22-8B-5.2 “Governing body conflicts of interest”,

- A. A person shall not serve as a member of the Governing Board of Albuquerque Collegiate Charter School if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which Albuquerque Collegiate contracts directly, for professional services, goods or facilities. A violation of this subsection renders the contract between the person or the person's immediate family member and Albuquerque Collegiate voidable at the option of the Public Education Commission, the Public Education Department or the Governing Board of Albuquerque Collegiate. A person who knowingly violates this subsection may be individually liable to Albuquerque Collegiate for any financial damage caused by the violation.
- B. No member of the Governing Board or employee, officer or agent of Albuquerque Collegiate shall participate in selecting, awarding or administering a contract with Albuquerque Collegiate if a conflict of interest exists. A conflict of interest exists when the member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which Albuquerque Collegiate is contracting. A violation of this subsection renders the contract voidable.
- C. Any employee, agent or board member of the chartering authority, the New Mexico Public Education Commission, who participates in the initial review, approval, ongoing oversight, evaluation or charter renewal process of Albuquerque Collegiate is ineligible to serve on the governing body of the school chartered by the chartering authority.
- D. It is the duty of each Governing Board Member to immediately notify the Governing Board Chair when he or she becomes aware that an actual or potential conflict of interest may exist. In addition, a Governing Board Member must voluntarily excuse him/herself from discussions of confidential information and abstain from voting on matters in which the Governing Board

ATTACHMENT H: Governing Board Policies

Member has a personal or financial interest, including an interest by a member of the Governing Board's immediately family member, or where the Governing Board's participation will or may compromise the confidential nature of the discussion.

- E. Governing Board members shall disclose any known, potential or perceivable conflicts of interest in writing to the Governing Board upon acceptance of board membership and prior to the time set for voting on any such transactions. The member shall not vote on the matter in question or attempt to influence decisions of other board members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which board action occurred relating to the matter in question.

IV. Periodic Reviews

- A. All new Governing Board members shall be required to review and sign the Conflict of Interest policy, acknowledging that they fully understand and are able to meet the requirements as described in the policy and applicable statute.
- B. All Governing Board members shall annually review and sign the Conflict of Interest policy at the annual meeting of the board.
- C. The Conflict of Interest policy shall be reviewed by the full Governing Board each year at the annual retreat. Any changes to the policy are subject to majority vote approval.

Disclosure Statement

Name: _____ Date: _____

Please describe any relationships, positions, or circumstances in which you or an immediate family member are involved that you believe could contribute to a Conflict of Interest arising, as defined in the Albuquerque Collegiate Charter School's Policy of Conflicts of Interest.

I hereby certify that the information set forth both is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest Albuquerque Collegiate Charter School that is currently in effect.

Signature: _____ Date: _____

ATTACHMENT H: Governing Board Policies

Grievance

It is the policy of Albuquerque Collegiate Charter School to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the school. Therefore, Albuquerque Collegiate established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the School Principal where both employees are present. The resolution of the Principal shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and Albuquerque Collegiate.

1. In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
2. If a resolution has not been reached through the discussion, the employee should present the written material to the Principal within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
3. The Principal will respond to both parties within two (2) business days of receiving the complaint.
4. If the Principal cannot resolve the complaint, or if the complaint involves the Principal, the employee may present the complaint to the Governing Board. The Governing Board will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Governing Board are final.
5. There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
6. At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

Harassment

Albuquerque Collegiate Charter School expressly prohibits any form of unlawful harassment based on race, color, religion, sex, gender, national origin, age, disability, military status or any other status protected by federal, state or local law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
 - A. Submission to such conduct is made either explicitly or implicitly a term or condition

ATTACHMENT H: Governing Board Policies

- of employment;
 - B. Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
 - C. Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
2. Offensive comments, jokes, innuendoes, and other sexually oriented statements.
 3. Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

The Principal and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or to the Principal. Complaints will be investigated promptly, and will be kept confidential to the extent possible.

If Albuquerque Collegiate determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary may be taken against the offending employee, up to and including termination of employment.

Albuquerque Collegiate prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Code of Ethics

Albuquerque Collegiate Charter School board members, officers, and employees shall at all times be in compliance with the following Code of Ethics:

1. The Governing Board shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of federal and state law, the School's charter, and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Every board member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any member shall be excused from the discussion and vote on any matter involving such member relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest; (c) indemnification of that member uniquely; or (d) any other matter at the discretion of a majority of the members.
3. The Governing Board and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the board members has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the organization, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b)

ATTACHMENT H: Governing Board Policies

results in a benefit to one or more members or their families because they are in a class of persons intended to be benefited by the program.

4. Any Board member or Officer having an interest in a contract, other transaction, or program presented to or discussed by the Governing Board for authorization, approval, or ratification shall make a prompt, full, and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a member or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.
5. Board Members representing any not-for-profit corporation proposing to do business with Albuquerque Collegiate Charter School shall disclose the nature and extent of such business propositions.
6. No Board Member, officer, or employee of a for-profit corporation having a business relationship with Albuquerque Collegiate Charter School shall serve as voting member of the Governing Board for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys;
 - b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to Albuquerque Collegiate Charter School; or
 - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
7. In no instance shall a Board Member, officer, or employee of a for-profit educational management organization having a business relationship with Albuquerque Collegiate Charter School serve as a voting member of the Governing Board for the duration of such business relationship.
8. Board Members, officers, or employees of any single external organization shall hold no more than 49 percent of the total seats comprising the Governing Board.
9. Board Members shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Board Member shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Member's interest in the matter will be reflected in the Board minutes.
10. Board Members shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
11. Albuquerque Collegiate Charter School Board members, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Academic Promotion and Retention Policy

In accordance with New Mexico State Statute 22-2C-6 “Remediation programs; promotion policies; restrictions”

1. The promotion and retention policy shall be aligned with the Albuquerque Collegiate Governing Board’s determined assessment results and requirements of the state assessment and accountability program.
 - a. The Governing Board’s determined assessment shall be the Istation Indicators of Progress (ISIP) Reading and Math assessments.
2. A parent shall be notified no later than the end of the second trimester grading period that the parent’s child is not academically proficient, and a conference consisting of the parent and the teacher(s) shall be held to discuss possible remediation programs available to assist the student in becoming academically proficient. Specific academic deficiencies and remediation strategies shall be explained to the student’s parent and a written intervention plan developed containing time lines, academic expectations and the measurements to be used to verify that a student has overcome academic deficiencies.
3. At the end of kindergarten through grade 5, three options are available, dependent upon the student’s academic proficiency:
 - a. The student is academically proficient as demonstrated through the ISIP Reading and Math assessments and shall enter the next higher grade.
 - b. the student is not academically proficient and shall participate in the required level of remediation. Upon certification by the Student Assistance Team that the student is academically proficient, the student shall enter the next higher grade.
 - c. the student is not academically proficient after completion of the prescribed remediation program and upon the recommendation of the teacher and school principal shall either be
 - i. retained in the same grade for no more than one school year with an academic improvement plan developed by the student assistance team in order to become academically proficient, at which time the student shall enter the next higher grade, or
 - ii. promoted to the next grade if the parent refuses to allow the child to be retained. In this case, the parent shall sign a waiver indicating the parent’s desire that the student be promoted to the next higher grade with an academic improvement plan designed to address specific academic deficiencies. The academic improvement plan shall be developed by the student assistance team outlining timelines and monitoring activities to ensure progress toward overcoming those academic deficiencies. Students failing to become academically proficient at the end of that year as measured by grades, performance on the Governing Board’s determined assessment and other measures identified by the Governing Board shall be retained in the same grade for no more than one year in order to have additional time to achieve academic proficiency.
4. Academic proficiency is defined as ISIP Reading and Math academic performance within the Tier 1 and Tier 2 performance bands. Non-academic proficiency is defined

ATTACHMENT H: Governing Board Policies

as ISIP Reading and/or Math academic performance within the Tier 3 performance band.

5. Promotion and retention decisions affecting a student receiving special education services shall be made in accordance with the provisions of the individual educational plan established for that student.

ALBUQUERQUE COLLEGIATE CHARTER SCHOOL

Board Member Roles and Responsibilities

Overview & Purpose

The **Albuquerque Collegiate Charter School** Governing Board will provide oversight to the school that is singularly focused on carrying out its mission to educate all kindergarten through grade five students for academic and life success, with a focus on college preparation for all students regardless of demographic background.

Governing Board members must share a commitment to this mission and to the vision of an academically rigorous, disciplined, public charter school serving the traditionally under-served students of Albuquerque. They must be dedicated, passionate, and entrepreneurial individuals willing to volunteer their expertise, connections, and time to ensure the ultimate success of **Albuquerque Collegiate Charter School** in fulfilling its mission to the greater Albuquerque and State of New Mexico communities.

The Governing Board will consist of 7-15 members.

Responsibilities of the Governing Board

- Oversight of business and facilities plans to prepare the school for sound fiscal health
- Help cultivate community support and galvanize a network of strategic partnerships
- Develop and perpetuate a Board to govern the school and be accountable for the school's success

Performance Expectations of Individual Governing Board Members

- Advocate for the mission and vision of Albuquerque Collegiate Charter School
- Use specific expertise for the benefit of Albuquerque Collegiate Charter School
- Support the decisions taken by the Governing Board as a whole
- Commit 8-10 hours monthly to charter-related work, including meetings, phone calls, and emails
- Disclose any potential conflicts of interest to the Board Chair and Governing Board

Qualifications of Founding Board Members

- Belief in charter schools and in the mission of Albuquerque Collegiate Charter School
- Belief that *all* children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in responsibilities of the Governing Board
- Expertise in law, real estate, financial management, governance, marketing, fundraising, advocacy, community organizing /outreach, education, or strategic planning
- Personal experience with entrepreneurship and/or working on diverse teams
- Commitment to improving the quality of education for children in low-income communities within Albuquerque

ATTACHMENT I: Board Member Job Description & Agreement

Board Member Agreement

I, _____, understand that as a member of the Governing Albuquerque Collegiate Charter School I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I have read and understand the Board Member Job Description that governs my work on the board. I will perform my duty as a board member by fulfilling my responsibilities as an individual Board Member as specified in the Board Member Job Description and by partnering with other Board Members to fulfill the responsibilities of the collective board.

If I do not fulfill these commitments to the organization, I will expect the Board Chair to call me and discuss my responsibilities with me. After discussion, if I still feel unable to fulfill these expectations I will resign from the board.

In turn, the organization will be responsible to me in several ways:

1. I will be sent monthly financial reports and an update of organizational activities that allow me to meet the “prudent person” responsibilities as a board member.
2. The organization will help me perform my duties by keeping me informed about issues in education reform locally and nationally, and by offering me opportunities for professional development as a board member.
3. Board members and School Administration will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to the school.
4. Board members and the School Administration will work in good faith with me toward achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the Board Chair and School Administration to discuss these responsibilities.

Member, Governing Board

Date: _____

Albuquerque Collegiate Charter School
Board Officer Job Descriptions¹
DRAFT May 2017

All Board Officers are members of and elected by the Albuquerque Collegiate Charter School Governing Board. Board Officers serve a one year term of office, renewable for three consecutive terms by approval of a majority vote of the Board (as defined in bylaws).

Board Officers uphold all responsibilities of members of the Albuquerque Collegiate Governing Board, along with the additional responsibilities inherent in their elected roles.

Board Chair

Reports to: Governing Board

Supports: Principal

Purpose: The Board Chair is the senior volunteer leader of Albuquerque Collegiate who presides at all meetings of the Governing Board and other meetings as required. The Chair is an ex officio member of all committees of the organization. The Board Chair oversees implementation of board and school policies and ensures that appropriate administrative practices are established and maintained.

Key Responsibilities:

1. Works with the Principal, other board officers, and committee chairs to develop the agendas for Governing Board meetings, and presides at these meetings.
2. In consultation with other board officers, appoints volunteers to key leadership positions, including positions as chair of board committees and task forces, and cultivates leadership succession.
3. Sets the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
4. Works with the Governing Board and paid and volunteer leadership, in accordance with the charter school's bylaws and mission, to establish and maintain systems for:
 - a. Planning the organization's human and financial resources and setting priorities for future development.
 - b. Reviewing operational effectiveness and setting priorities for future development.
 - c. Ensuring the legal and ethical standard.
 - d. Hiring and evaluating the school's Principal.
 - e. Developing and maintaining an effective board culture.
 - f. Developing an effective pipeline of future leaders of the board.
5. In conjunction with the Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently. Note: In the early years of the school, the Board Chair will also serve as Governance Committee Chair to ensure that the vision for board culture and effective governance is effectively implemented. In future years, this Committee might be chaired by the Board Vice Chair.
6. Works with the Principal and other board officers to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
7. Communicates effectively with and supports the Principal in his/her job as manager of the school. In this capacity, focuses on ensuring that the board governs rather than manages.

¹ Adapted from Board Source, Building Excellent Schools, and The High Bar.

ATTACHMENT J: Board Officer Job Descriptions

8. Works with the Committee Chairs and the Principal to keep apprised of committee work and to ensure that committees have the resources needed to do their job. Works to ensure effective and efficient communication between committees and the Board.
9. Creates a safe environment for decision-making by inviting participation, encouraging varying points of view, and stimulating a frank exchange of ideas in an effort to provide shared decision-making.
10. Communicates with the Board effectively so that the board information system focuses on decision-making, stimulates participation, and supports an appropriate balance of responsibility between board and staff.
11. Links with major stakeholders when it is agreed that the Chair is the most appropriate person to represent the organization at a key meeting, write a newspaper editorial, or thank a major donor.

Qualifications:

- Commitment to and energy to support the charter school's mission, goals, and values.
- An understanding of the distinctions between governance and management.
- Strong leadership skills to inspire a shared vision for the school and for the Board's work. Stimulated by a commitment to the mission, the Chair should guide the Board toward articulating and committing to a commonly held perception of the future of the School.
- Strong network of relationships within the greater community to leverage resources for the organization.
- Strong shared vision with staff about school mission and goals for student achievement.
- Strong facilitation and communication skills and an understanding of group process.
- Objectivity so that dialog is productive and contributions are encouraged from all sides of an issue.
- Decisiveness in order to tackle and resolve difficult issues and to keep the business of the Board moving.
- An ability and willingness to support, encourage and develop a strong, entrepreneurial school leader.
- Strong organizational skills.

Indicators of Effectiveness:

- Meets annual goals as identified and adopted at the beginning of the leadership term, including specific goals for development.
- Is perceived by other board members as being fair, open to all points of views, decisive, and contributing to a culture that focuses on results.
- Is perceived by senior staff as supporting and adding value to their work.
- Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.**chthehighbar.com**

ATTACHMENT J: Board Officer Job Descriptions

Vice Chair

Reports to: Governing Board

Supports: The Chair

Purpose: The Vice Chair is the secondary volunteer leader of the charter school and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.

Key Responsibilities:

1. In Chair's absence:
 - a. Presides at meetings of the Governing Board
 - b. Serves as ex officio member of standing committees
2. Sets an example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
3. Works with the Chair to assist in developing the agendas for Governing Board meetings.
4. Advises the Chair on appointing volunteers to key leadership positions, including positions as chair of board committees and task forces.
5. Assists the Chair by serving as liaison for communication with Committee Chairs as needed.
6. Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
7. Represents the board in the community, especially at events at which the chair cannot attend.
8. Other duties as delegated by the Chair.

Qualifications:

- Commitment to and energy to support the charter school's mission, goals, and values.
- An understanding of the distinctions between governance and management.
- Strong leadership and collaborative skills to support the Chair and to offer alternative proposals in the interest of best serving the organization.
- Strong facilitation and communication skills and an understanding of group process.
- Objectivity so that dialog is productive and contributions are encouraged from all sides of an issue.
- Decisiveness in order to tackle and resolve difficult issues and to keep the business of the board moving.
- Strong organizational skills.

Indicators of Effectiveness:

- Meets annual goals as identified and adopted by the board at the beginning of the leadership term.
- Is perceived by other board members as being fair, open to all points of views, decisive, and contributing to a culture that focuses on results and student achievement.
- Is perceived by staff as supporting and adding value to their work.
- Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

ATTACHMENT J: Board Officer Job Descriptions

Treasurer

Reports to: The Chair and the Governing Board

Supports: Principal, School Director of Operations, back office provider, and auditors as necessary.

Purpose: Provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities.

Specific Responsibilities:

1. Chair of the Finance Committee.
2. Provides direction for the oversight of the school's record keeping and accounting policies.
3. Ensures the presentation of timely and meaningful financial reports to the board to ensure that full board completely understands the financial picture.
4. Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.
5. Oversees development and board review of financial policies and procedures. With the Finance Committee, monitors the adherence to financial policies and procedures adopted by the Board.
6. Develops and monitors any investment policies adopted by the Board.
7. Ensures that assets are protected and invested according to board policy.
8. Leads the board in assuring compliance with federal, state and other financial reporting requirements.
9. Presents the recommendation of the auditor to the Board for their approval. With the Finance Committee reviews the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
10. Takes responsibility for the design of an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

Qualifications:

- Commitment to and energy to support the charter school's mission, goals, and values.
- An understanding of the distinctions between governance and management.
- A strong understanding of the record keeping, accounting systems, financial reports and financial policies and procedures of the organization.
- Ability to focus on both the short-term and long-term financial health of the organization.

Indicators of Effectiveness:

- Meets annual goals as identified and adopted by the board at the beginning of the leadership term.
- Is perceived by other board members as being transparent and efficient in delivering financial reports and as being aggressively protective of the integrity of the organization's fiscal management.
- Is perceived by staff as supporting and adding value to their work.
- Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

ATTACHMENT J: Board Officer Job Descriptions

Secretary

Reports to: The Chair and the Governing Board

Supports: Member of the staff or volunteer taking minutes.

Purpose: Provides direction for the keeping of legal documents including minutes of all Board meetings.

Specific Responsibilities:

1. Certify and keep at the principal office of the corporation the original, or a copy of the bylaws as amended or otherwise altered to date.
2. Keep at the principal office of the corporation or at such a place as the Board may determine a book of minutes of all meetings of the Governing Board. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
3. Present for approval by the Board copies of all minutes of meetings of the board.
4. Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required by law.
5. In general, serves as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
6. In general, perform all duties incident to the office of the Secretary and such other duties as may be required by law, by the Articles of Incorporation or bylaws, or which may be assigned to him or her from time to time by the Governing Board.

Qualifications:

- Commitment to and energy to support the charter school's mission, goals, and values.
- An understanding of the distinctions between governance and management.
- An understanding of the required record keeping and the laws of the jurisdiction (city, state) in which the organization operates.
- A capacity for attention to detail.

Indicators of effectiveness:

- Meets annual goals as identified and adopted by the board at the beginning of the leadership term.
- Is perceived by other board members as being an accurate and reasonable steward of the decision-making history of the organization and as being ever mindful of the duties and requirements of public service.
- Is perceived by staff as supporting and adding value to their work.
- Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

Albuquerque Collegiate Governing Board Self-Evaluation

Criteria	Excellent (3)	Adequate (2)	Poor (1)	N/A	Notes
Board Structure					
The Board is composed of the annually set number of members.					
Board members represent individual skillsets and qualifications identified in the charter and Governance Committee Needs Assessment.					
New Board members are oriented and meet all training requirements before allowed to vote.					
The Board has a process for addressing ineffective, destructive, or absentee board members.					
Board committees have a clear scope of responsibilities and charges.					
Board committees meet monthly and present actions to the full board.					
Board Operations & Legal Compliance					
The Board has well-drafted bylaws that are adhered to and reviewed annually.					
Appropriate liability insurance and risk management practices are maintained at all times.					
Board members understand their legal and ethical responsibilities (duty of care/loyalty, conflict of interest).					
The Board strictly follows requirements of the New Mexico Open Meetings Act.					
Meetings are well planned and prepared for with clear agendas focused on appropriate governance action items.					
Board meetings are well attended with strong participation from all members.					
Board officers meet the expectations outlined in the Board Officer Job Descriptions.					
Meetings are conducted using Robert's Rules of Order, and this process is well understood by members.					
The Board follows the adopted grievance policy, taking appropriate action when necessary.					

ATTACHMENT K: Board Self-Evaluation

Criteria	Excellent (3)	Adequate (2)	Poor (1)	N/A	Notes
Finance and Accounting					
The Board approves an annual budget that maximizes the school's resources in support of the mission.					
The Finance Committee meets monthly and formally reports to the board at every meeting (Chart of Accounts, Balance Sheet, Actual vs. Projected Monthly, Year to Date Budget, Cash Flow Statements).					
The Board monitors the budget throughout the year.					
The Board contracts with an independent auditor each year, reviews the audit report, and takes any necessary action to resolve issues.					
The Board and Finance Committee ensure all necessary reporting documents are filed with the appropriate government entity.					
The Board has established a fund development strategy.					
Board members and school leadership cultivate relationships well to develop future donors, board members, and other volunteers.					
Principal Oversight					
The Board has a selected Principal and has a formal job description and contract in place.					
The Board has developed performance goals/targets used for evaluation of the Principal annually.					
The Board has established a plan for succession in the event of the Principal's departure.					
The Board has a strong partnership with the Principal that is built on mutual trust, respect and accountability.					
The Board has an approved comprehensive set of personnel policies, which are reviewed annually.					

ATTACHMENT K: Board Self-Evaluation

Criteria	Excellent (3)	Adequate (2)	Poor (1)	N/A	Notes
Academic Achievement & School Mission					
All Board policies and decisions are made with the school's mission in mind.					
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed on a regular basis.					
The Board regularly discusses and reviews the school's mission-specific indicators.					
The Academic Achievement Committee trains the Board annually on the accountability plan goals and measures, and accountability dashboard.					

Open Response:

What are three things you think our Board does particularly well?

What are three areas where improvement is needed for our Board?

Are there particular areas where you think our board needs additional training to be more effective?

Do you have any other comments to strengthen our Board?

Individual Board Member Self-Evaluation Form

Name: _____

Date: _____

Rate your performance as a member of the Albuquerque Collegiate Board in each of the following areas:

Topic	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Attendance at Board Meetings				
Input in Policy Development and Decision-Making				
Attendance at committee meetings				
Fund Development				
Strategic Relationship Building				
Total Score	/20 points			



Open Response:

Factors that contributed to my performance or lack of performance in the areas above (please be specific):

What I feel I would need from the Board to maintain/increase my level of Board Commitment:



Other comments or suggestions that will help the Board increase its effectiveness:

Principal Self-Assessment¹

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS		
Identify the level of proficiency with the following symbols: BEGINNING with a (B) ; EMERGING with an (E) ; PROFICIENT with a (P) ; and ADVANCED with an (A)		(B) BEGINNING (E) EMERGING (P) PROFICIENT (A) ADVANCED
Domain: Instructional Leadership		
Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.		Choose Your Level
Indicators 	1.1 Works with all members of the school community to make quality instruction a prime focus.	Choose Your Level
	1.2 Uses accountability literacy in making decisions about student success and achievement.	Choose Your Level
	1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.	Choose Your Level
	1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.	Choose Your Level
Domain: Communication		
Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.		Choose Your Level
Indicators 	2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.	Choose Your Level
	2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.	Choose Your Level
	2.3 Supports an environment of inclusion and respect.	Choose Your Level
	2.4 Communicates with others objectively, sensitively, fairly, and ethically.	Choose Your Level
	2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.	Choose Your Level
	2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.	Choose Your Level
	2.7 Maintains a continuous dialogue with decision makers who affect the school community.	Choose Your Level

¹ Informed by New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals (HOUSSE-P), Principal Self Assessment http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_a.pdf

Principal Self-Assessment

Domain: Professional Development		
Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.		Choose Your Level
	Indicators	
	3.1 Identifies and assesses student and staff performance to inform professional development needs.	Choose Your Level
	3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional	Choose Your Level
	3.3 Implements comprehensive, integrated and systemic ongoing professional development opportunities for faculty and community.	Choose Your Level
	3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.	Choose Your Level
Domain: Operations Management		
Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.		Choose Your Level
	Indicators	
	4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.	Choose Your Level
	4.2 Manages the school budget to ensure that resources are maximized for student success.	Choose Your Level
	4.3 Manages the day to day operations to maximize the efficiency of the school.	Choose Your Level
	4.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.	Choose Your Level

Principal Professional Development Plan²

Competency Focus Area(s)	
Action Plan & Steps	
Timeline	
Evidence of Implementation	

² Informed by New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals (HOUSSE-P), Principal Professional Development Plan http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_b.pdf

Principal Evaluation Summative Report

Student Achievement (50% of points possible)		
Category	Points Available	Points Earned
ISIP Reading	50	____/50
ISIP Math		
STEP		

Teacher Observations (25% of points possible)		
Category	Points Available	Points Earned
Meets Deadlines & Feedback	10	
Feedback Quality	15	
Total Points Earned:		____/25

Multiple Measures (25% of points possible)		
Category	Points Available	Points Earned
HOUSSE Competencies	15	
Teacher Surveys	10	
Total Points Earned:		____/25

Total Points Earned:	____/100
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Effectiveness Ratings	
Exemplary	86.5 to 100
Highly Effective	68.2 to <86.5
Effective	51.0 to <68.2
Minimally Effective	34.4 to <51.0
Ineffective	<34.4

Strengths	Areas of Growth
Comment:	Comment:

Next Steps
Recommendations:

Board Chair Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Principal Evaluation Score Breakdown- Student Achievement

ISIP Reading/ Math	% Measure Mid-Year	% Measure End of Year	Points Possible
Exceeds Standards	70.0-100% of students achieve Tier 1 academic performance on ISIP Reading.	86.1-100% of students achieve Tier 1 academic performance on ISIP Reading.	4
Meets Standards	56.1-69.9% of students achieve Tier 1 academic performance on ISIP Reading.	70.0-86.0% of students achieve Tier 1 academic performance on ISIP Reading.	3
Does Not Meet Standards	42.1-56.0% of students achieve Tier 1 academic performance on ISIP Reading.	56.1-69.9% of students achieve Tier 1 academic performance on ISIP Reading.	2
Falls Far Below Standards	Less than 42.0% of students achieve Tier 1 academic performance on ISIP Reading.	Less than 56.0% of students achieve Tier 1 academic performance on ISIP Reading.	1
Points Earned ISIP Reading:			____/4
Points Earned ISIP Math:			____/4

STEP	% Measure Mid-Year	% Measure End of Year	Points Possible
Exceeds Standards	70.0-100% of students achieve 3 or more STEP levels of reading growth.	86.1-100% of students achieve 3 or more STEP levels of reading growth.	4
Meets Standards	56.1-69.9% of students achieve 3 or more STEP levels of reading growth.	70.1-86.0% of students achieve 3 or more STEP levels of reading growth.	3
Does Not Meet Standards	42.1-56.0% of students achieve 3 or more STEP levels of reading growth.	56.1-70.0% of students achieve 3 or more STEP levels of reading growth.	2
Falls Far Below Standards	Less than 42.0% of students achieve 3 or more STEP levels of reading growth.	Less than 56.0% of students achieve 3 or more STEP levels of reading growth.	1
Points Earned STEP:			____/4

Total Points Earned:		____/12
Step 1: Divide points earned by points possible to get point percentage.		
Step 2: Multiply percentage by 50 (summative points possible)		
Total Summative Report Points Earned		____/50

Principal Evaluation Score Breakdown- Teacher Observations

Category	Value	Narrative	Scoring Method	
Completion of Teacher Observations and Feedback Sessions	10% (10 pts)	Mid-Year: Did the school leader complete weekly teacher observations and feedback sessions? End of Year Did the teacher complete all NMTEACH teacher evaluations on time?	Percent Complete	Points Earned
			Less than 50%	0
			50-74%	5
			75%-99%	7
			100%	10

Category	Value	Scoring Method	
Quality of Feedback	15% (15 pts)	Feedback Quality	Points Earned
		Feedback does not highlight strengths/weaknesses and/or not tied to instruction	0
		Actionable feedback, but no specific direction or plan provided for implementation	5
		Actionable feedback with specific strategies for classroom implementation	10
		Actionable feedback with strategies and resources to accomplish recommendations	15

Total Summative Report Points Earned:	____/25
--	----------------

Principal Evaluation Score Breakdown- Multiple Measures

HOUSSE Competencies³	
Domain 1: Instructional Leadership	____/5
Domain 2: Communication	____/5
Domain 3: Professional Development	____/5
Domain 4: Operations Management	____/5

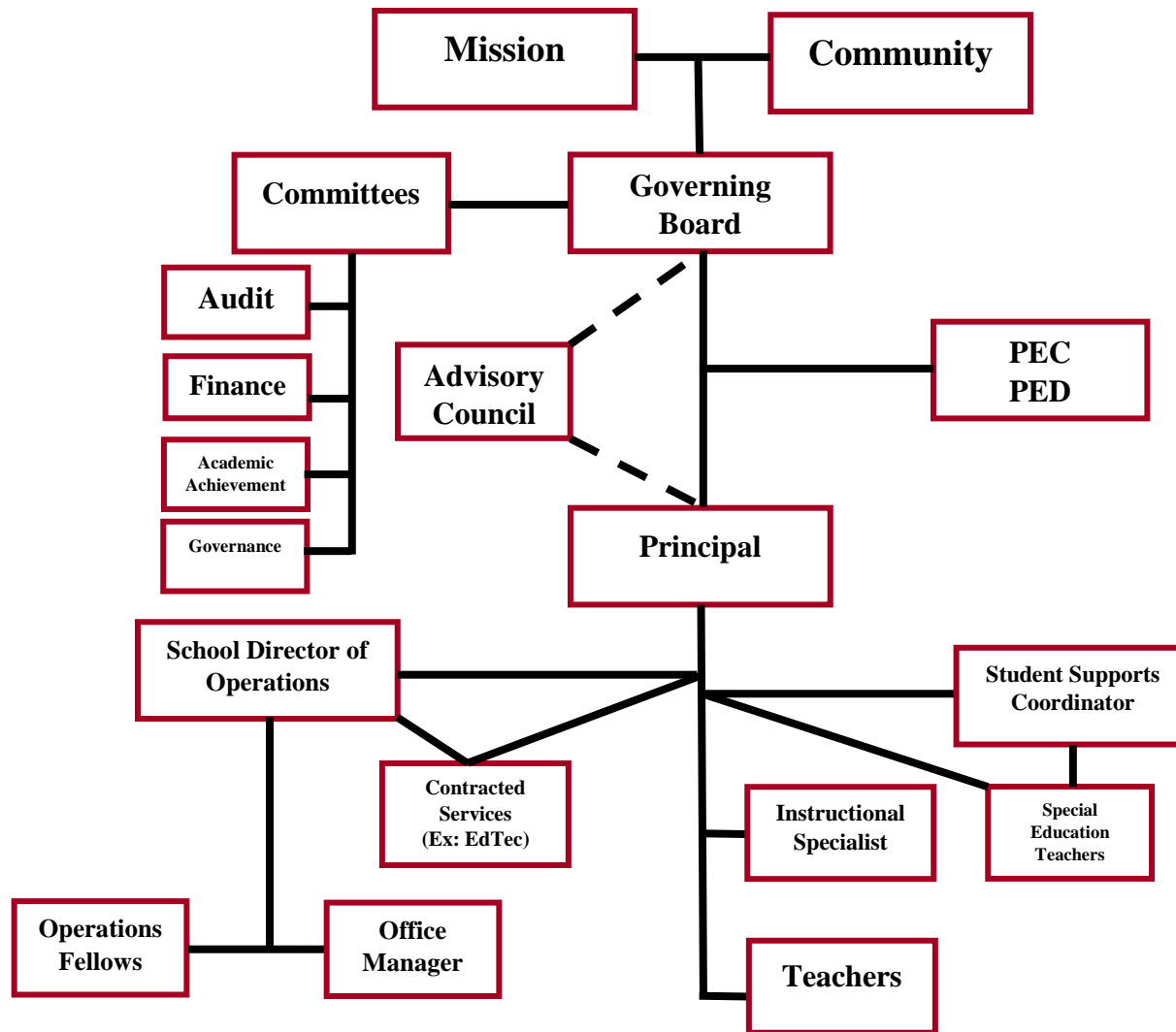
Total Points Earned:	____/20
Step 1: Divide points earned by points possible to get point percentage.	
Step 2: Multiply percentage by 15 (summative points possible)	
Summative Report Points Earned	____/15

Teacher Surveys	
Total Points Earned:	____/50
Step 1: Divide points earned by points possible to get point percentage.	
Step 2: Multiply percentage by 10 (summative points possible)	
Summative Report Points Earned	____/10

Total Summative Report Points Earned:	____/25
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³ Scoring based on HOUSSE Form D Guidance Rubric
<http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/HOUSSE%20Form%20D%20Guidance.pdf>

ATTACHMENT M: Organizational Chart



Key:
—— Reporting
- - - Advisory



Albuquerque Collegiate Charter School Communications and Marketing Plan

Table of Contents

[Goals and Key Messages](#)

[Target Audiences](#)

[SWOT Analysis](#)

[General Strategy](#)

[Specific Strategies](#)

[Social Media Strategy](#)

[Facebook](#)

[Instagram](#)

[Twitter](#)

[Email Strategy](#)

Strategy | Albuquerque Collegiate Charter

OVERVIEW:

Siarza Social Digital has partnered with Jade Rivera to carry out marketing activities to raise awareness of the Albuquerque Collegiate Charter School, launch of the new school, and engage families of potential students. Utilizing social media, email marketing, print and analytics, SiarzaSD has outlined activities that can help reach and grow appropriate audiences, as well as test messaging to determine what resonates with potential Albuquerque Collegiate Charter School students' families. As the school begins to evolve, this marketing strategy will shift with it.

GOALS:

- Storytelling: Generate a connection with parents/guardians and students through written and visual content
- Generate awareness about Albuquerque Collegiate Charter School, aimed to begin instruction in Fall of 2018
- Communicate the brand of Albuquerque Collegiate through digital and out-of-home channels (see [Brand Guide](#) for more information)
- Create/Look for opportunities for partnerships and media coverage
- Reporting - Monitor performance and customer feedback using traditional social media and email analytics.

KEY MESSAGES:

The following messages should be incorporate on *everything* related to communications and marketing for ACC. These are new messages that should be slogans or themes to use when talking about the company:

- Within a **structured and ambitious school community**, driven by **high quality instruction** and **intensive academic supports**, Albuquerque Collegiate Charter School educates and prepares kindergarten through grade 5 students for college graduation and life success.
 - We spend more total hours on mathematics.
 - We spend more total hours on reading comprehension and helping our students develop strong writing skills.
- The road to college starts here.
 - We foster the skills and abilities necessary to help our students graduate high school and be able to attend college with excellence.
- Albuquerque Collegiate Charter offers excellent education for all.
 - We are focused on providing quality education to children of all socioeconomic backgrounds.
 - We are focused on providing quality education to children of low income families.

- Albuquerque Collegiate Charter School is a learning institution from our community, for our community.
 - Our staff and board are New Mexico residents with a passion for promoting academic success in our state.
 - We are involved in the local community to both understand what our children need to succeed as well as promote a passion for learning.
- Our core values are: Growth, Optimism, Ambition, Leadership, Shared Success
 - We work with our staff and students to promote these values so we can share success.

TARGET AUDIENCES:

Knowing the target audiences is important to direct the outreach of the organization. The following target audiences are the core customers we're interested in reaching for ACC .

Main Target	Secondary Target	Tertiary Targets
<ul style="list-style-type: none">• Families of low socioeconomic status:<ul style="list-style-type: none">◦ (Fall 2017) With young children, aged about 4-5 currently◦ Who currently live in 87108, 87106, 87102 and 87105• Albuquerque communities that work and live in greater Downtown	<ul style="list-style-type: none">• Day care facilities with young children under age 5• Pre-K facilities• AYSO, music programs, etc.	<ul style="list-style-type: none">• Families with students enrolled in APS that are unsatisfied with curriculum and instruction<ul style="list-style-type: none">◦ Down the road, once elementary program is developed



STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS:

With instruction not beginning until Fall of 2018, it's important to look at the strategies around the commencement of instruction for ACC. The following was discussed during our previous meetings:

<p>STRENGTHS:</p> <ul style="list-style-type: none">• Unique curriculum with focus on college prep• Quality education for low-income students• Spend more time on promoting strong math, reading and writing skills• School is founded by NM residents from the local communities	<p>WEAKNESSES:</p> <ul style="list-style-type: none">• New school• No current partnerships• May be difficult to promote the strong academic emphasis of this school versus other charter schools
<p>OPPORTUNITIES:</p> <ul style="list-style-type: none">• Opportunities for partnerships<ul style="list-style-type: none">◦ Contractual and informal• Potential for language courses• Internet as a marketing tool<ul style="list-style-type: none">◦ To reach a wider audience of potential “customers”	<p>THREATS:</p> <ul style="list-style-type: none">• APS• Other established charter schools• Low enrollment in the first year

STRATEGY:

RECREATING THE BRAND ON SOCIAL MEDIA:

Voice	Visuals (Work in Progress)
<ul style="list-style-type: none"> • Academic - college prep, stimulating, success • Caring – community, enthusiastic, heartfelt, action-oriented • Authentic - trustworthy, unique, engaging, innovative 	
Sample	
<p>From your child's first day of kindergarten to the day they graduate high school, we provide your child with the education they deserve.</p>	

OVERVIEW: To outline a more strategic approach to launching, we recommend the following strategy with the proper tactics we recommend to create an effective campaign:

OBJECTIVE: Storytelling: Define messaging and brand with a more emotional, visual approach

STRATEGY: Develop visuals for the organization

- Create an attractive, interactive website
- *Should details about building a strong, recognizable brand go here?*
 - Mobile Optimized

STRATEGY: Develop the content on the website with key messaging written for Search Engine Optimization (SEO)

- Blog highlighting curriculum, insight, accomplishments from charter school industry
- Videos and written content: teacher interviews, student accomplishments
- Conduct an SEO Audit to adapt the website for better search optimization (once the new website is complete)
- Write commonly searched phrases into blog content and static pages

OBJECTIVE: Generate awareness about ACC

STRATEGY: Social Media

- Using best practices in the social media industry, produce a social media presence on Facebook, Twitter and Instagram
 - This objective supports the brand positioning goal.
 - An aggressive social media growth strategy that develops a loyal following and return customers
 - This objective supports the brand positioning and customer service goals.
- Prepare a calculated timeline of processes and tactics that will successfully launch the social media networks in April of 2017 (*More in [Social Media Strategy](#) below*)

STRATEGY: Digital advertising

- Using the demographics identified in the target audiences above, create an aggressive social media advertising campaign utilizing:
 - Facebook and Instagram - runs simultaneously and historically best ROI
 - Pay per Click advertising

OBJECTIVE: Create/Look for opportunities for partnerships and media coverage:

STRATEGY: Media Relations

- Promote Albuquerque Collegiate Charter stories: History, Student Success Stories, Awards/Recognitions, Jade's or staff's interviews

STRATEGY: Look for opportunities to partner with other local organizations

- Day Cares
- Sports programs, like AYSO
- Music programs

- Organizations that you can help to cross-promote through email/social that can be referral sources

OBJECTIVE: Monitor performance and customer feedback:

STRATEGY: Traditional social media analytics

- Develop and implement response protocols

STRATEGY: Website analytics

- Measure behavioral flow: How people are interacting with site; visitor's behavior on the site
- Understand demographics to see if they align with our target market cross-referencing to different target audience
- Estimate how many visitors actually register
- Measure how consumers are finding the site and set campaign goals to measure conversions

Social Media Strategy

Facebook Strategy:

OBJECTIVE: Storytelling and awareness of ACC lifestyle, service

- Written Content will including
 - Key Messaging
 - Jade/partner/board members/customer(student) stories
 - Tips and tricks
 - ACC lifestyle blurbs but only those that can bring back perspective on the benefits of non-APS education: those that remind customers to be conscious on choices they make
- Visuals will include
 - Graphics
 - Videos
 - Images

OBJECTIVE: Position ACC as a premier education option for Albuquerque's youth

- Highlight press coverage
- Testimonials from parents and students (potentially teachers too)
- Facebook Live or use Instagram stories for Q&A sessions, events etc.
- Featured success of the week or other regular feature that showcases ACC's work or insight
- Highlight development events/program
 - Tutoring sessions
 - After-school programs
 - Career Fairs or Guest Speakers

OBJECTIVE: Advertise program

- Reach audiences via social based on demographics, interests and behaviors
 - Added Values
 - Create campaign strategies tailored to specific audiences, seasons, etc.
 - Ad analytics - to see how well advertisements perform
 - Conduct A/B testing to see which messages/visuals resonate best

OBJECTIVE: Cultivate a following

- Leverage existing email lists to reach appropriate audiences via Facebook advertising
- Shared Content
 - ACC press
 - Blog features
 - User/customer spotlights
 - Tag, mention other businesses/organizations, individuals when appropriate

Other Best Practices:

- Update cover photos six weeks
- Include visuals with every post
- Shorten URLs

Content Calendars Topics :

- Promote registration and promotions
- Build the ACC brand
- Testimonials
- Spotlight blogs
- Spotlight students/families
- Use industry knowledge and academic imagery
- Be creative
- Consider relevance of key posting days #EdChat
- Creating ACC-specific hashtag, #ACCRoadtoCollege

OBJECTIVE: Cultivate a following

- Improve following

Who to Like:

- Popular Charter School Blogs
- Popular Education Blogs
- Other charter schools, academic programs (honors clubs, etc.), key influences
- Relevant academic publications

OBJECTIVE: A customer service hub to engage with customers with questions and comments

- Facebook Products to Use:
 - Advertisements
 - Carousel - slideshows for posts and ads
 - Desktop News Feed - Optimal layout for desktop users
 - Mobile News Feed - Optimal layout for mobile users
 - Conversion Tracking - Track actions on website of users coming from Facebook

- Custom Audiences - Use to aim ads at specific lists for example: Members only; those that receive email only, etc.
- Lookalike Audiences - Used to find audiences who share traits, including location, age, gender and interests, with your current customers to optimize ads to reach larger audiences.
- **Customer Service Protocol:**
 - Like/thank users who post positive comments
 - Answer questions, both on page and within messages, appropriately within 24 hours
 - Only delete comments that are profane, vulgar or discriminatory
 - Respond to all constructive comments and show effort to fix issue and attempt to take issue offline (through private messages, or customer service phone line)

OBJECTIVE: Reporting: Monitoring progress to shift with user habits and trends

Facebook Analytics:

- Pull monthly analytics to measure:
 - Engagement
 - Reach
 - Following

Strategy for Instagram

OBJECTIVE: Advertising to drive audiences to website

- Instagram Advertising (Used through Facebook Ads Manager and would be branded as it appears on Facebook)
 - Set Budget according to enrollment season (for example \$200-300 in July and August)
 - Create campaign strategies as they arise with clear objectives including:
 - Website conversions
 - App installs
 - Clicks to website
 - Page post engagement
 - Incorporate all types of Instagram ads
 - Photo Ads
 - Video Ads
 - Carousel Ads
 - Ad analytics - to see how well advertisements perform

Postings:

- Academic scenes
 - Students in the classroom
 - Students playing
 - Visuals that highlight curriculum and learning process
 - Staff/faculty at academic events

- 15 second video clips
- Shared Content
 - ACC press
 - Blog features
 - User/customer spotlights: Regram user content that is relevant

Other Best Practices:

- Tag, mention other businesses, individuals when appropriate
- Incorporate trending hashtags
- Consider relevance of key posting days and hashtags #EdChat
- Commenting and liking: play an active role with your community. Engage with comments and questions on your own posts and discover and join conversation on other community members' posts about your brand

Content Calendars Topics :

- Promote sales and promotions
- Build the brand
- Spotlight blogs
- Spotlight customers
- Use charter school/academic industry knowledge and imagery
- Be creative

Who to Follow:

- Popular Charter School Blogs
- Popular Education Blogs
- Other charter schools, academic programs (honors clubs, etc.), key influences
- Relevant academic publications

Instagram for Business:

- Set up an Instagram Business Page
 - Create "About" section
 - Incorporate website link in this space
 - Profile Image - simple, logo
- Instagram Advertising (Used through Facebook Ads Manager)
 - Set Budget
 - Create campaign strategies as they arise with clear objectives including:
 - Website conversions
 - App installs
 - Clicks to website
 - Page post engagement
 - Incorporate all types of Instagram ads
 - Photo Ads
 - Video Ads

- Carousel Ads
 - Ad analytics - to see how well advertisements perform

Customer Service Protocol:

- Like/thank users who post positive comments
- Answer questions, both on page and within messages, appropriately within 24 hours
- Only delete comments that are profane, vulgar or discriminatory
- Respond to all constructive comments and show effort to fix issue and attempt to take issue offline (through private messages, or customer service phone line)
- Ask permission to regram any user content

Strategy for Twitter - *to be implemented after school is established*

OBJECTIVE: Educate our audiences with quick updates

- Create posts regarding any urgent information including:
 - Delays
 - Maintenance emergencies
 - Lockdowns
 - Any other last minute information that needs to be disseminated quickly
- Create posts highlighting the school
 - Events attended/hosting
 - Enrollment season
 - Student/faculty successes
 - Board updates and successes

Email Marketing

Goals:

- Utilize email marketing to reach specific segments
- Drive enrollment
- Increase visitors to website

Objectives:

- Tailor messaging to appropriate audience (for example: funders, board, parents/student families, partner organizations)
- Connect with potential customers
- Use email as a vehicle to tell the Albuquerque Collegiate Charter School story
- Advertise for promotions/special offers on enrollment
- Stay at the front of customer's minds/keep customers in touch with the school
- Measure how effective email marketing is performing through analytics

OBJECTIVE: Use email as a vehicle to tell ACC's story

STRATEGY: Create templates to drive branding/theme

- Templates for:
 - Newsletter type emails
 - Enrollment pushes
 - Seasonal

STRATEGY: Cross promote partners by incorporate partner stories through interactive text or video

STRATEGY: "In the Loop" emails highlighting what current events are happening and what topics our audiences should be aware of

OBJECTIVE: Tailor messaging to appropriate audience

STRATEGY: Segment email lists by categories:

- Parents/families of students
- Board
- Partners
- External organizations

OBJECTIVE: Keep school top of mind

STRATEGY: Create campaigns around countdown to first day of school (1 year out, 10 months out etc.)

STRATEGY: Create campaigns according to seasons

OBJECTIVE: Stay top of mind/keep customers in touch with company

STRATEGY: Create effective scheduling system to send emails on regular basis

- Reminders to take action (enrollment, etc.)
- Incentives to take immediate action (a limited-time offer of some sort)

OBJECTIVE: Email Analytics:

STRATEGY: Pull monthly analytics to measure:

- Total Recipients
- Unique Opens
- Hard Bounces
- Not Opened
- Clicked
- Unsubscribed
- Reached
- Clicked Links

Public Relations

TACTIC: Community relations: Utilizing the collisions mindset, encouraging groups with different interests to events hosted by ACC

- Offer networking mixers that encourage groups to learn about the school
- Include options for special walk-throughs, open houses and workshops
- Groups can include other academic funders, student programs, individuals from local media, and other relevant groups
 - Decide what lists to use to help with outreach via email
 - Have Jade reach out via email or in person

TACTIC: Media Relations

- Promote ACC stories: Locally-founded, economic development, the charter school industry, creating a school aimed to help underprivileged children get to college
- Offer Media night for the media partners
- Send out media releases
 - Key opinion leader introductions
 - Media coverage
- Look for opportunities to partner with media for exposure:
 - ABF's Meet the Newsroom
 - Albuquerque Journal's Reader's Choice events

TACTIC: Event Promotion

- Anytime there is an event at the school or hosted by the school, promote on event calendars

Advertising

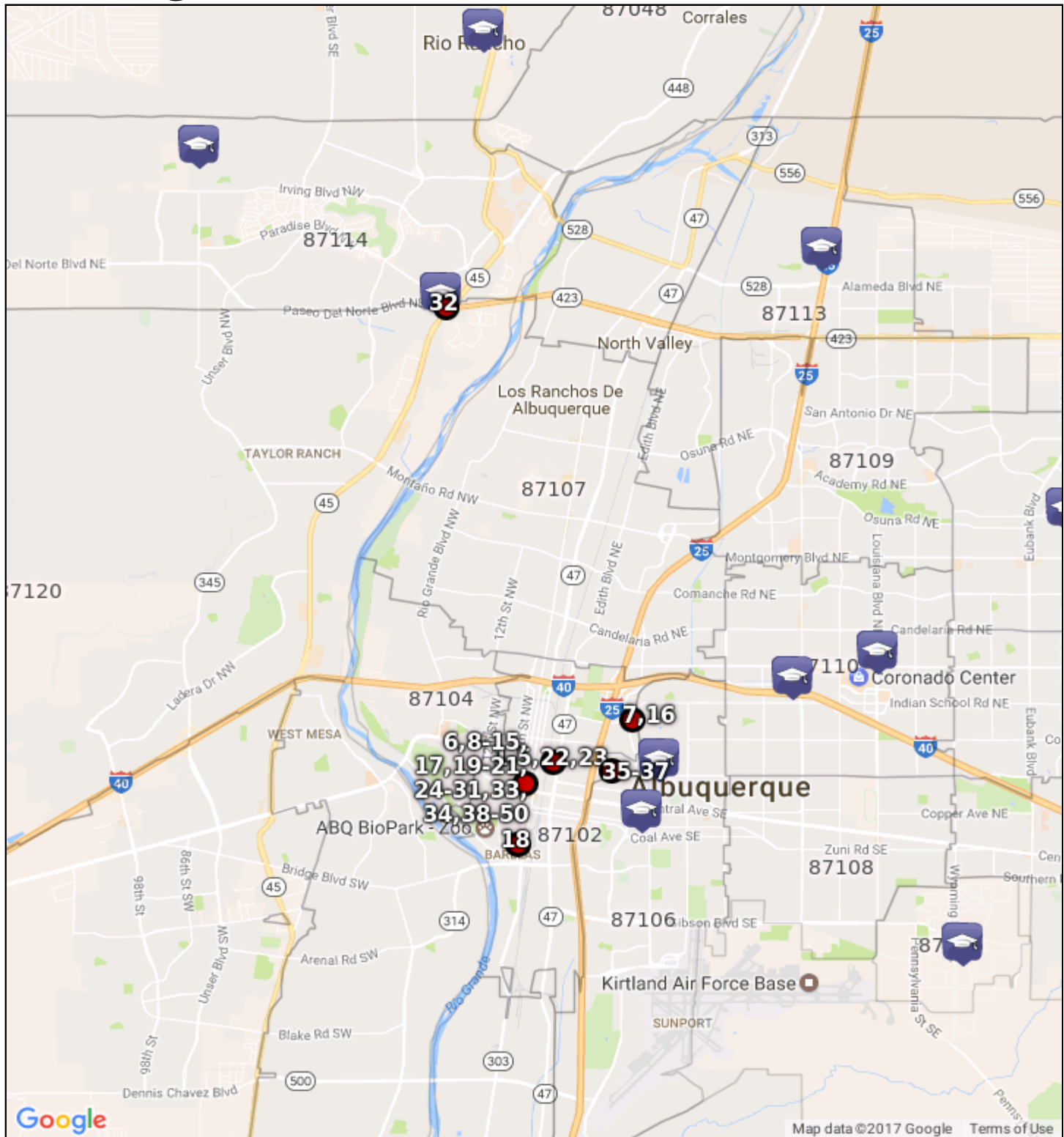
TACTIC: Community relations: Utilize out-of-home advertising to promote the school

- Billboards with general school information and enrollment dates
- Utilize key messaging to position the school amongst other charter schools
- Other out-of-home placement options
 - Bus stops
 - Print media (Albuquerque Journal)
 - Radio
 - Refer to Melanie Majors for media buying
 - Contact Info: Melanie Majors, The Majors Company
 - 505-459-4587 majorworks@comcast.net

TIMELINE:

MONTH	COST	TACTIC
MARCH	Finalize strategy and branding	
APRIL	Squarespace site ready late April-early May. Start Facebook posting	Promote general information about the school.
MAY	Continue Facebook	
JUNE	Continue Facebook	
JULY	Begin WordPress build, continue Facebook	
AUGUST		

ABQ Collegiate



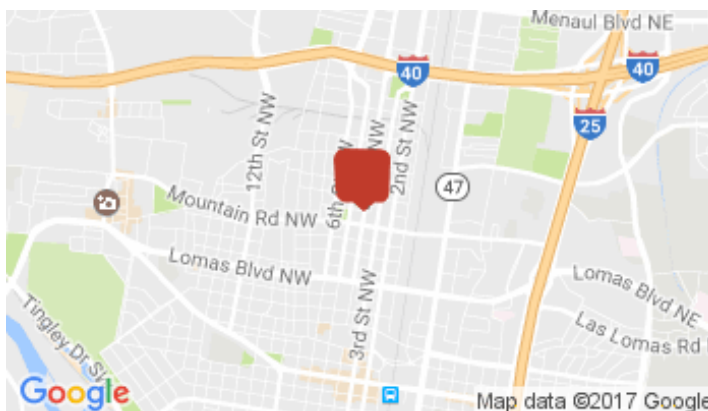
ABQ Collegiate

1. The Emerald Building | Premier Downtown Office Space, Suite: Second Floor



1121 4th St NW, Albuquerque, NM 87102

Listing ID:	29968966
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	1,903 - 10,095 SF
Total Available:	7,844 SF
Lease Rate:	\$14 PSF (Annual)
Base Monthly Rent:	\$2,220 - 11,777 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ117573



Overview/Comments

BENEFITS:

- Affordable first-generation space
- Turnkey tenant improvements available
- Prominent exterior building signage
- Keep your car cool and dry under the gated, covered parking
- 5-minute walk to the District County Courthouses
- Amazing building lobby updates planned

Property Contacts



Constance Dove

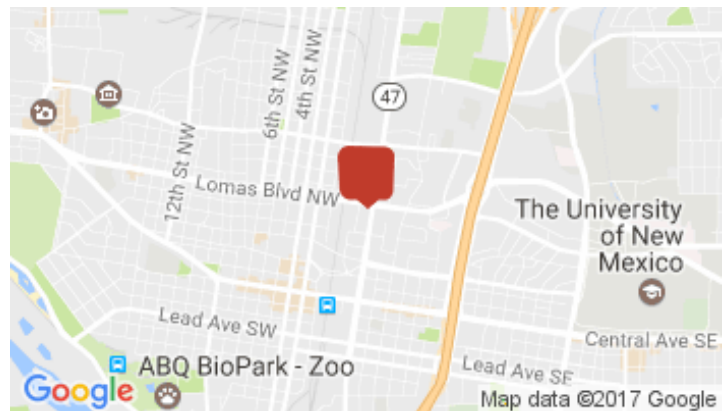
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

2. Downtown Office in the Core Business District, Suite: 1st & 2nd Floors Combined



707 Broadway Boulevard Northeast, Albuquerque, NM 87102

Listing ID:	28428319
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	14,682 SF
Total Available:	33,802 SF
Gross Land Area:	2.23 Acres
Lease Rate:	\$13.50 PSF (Annual)
Base Monthly Rent:	\$16,517 (Monthly)
Lease Type:	Absolute Gross
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ128701
Class of Space:	Class B
Gross Building Area:	77,581 SF
Building/Unit Size (RSF):	77,581 SF
Property Visibility:	Excellent
Parking Type:	Structure, Surface



Overview/Comments

Downtown Office in the Core Business District

On-site Parking - covered spaces available

Attractive Lobbies

Easy Access to Interstate 25 and Interstate 40

Close to Courthouses and Convention Center

HUB Zone Qualified

Many spaces built out and ready to move in

Property Contacts



Constance Dove

Dove Property Advisors, LLC

505-850-2326 [M]

505-850-2326 [O]

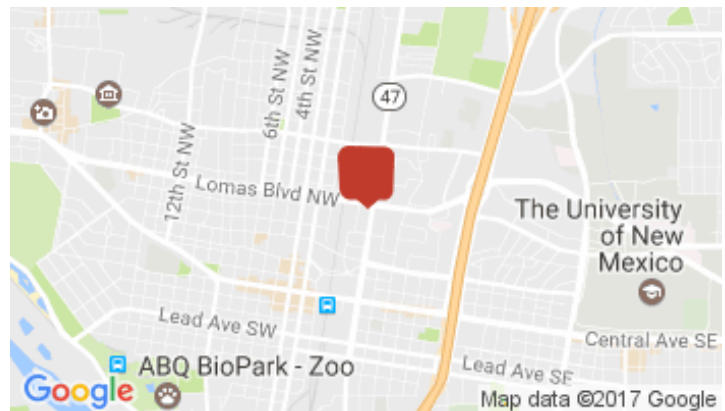
connie@dovepropertyadvisors.com

3. Downtown Office in the Core Business District, Suite: 200



707 Broadway Boulevard Northeast, Albuquerque, NM 87102

Listing ID:	28428319
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	3,968 - 14,682 SF
Total Available:	33,802 SF
Gross Land Area:	2.23 Acres
Lease Rate:	\$13.50 PSF (Annual)
Base Monthly Rent:	\$4,464 - 16,517 (Monthly)
Lease Type:	Gross Lease
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ128701
Class of Space:	Class B
Gross Building Area:	77,581 SF
Building/Unit Size (RSF):	77,581 SF
Property Visibility:	Excellent
Parking Type:	Structure, Surface



Overview/Comments

Downtown Office in the Core Business District
On-site Parking - covered spaces available
Attractive Lobbies
Easy Access to Interstate 25 and Interstate 40
Close to Courthouses and Convention Center
HUB Zone Qualified
Many spaces built out and ready to move in

Property Contacts



Constance Dove

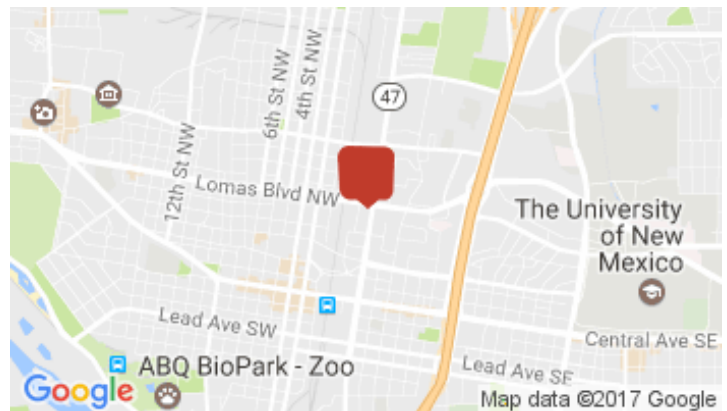
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

4. Downtown Office in the Core Business District, Suite: 201



707 Broadway Boulevard Northeast, Albuquerque, NM 87102

Listing ID:	28428319
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	8,842 - 14,682 SF
Total Available:	33,802 SF
Gross Land Area:	2.23 Acres
Lease Rate:	\$13.50 PSF (Annual)
Base Monthly Rent:	\$9,947 - 16,517 (Monthly)
Lease Type:	Gross Lease
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ128701
Class of Space:	Class B
Gross Building Area:	77,581 SF
Building/Unit Size (RSF):	77,581 SF
Property Visibility:	Excellent
Parking Type:	Structure, Surface



Overview/Comments

Downtown Office in the Core Business District

On-site Parking - covered spaces available

Attractive Lobbies

Easy Access to Interstate 25 and Interstate 40

Close to Courthouses and Convention Center

HUB Zone Qualified

Many spaces built out and ready to move in

Property Contacts



Constance Dove

Dove Property Advisors, LLC

505-850-2326 [M]

505-850-2326 [O]

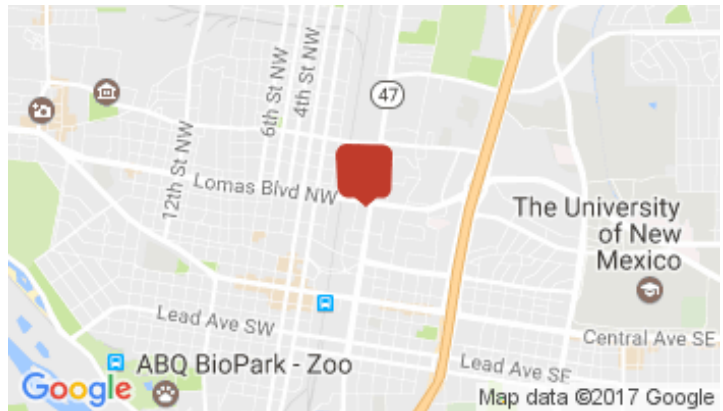
connie@dovepropertyadvisors.com

5. Downtown Office in the Core Business District, Suite: 202



707 Broadway Boulevard Northeast, Albuquerque, NM 87102

Listing ID:	28428319
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	1,872 - 14,682 SF
Total Available:	33,802 SF
Gross Land Area:	2.23 Acres
Lease Rate:	\$13.50 PSF (Annual)
Base Monthly Rent:	\$2,106 - 16,517 (Monthly)
Lease Type:	Gross Lease
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ128701
Class of Space:	Class B
Gross Building Area:	77,581 SF
Building/Unit Size (RSF):	77,581 SF
Property Visibility:	Excellent
Parking Type:	Structure, Surface



Overview/Comments

Downtown Office in the Core Business District
On-site Parking - covered spaces available
Attractive Lobbies
Easy Access to Interstate 25 and Interstate 40
Close to Courthouses and Convention Center
HUB Zone Qualified
Many spaces built out and ready to move in

Property Contacts



Constance Dove

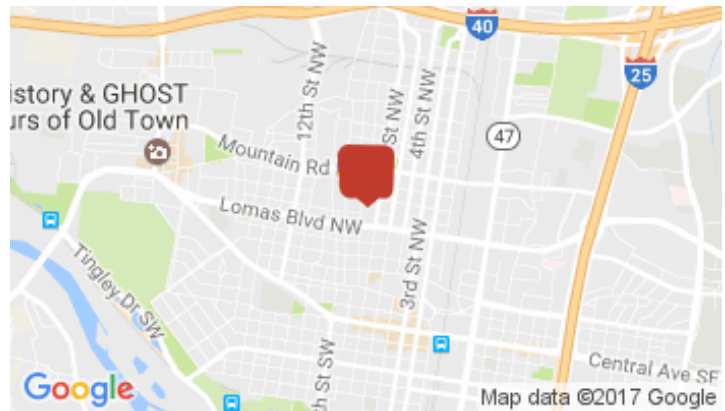
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

6. Secure Back Office, Suite: A

725 6th St NW, Albuquerque, NM 87102



Listing ID: 29846835
Status: Active
Property Type: Office For Lease
Office Type: Office Building
Contiguous Space: 11,047 SF
Total Available: 14,565 SF
Lease Rate: \$16 PSF (Annual)
Base Monthly Rent: \$14,729 (Monthly)
Lease Type: Full Service
Nearest MSA: Albuquerque
County: Bernalillo
Tax ID/APN: ABQ123840



Overview/Comments

24 Hour on-site security
Biometric access
Parking ratio 4:1,100
On-site data storage space also available
In the heart of the court and financial district of the city
Renovated lobby area
Redundant fiber

Property Contacts



Constance Dove

Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

7. University Area Office Building

1600 University Blvd NE, Albuquerque, NM 87102



Listing ID:	29939076
Status:	Active
Property Type:	Office For Sale
Office Type:	Office Building
Sale Price:	\$2,200,000
Unit Price:	\$137.38 PSF
Sale Terms:	Undisclosed
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ109645
Property Use Type:	Investment, Vacant/Owner-User
Class of Space:	Class B
Building/Unit Size (RSF):	16,014 SF
Cap Rate:	8.15%



Overview/Comments

??CAP Rate 8.15%

??NOI Proforma \$174,598

BENEFITS:

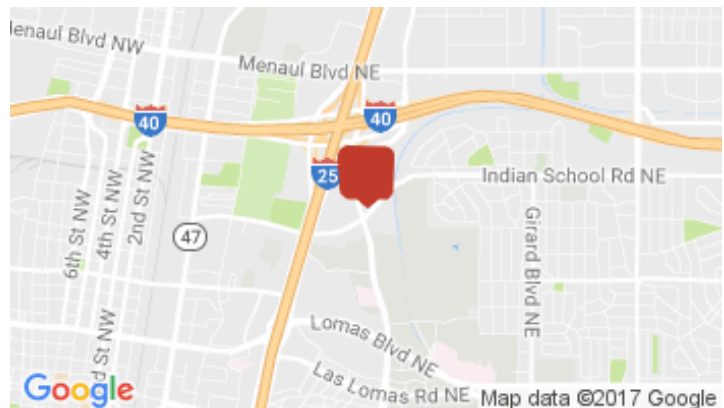
Excellent free standing office building

Easy access to I-25, downtown & hospitals

Great for attorneys or medical users

Parking rate 4:1,000 SF

Building signage available



Property Contacts



Constance Dove

Dove Property Advisors, LLC

505-850-2326 [M]

505-850-2326 [O]

connie@dovepropertyadvisors.com

8. First Plaza, Suite: 300

20 & 40 First Plaza , Albuquerque, NM 87102

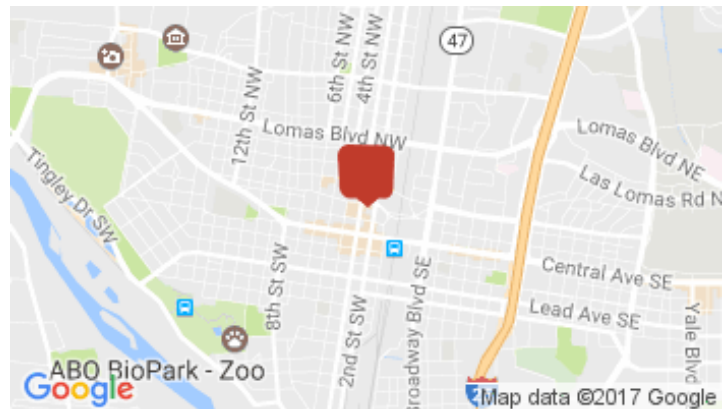


Listing ID:	29577246
Status:	Active
Property Type:	Office For Lease
Office Type:	Mixed Use, Office Building
Contiguous Space:	11,912 - 90,800 SF
Total Available:	146,191 SF
Lease Rate:	\$14.50 PSF (Annual)
Base Monthly Rent:	\$14,393 - 109,716 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ119168



Overview/Comments

Premier downtown location, Convenient to Civic Plaza, City Hall and Courthouses., Local & responsive ownership, , Downtown Albuquerque is in the midst of a renaissance. Local leaders from the private and public sector have made improving the Downtown Corridor a top priority. Projects that have either begun or are in final planning stages include:, New Downtown Grocery Store , Innovate ABQ, Downtown Entertainment District , 500+ housing units coming online, Rapid Transit Line to link Downtown with Nob Hill and University area, CNM STEMulus Center: An innovative approach to developing the ABQ workforce in a highly visible downtown location,



Property Contacts



Constance Dove

Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

9. First Plaza, Suite: 500

20 & 40 First Plaza , Albuquerque, NM 87102

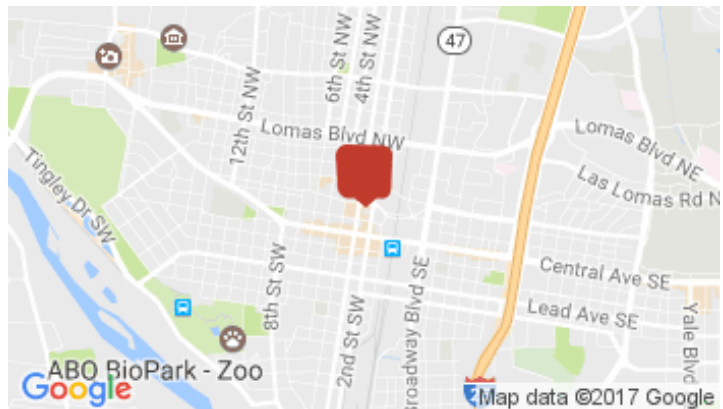


Listing ID:	29577246
Status:	Active
Property Type:	Office For Lease
Office Type:	Mixed Use, Office Building
Contiguous Space:	26,751 - 90,800 SF
Total Available:	146,191 SF
Lease Rate:	\$14.50 PSF (Annual)
Base Monthly Rent:	\$32,324 - 109,716 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ119168



Overview/Comments

Premier downtown location, Convenient to Civic Plaza, City Hall and Courthouses., Local & responsive ownership, , Downtown Albuquerque is in the midst of a renaissance. Local leaders from the private and public sector have made improving the Downtown Corridor a top priority. Projects that have either begun or are in final planning stages include:, New Downtown Grocery Store , Innovate ABQ, Downtown Entertainment District , 500+ housing units coming online, Rapid Transit Line to link Downtown with Nob Hill and University area, CNM STEMulus Center: An innovative approach to developing the ABQ workforce in a highly visible downtown location,



Property Contacts



Constance Dove

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505-850-2326 [O]
connie@dovepropertyadvisors.com

10. First Plaza, Suite: 400

20 & 40 First Plaza , Albuquerque, NM 87102

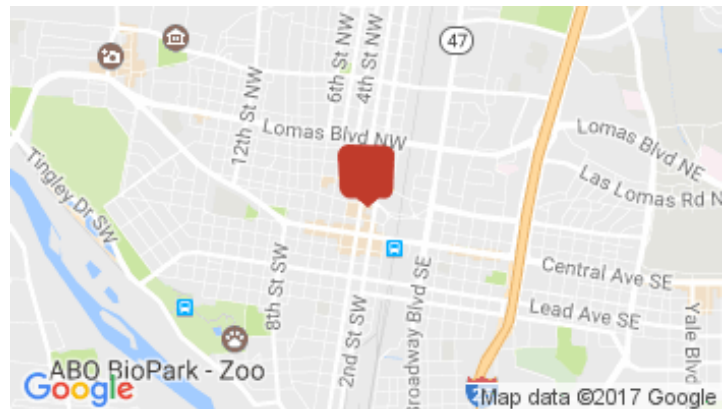


Listing ID:	29577246
Status:	Active
Property Type:	Office For Lease
Office Type:	Mixed Use, Office Building
Contiguous Space:	12,989 - 90,800 SF
Total Available:	146,191 SF
Lease Rate:	\$14.50 PSF (Annual)
Base Monthly Rent:	\$15,695 - 109,716 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ119168



Overview/Comments

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Property Contacts



Constance Dove

Dove Property Advisors, LLC
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505-850-2326 [O]
connie@dovepropertyadvisors.com

11. First Plaza, Suite: 740A

20 & 40 First Plaza , Albuquerque, NM 87102

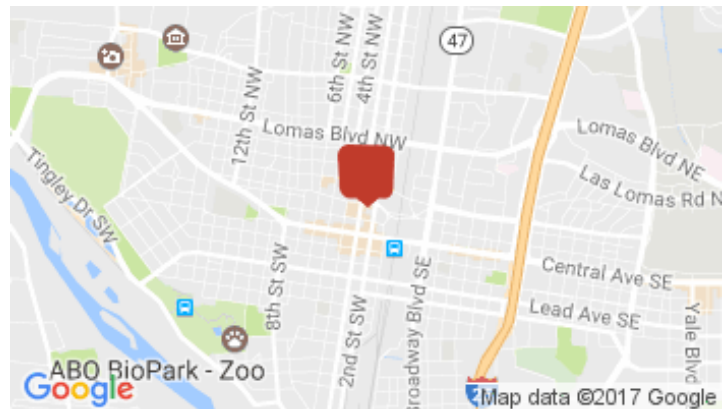


Listing ID:	29577246
Status:	Active
Property Type:	Office For Lease
Office Type:	Mixed Use, Office Building
Contiguous Space:	2,200 - 12,080 SF
Total Available:	146,191 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$3,208 - 17,616 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ119168



Overview/Comments

Premier downtown location, Convenient to Civic Plaza, City Hall and Courthouses., Local & responsive ownership, , Downtown Albuquerque is in the midst of a renaissance. Local leaders from the private and public sector have made improving the Downtown Corridor a top priority. Projects that have either begun or are in final planning stages include:, New Downtown Grocery Store , Innovate ABQ, Downtown Entertainment District , 500+ housing units coming online, Rapid Transit Line to link Downtown with Nob Hill and University area, CNM STEMulus Center: An innovative approach to developing the ABQ workforce in a highly visible downtown location,



Property Contacts



Constance Dove

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505-850-2326 [O]
connie@dovepropertyadvisors.com

12. First Plaza, Suite: 510

20 & 40 First Plaza , Albuquerque, NM 87102

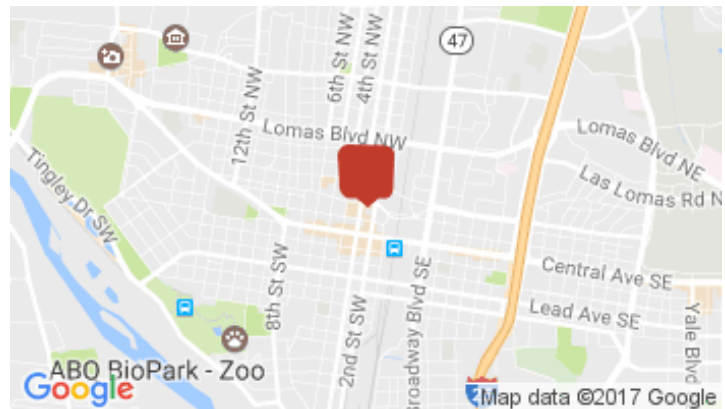


Listing ID:	29577246
Status:	Active
Property Type:	Office For Lease
Office Type:	Mixed Use, Office Building
Contiguous Space:	6,257 SF
Total Available:	146,191 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$9,124 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ119168



Overview/Comments

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Property Contacts



Constance Dove

Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

13. First Plaza, Suite: 740 B

20 & 40 First Plaza , Albuquerque, NM 87102

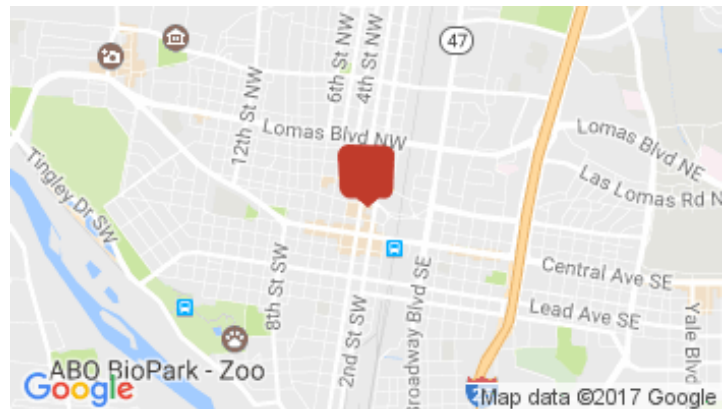


Listing ID:	29577246
Status:	Active
Property Type:	Office For Lease
Office Type:	Mixed Use, Office Building
Contiguous Space:	9,880 - 12,080 SF
Total Available:	146,191 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$14,408 - 17,616 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ119168



Overview/Comments

Premier downtown location, Convenient to Civic Plaza, City Hall and Courthouses., Local & responsive ownership, , Downtown Albuquerque is in the midst of a renaissance. Local leaders from the private and public sector have made improving the Downtown Corridor a top priority. Projects that have either begun or are in final planning stages include:, New Downtown Grocery Store , Innovate ABQ, Downtown Entertainment District , 500+ housing units coming online, Rapid Transit Line to link Downtown with Nob Hill and University area, CNM STEMulus Center: An innovative approach to developing the ABQ workforce in a highly visible downtown location,



Property Contacts



Constance Dove

Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

14. First Plaza, Suite: 600

20 & 40 First Plaza , Albuquerque, NM 87102

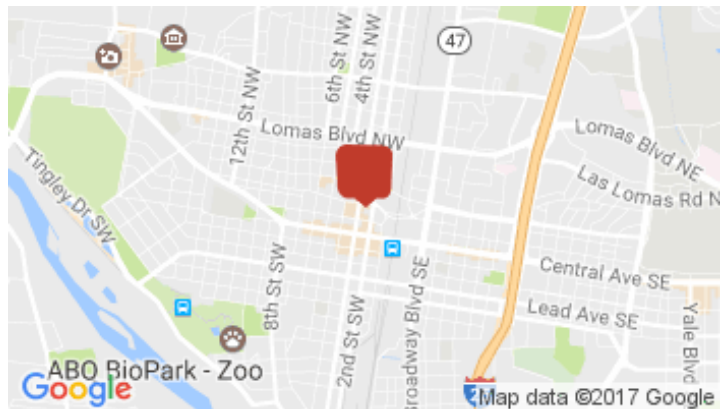


Listing ID:	29577246
Status:	Active
Property Type:	Office For Lease
Office Type:	Mixed Use, Office Building
Contiguous Space:	11,333 SF
Total Available:	146,191 SF
Lease Rate:	\$14.50 PSF (Annual)
Base Monthly Rent:	\$13,694 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ119168



Overview/Comments

Premier downtown location, Convenient to Civic Plaza, City Hall and Courthouses., Local & responsive ownership, , Downtown Albuquerque is in the midst of a renaissance. Local leaders from the private and public sector have made improving the Downtown Corridor a top priority. Projects that have either begun or are in final planning stages include:, New Downtown Grocery Store , Innovate ABQ, Downtown Entertainment District , 500+ housing units coming online, Rapid Transit Line to link Downtown with Nob Hill and University area, CNM STEMulus Center: An innovative approach to developing the ABQ workforce in a highly visible downtown location,



Property Contacts



Constance Dove

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connie@dovepropertyadvisors.com

15. First Plaza, Suite: 602

20 & 40 First Plaza , Albuquerque, NM 87102

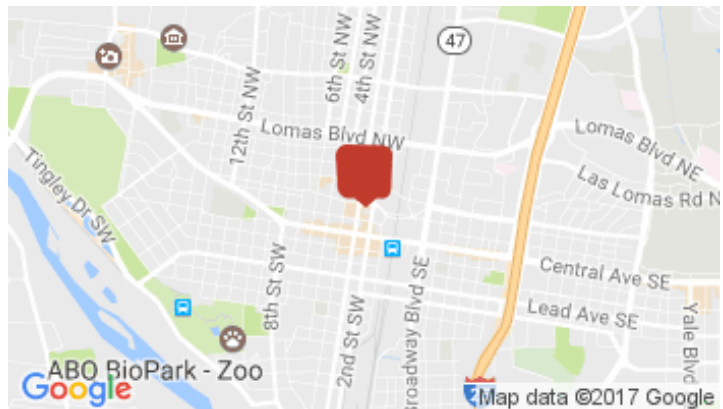


Listing ID:	29577246
Status:	Active
Property Type:	Office For Lease
Office Type:	Mixed Use, Office Building
Contiguous Space:	6,541 SF
Total Available:	146,191 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$9,538 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ119168



Overview/Comments

Premier downtown location, Convenient to Civic Plaza, City Hall and Courthouses., Local & responsive ownership, , Downtown Albuquerque is in the midst of a renaissance. Local leaders from the private and public sector have made improving the Downtown Corridor a top priority. Projects that have either begun or are in final planning stages include:, New Downtown Grocery Store , Innovate ABQ, Downtown Entertainment District , 500+ housing units coming online, Rapid Transit Line to link Downtown with Nob Hill and University area, CNM STEMulus Center: An innovative approach to developing the ABQ workforce in a highly visible downtown location,



Property Contacts



Constance Dove

Dove Property Advisors, LLC
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connie@dovepropertyadvisors.com

16. University Area Office Building, Suite: B

1600 University Blvd NE, Albuquerque, NM 87102



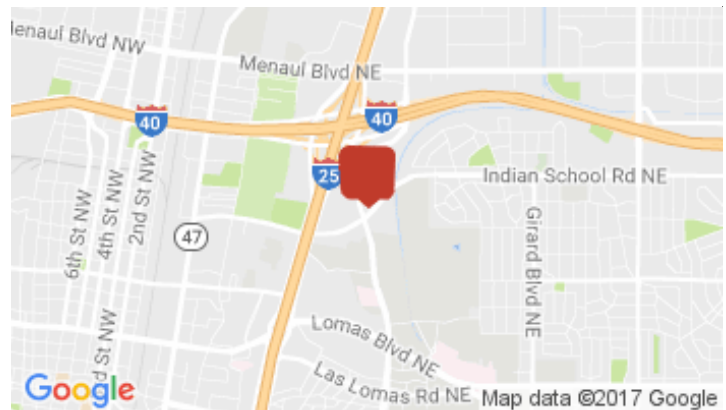
Listing ID: 29939073
Status: Active
Property Type: Office For Lease
Office Type: Office Building
Contiguous Space: 6,693 SF
Total Available: 9,893 SF
Lease Rate: \$18 PSF (Annual)
Base Monthly Rent: \$10,039 (Monthly)
Lease Type: Modified Gross
Nearest MSA: Albuquerque
County: Bernalillo
Tax ID/APN: ABQ109645



Overview/Comments

BENEFITS:

Excellent free standing office building
Easy access to I-25, downtown & hospitals
Great for attorneys or medical users
Parking rate 4:1,000 SF
Building signage available



Property Contacts



Constance Dove

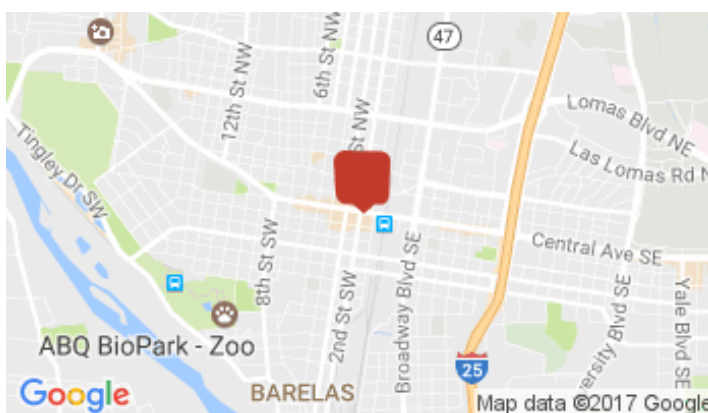
Dove Property Advisors, LLC
505-850-2326 [M]
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connie@dovepropertyadvisors.com

17. Premiere Downtown Office Space, Suite: 300

116 Central Ave SW, Albuquerque, NM 87102



Listing ID: 29923984
Status: Active
Property Type: Office For Lease
Office Type: Office Building
Contiguous Space: 7,208 SF
Total Available: 7,208 SF
Lease Rate: \$16.50 PSF (Annual)
Base Monthly Rent: \$9,911 (Monthly)
Lease Type: Gross Lease
Nearest MSA: Albuquerque
County: Bernalillo
Tax ID/APN: ABQ138344



Overview/Comments

Modern office layout of private offices and open spaces
Fiber into the suite
High ceilings, private offices, and break room
Located on third floor with excellent mountain views
Highly visible space for signage at Central & 1st St.
Secured lobby with interior bike parking
Surrounded by restaurant, entertainment, commuter station, and parking

Property Contacts



Constance Dove

Dove Property Advisors, LLC
505-850-2326 [M]
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connie@dovepropertyadvisors.com

18. South Valley Super Market

1101 4th St SW, Albuquerque, NM 87102

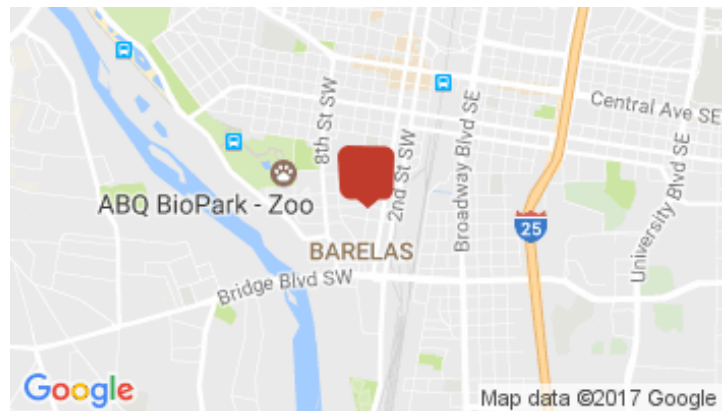


Listing ID:	29997638
Status:	Active
Property Type:	Retail-Commercial For Sale
Retail-Commercial Type:	Free-Standing Building
Gross Land Area:	0.30 Acres
Sale Price:	\$325,000
Unit Price:	\$48.89 PSF
Sale Terms:	Cash to Seller
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ156808
Zoning:	SU-2 - Special Neighborhood Zone
Property Use Type:	Vacant/Owner-User
Building/Unit Size (RSF):	6,647 SF



Overview/Comments

- * Full Basement for Storage/Warehouse
- * Free-Standing
- * Additional Land to the South
- * Ceiling Height - $\pm 12'$
- * Great Signage



Property Contacts



Constance Dove

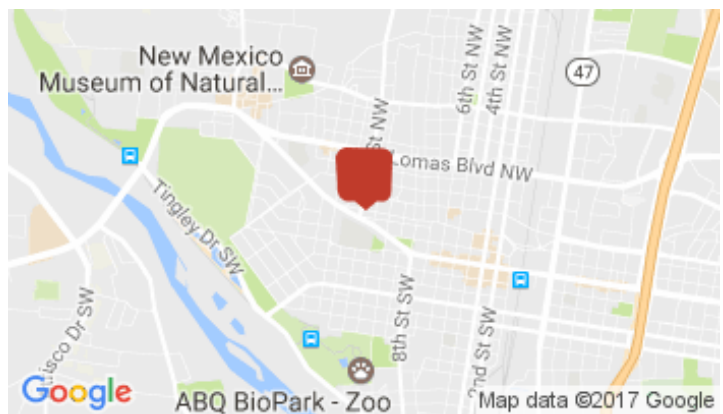
Dove Property Advisors, LLC
505-850-2326 [M]
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connie@dovepropertyadvisors.com

19. Central & 12th Street, Suite: 1123 Kent NW

1121-1125 Kent Ave NW, Albuquerque, NM 87102



Listing ID: 29997588
Status: Active
Property Type: Office For Lease
Office Type: Office Building
Contiguous Space: 4,393 - 6,856 SF
Total Available: 6,856 SF
Gross Land Area: 0.38 Acres
Lease Rate: \$3,995 (Monthly)
\$10.91 PSF (Annual)
Lease Type: Gross Lease
Nearest MSA: Albuquerque
County: Bernalillo
Tax ID/APN: ABQ131783
Class of Space: Class B
Gross Building Area: 6,856 SF
Building/Unit Size (RSF): 6,856 SF
Property Visibility: Excellent
Highway Access: I-40 & I-25
Parking Type: Surface



Overview/Comments

Office Building located at Central and 12th Street in Downtown Albuquerque. High visibility, locally managed and owned, under served area, new resurfaced parking lot and pylon signage.

1121 Kent NW: 1,229 SF

1123 Kent NW: 4,393 SF (includes 1,589 SF basement)

1125 Kent NW: 1,234 SF

Property Contacts



Constance Dove

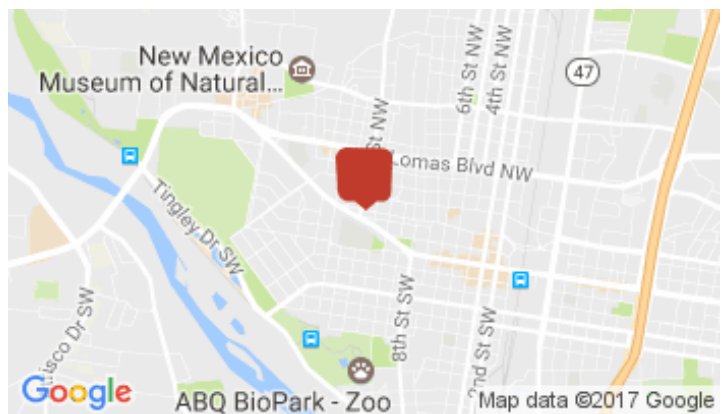
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

20. Central & 12th Street, Suite: 1121 Kent NW

1121-1125 Kent Ave NW, Albuquerque, NM 87102



Listing ID: 29997588
Status: Active
Property Type: Office For Lease
Office Type: Office Building
Contiguous Space: 1,229 - 6,856 SF
Total Available: 6,856 SF
Gross Land Area: 0.38 Acres
Lease Rate: \$1,495 (Monthly)
\$14.60 PSF (Annual)
Lease Type: Gross Lease
Nearest MSA: Albuquerque
County: Bernalillo
Tax ID/APN: ABQ131783
Class of Space: Class B
Gross Building Area: 6,856 SF
Building/Unit Size (RSF): 6,856 SF
Property Visibility: Excellent
Highway Access: I-40 & I-25
Parking Type: Surface



Overview/Comments

Office Building located at Central and 12th Street in Downtown Albuquerque. High visibility, locally managed and owned, under served area, new resurfaced parking lot and pylon signage.

1121 Kent NW: 1,229 SF

1123 Kent NW: 4,393 SF (includes 1,589 SF basement)

1125 Kent NW: 1,234 SF

Property Contacts



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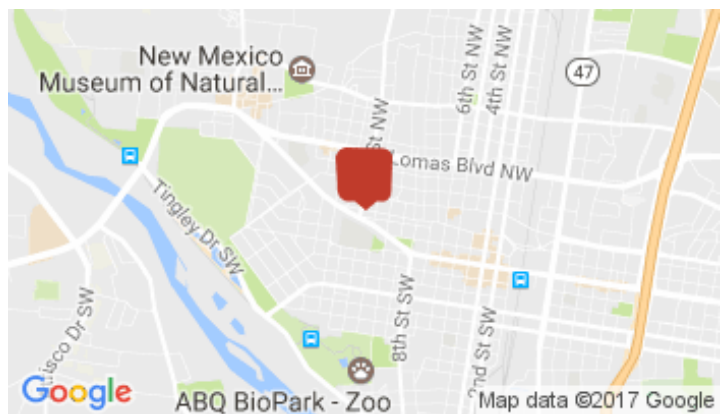
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

21. Central & 12th Street, Suite: 1125 Kent NW

1121-1125 Kent Ave NW, Albuquerque, NM 87102



Listing ID: 29997588
Status: Active
Property Type: Office For Lease
Office Type: Office Building
Contiguous Space: 1,234 - 6,856 SF
Total Available: 6,856 SF
Gross Land Area: 0.38 Acres
Lease Rate: \$1,495 (Monthly)
\$14.54 PSF (Annual)
Lease Type: Gross Lease
Nearest MSA: Albuquerque
County: Bernalillo
Tax ID/APN: ABQ131783
Class of Space: Class B
Gross Building Area: 6,856 SF
Building/Unit Size (RSF): 6,856 SF
Property Visibility: Excellent
Highway Access: I-40 & I-25
Parking Type: Surface



Overview/Comments

Office Building located at Central and 12th Street in Downtown Albuquerque. High visibility, locally managed and owned, under served area, new resurfaced parking lot and pylon signage.

1121 Kent NW: 1,229 SF

1123 Kent NW: 4,393 SF (includes 1,589 SF basement)

1125 Kent NW: 1,234 SF

Property Contacts



Constance Dove

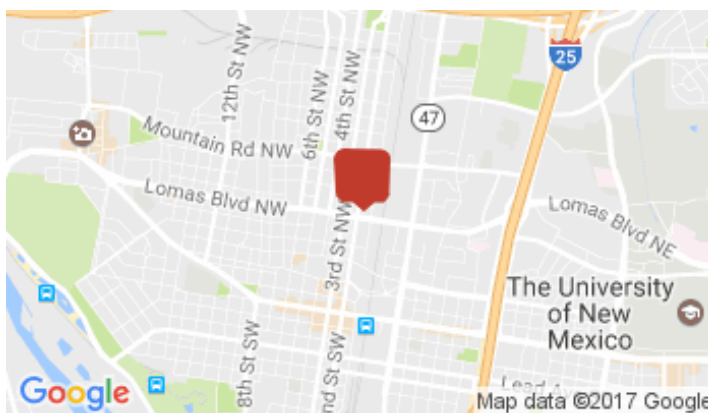
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

22. Downtown Office Space, Suite: 300

111 Lomas Boulevard NW, Albuquerque, NM 87102



Listing ID:	29972209
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	22,424 SF
Total Available:	57,007 SF
Gross Land Area:	0.50 Acres
Lease Rate:	\$15.50 PSF (Annual)
Base Monthly Rent:	\$28,964 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Office SF:	11,818 SF
Tax ID/APN:	ABQ126393
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Gross Building Area:	102,000 SF
Building/Unit Size (RSF):	102,000 SF
Core Factor:	0.12%
Road Type:	Paved
Year Built:	1970
Parking Ratio:	3 (per 1000 SF)



Overview/Comments

Four suites are available for lease in Albuquerque's Downtown Corridor at the signaled intersection of Lomas Blvd and 1st Street.

- Traffic count on Lomas Blvd- 24,970 vehicles per day
- Structure parking spaces available
- Monument signage
- Close proximity to courthouses, city/county buildings & convention center
- Easy access to I-25 & I-40, Rail Runner and bus system
- Daytime security/nighttime patrol

Property Contacts



Constance Dove

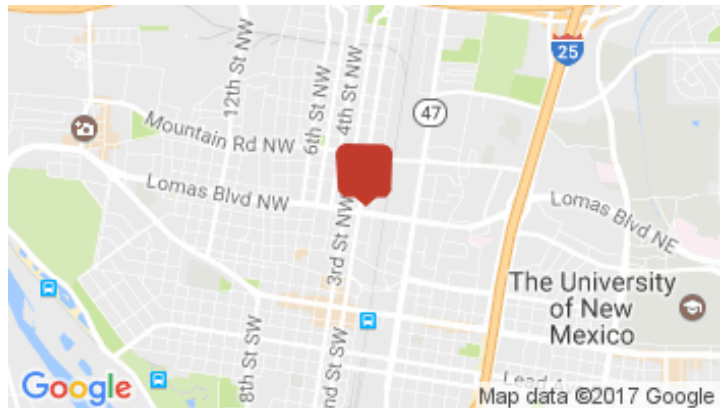
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

23. Downtown Office Space, Suite: 400

111 Lomas Boulevard NW, Albuquerque, NM 87102



Listing ID:	29972209
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	11,818 SF
Total Available:	57,007 SF
Gross Land Area:	0.50 Acres
Lease Rate:	\$15.50 PSF (Annual)
Base Monthly Rent:	\$15,264 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Office SF:	11,818 SF
Tax ID/APN:	ABQ126393
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Gross Building Area:	102,000 SF
Building/Unit Size (RSF):	102,000 SF
Core Factor:	0.12%
Road Type:	Paved
Year Built:	1970
Parking Ratio:	3 (per 1000 SF)



Overview/Comments

Four suites are available for lease in Albuquerque's Downtown Corridor at the signaled intersection of Lomas Blvd and 1st Street.

- Traffic count on Lomas Blvd- 24,970 vehicles per day
- Structure parking spaces available
- Monument signage
- Close proximity to courthouses, city/county buildings & convention center
- Easy access to I-25 & I-40, Rail Runner and bus system
- Daytime security/nighttime patrol

Property Contacts



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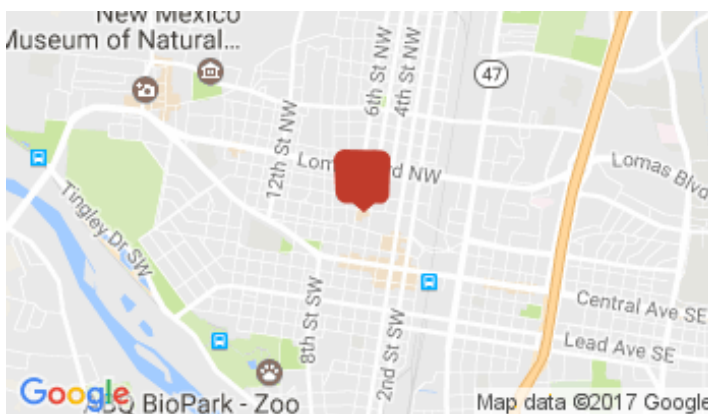
Dove Property Advisors, LLC
505-850-2326 [M]
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connie@dovepropertyadvisors.com

24. 500 Marquette, Suite: 505

500 Marquette Ave NW, Albuquerque, NM 87102



Listing ID:	28778109
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	5,884 - 74,531 SF
Total Available:	128,087 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$8,580 - 108,691 (Monthly)
Lease Type:	Gross Lease
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ131780
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Gross Building Area:	231,135 SF
Building/Unit Size (RSF):	231,135 SF
Property Visibility:	Excellent



Overview/Comments

Premier Office Space Available for Lease, , 15-story Class "A" office building located in the heart of Albuquerque's Central Business District. The floor plates range in size from 6,000 SF on the lobby floor up to 18,700 SF on the upper floors. Each floor lends itself well to either single tenant or multi-tenant use with incredible views to the Sandia Mountains and Albuquerque's West Mesa. On numerous floors, views of these majestic sites are observable from private terraced balconies, a distinctive feature of the building., Overview:, > Class A Landmark Building, > Great Downtown Location, > Landlord Owned - On-Site Parking, > Balcony Suites Available, > Incredible Views, >> Flexible Floor Plans, , Amenities:, > Easy Access to I-40 (1.4 Miles), > Easy Access to I-25 (1.0 Mile), > 10 ...

Property Contacts



Constance Dove

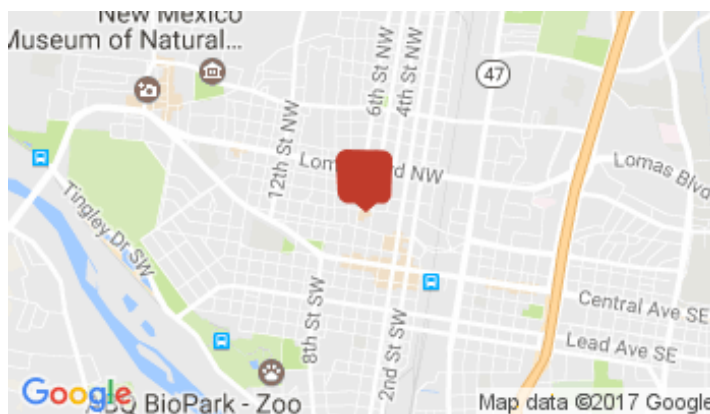
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

25. 500 Marquette, Suite: 500

500 Marquette Ave NW, Albuquerque, NM 87102



Listing ID:	28778109
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	7,801 - 74,531 SF
Total Available:	128,087 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$11,376 - 108,691 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ131780
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Gross Building Area:	231,135 SF
Building/Unit Size (RSF):	231,135 SF
Property Visibility:	Excellent



Overview/Comments

Premier Office Space Available for Lease, , 15-story Class "A" office building located in the heart of Albuquerque's Central Business District. The floor plates range in size from 6,000 SF on the lobby floor up to 18,700 SF on the upper floors. Each floor lends itself well to either single tenant or multi-tenant use with incredible views to the Sandia Mountains and Albuquerque's West Mesa. On numerous floors, views of these majestic sites are observable from private terraced balconies, a distinctive feature of the building., Overview:, > Class A Landmark Building, > Great Downtown Location, > Landlord Owned - On-Site Parking, > Balcony Suites Available, > Incredible Views, >> Flexible Floor Plans, , Amenities:, > Easy Access to I-40 (1.4 Miles), > Easy Access to I-25 (1.0 Mile), > 10 ...

Property Contacts



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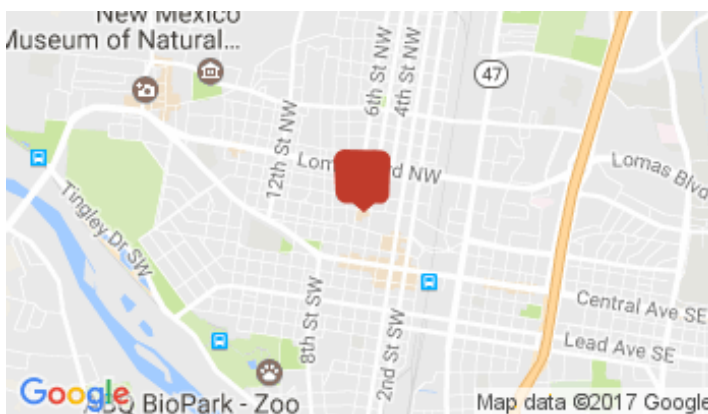
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

26. 500 Marquette, Suite: 800

500 Marquette Ave NW, Albuquerque, NM 87102



Listing ID:	28778109
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	18,721 - 74,531 SF
Total Available:	128,087 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$27,301 - 108,691 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ131780
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Gross Building Area:	231,135 SF
Building/Unit Size (RSF):	231,135 SF
Property Visibility:	Excellent



Overview/Comments

Premier Office Space Available for Lease, , 15-story Class "A" office building located in the heart of Albuquerque's Central Business District. The floor plates range in size from 6,000 SF on the lobby floor up to 18,700 SF on the upper floors. Each floor lends itself well to either single tenant or multi-tenant use with incredible views to the Sandia Mountains and Albuquerque's West Mesa. On numerous floors, views of these majestic sites are observable from private terraced balconies, a distinctive feature of the building., Overview:, > Class A Landmark Building, > Great Downtown Location, > Landlord Owned - On-Site Parking, > Balcony Suites Available, > Incredible Views, >> Flexible Floor Plans, , Amenities:, > Easy Access to I-40 (1.4 Miles), > Easy Access to I-25 (1.0 Mile), > 10 ...

Property Contacts



Constance Dove

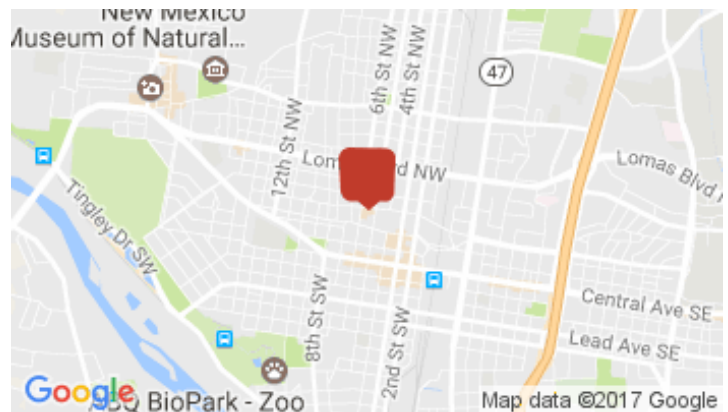
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

27. 500 Marquette, Suite: 1500

500 Marquette Ave NW, Albuquerque, NM 87102



Listing ID:	28778109
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	17,524 - 74,531 SF
Total Available:	128,087 SF
Lease Rate:	\$18.50 PSF (Annual)
Base Monthly Rent:	\$27,016 - 114,901 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ131780
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Gross Building Area:	231,135 SF
Building/Unit Size (RSF):	231,135 SF
Property Visibility:	Excellent



Overview/Comments

Premier Office Space Available for Lease, , 15-story Class "A" office building located in the heart of Albuquerque's Central Business District. The floor plates range in size from 6,000 SF on the lobby floor up to 18,700 SF on the upper floors. Each floor lends itself well to either single tenant or multi-tenant use with incredible views to the Sandia Mountains and Albuquerque's West Mesa. On numerous floors, views of these majestic sites are observable from private terraced balconies, a distinctive feature of the building., Overview:, > Class A Landmark Building, > Great Downtown Location, > Landlord Owned - On-Site Parking, > Balcony Suites Available, > Incredible Views, >> Flexible Floor Plans, , Amenities:, > Easy Access to I-40 (1.4 Miles), > Easy Access to I-25 (1.0 Mile), > 10 ...

Property Contacts



Constance Dove

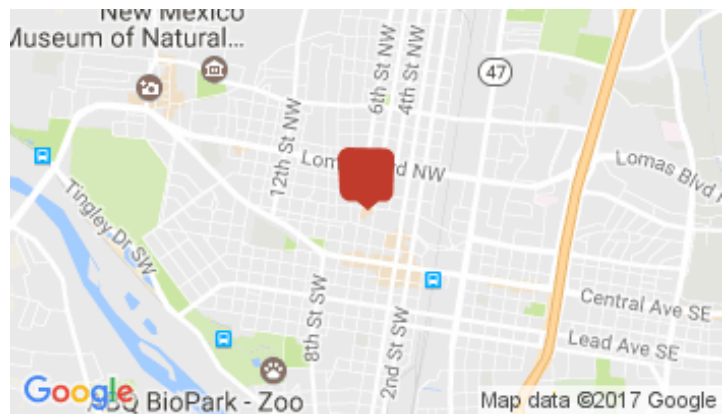
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

28. 500 Marquette, Suite: 525

500 Marquette Ave NW, Albuquerque, NM 87102



Listing ID:	28778109
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	4,326 - 74,531 SF
Total Available:	128,087 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$6,308 - 108,691 (Monthly)
Lease Type:	Gross Lease
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ131780
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Gross Building Area:	231,135 SF
Building/Unit Size (RSF):	231,135 SF
Property Visibility:	Excellent



Overview/Comments

Premier Office Space Available for Lease, , 15-story Class "A" office building located in the heart of Albuquerque's Central Business District. The floor plates range in size from 6,000 SF on the lobby floor up to 18,700 SF on the upper floors. Each floor lends itself well to either single tenant or multi-tenant use with incredible views to the Sandia Mountains and Albuquerque's West Mesa. On numerous floors, views of these majestic sites are observable from private terraced balconies, a distinctive feature of the building., Overview:, > Class A Landmark Building, > Great Downtown Location, > Landlord Owned - On-Site Parking, > Balcony Suites Available, > Incredible Views, >> Flexible Floor Plans, , Amenities:, > Easy Access to I-40 (1.4 Miles), > Easy Access to I-25 (1.0 Mile), > 10 ...

Property Contacts



Constance Dove

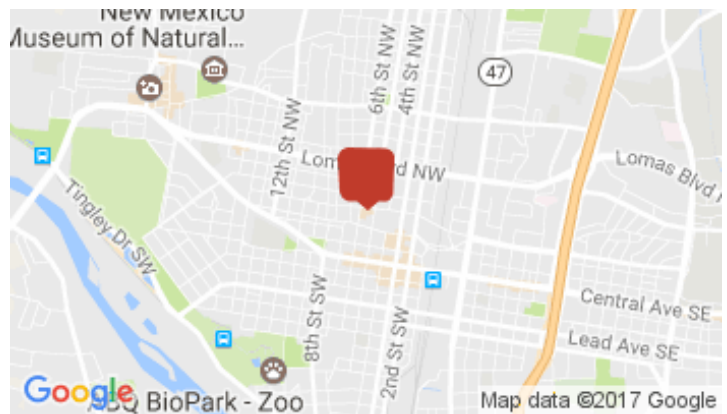
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

29. 500 Marquette, Suite: 515

500 Marquette Ave NW, Albuquerque, NM 87102



Listing ID:	28778109
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	1,554 - 74,531 SF
Total Available:	128,087 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$2,266 - 108,691 (Monthly)
Lease Type:	Gross Lease
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ131780
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Gross Building Area:	231,135 SF
Building/Unit Size (RSF):	231,135 SF
Property Visibility:	Excellent



Overview/Comments

Premier Office Space Available for Lease, , 15-story Class "A" office building located in the heart of Albuquerque's Central Business District. The floor plates range in size from 6,000 SF on the lobby floor up to 18,700 SF on the upper floors. Each floor lends itself well to either single tenant or multi-tenant use with incredible views to the Sandia Mountains and Albuquerque's West Mesa. On numerous floors, views of these majestic sites are observable from private terraced balconies, a distinctive feature of the building., Overview:, > Class A Landmark Building, > Great Downtown Location, > Landlord Owned - On-Site Parking, > Balcony Suites Available, > Incredible Views, >> Flexible Floor Plans, , Amenities:, > Easy Access to I-40 (1.4 Miles), > Easy Access to I-25 (1.0 Mile), > 10 ...

Property Contacts



Constance Dove

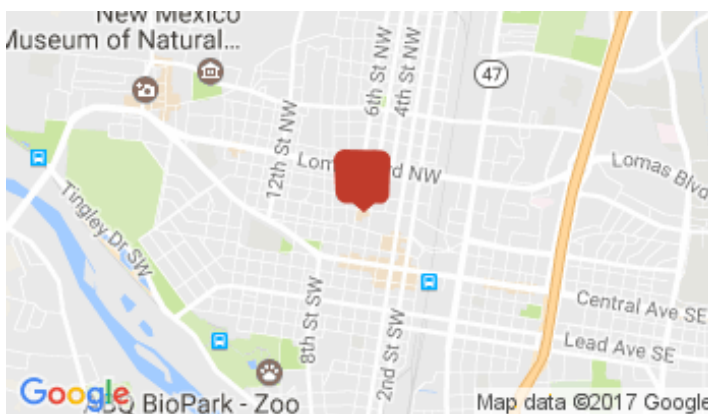
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

30. 500 Marquette, Suite: 900

500 Marquette Ave NW, Albuquerque, NM 87102



Listing ID:	28778109
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	18,721 - 74,531 SF
Total Available:	128,087 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$27,301 - 108,691 (Monthly)
Lease Type:	Gross Lease
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ131780
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Gross Building Area:	231,135 SF
Building/Unit Size (RSF):	231,135 SF
Property Visibility:	Excellent



Overview/Comments

Premier Office Space Available for Lease, , 15-story Class "A" office building located in the heart of Albuquerque's Central Business District. The floor plates range in size from 6,000 SF on the lobby floor up to 18,700 SF on the upper floors. Each floor lends itself well to either single tenant or multi-tenant use with incredible views to the Sandia Mountains and Albuquerque's West Mesa. On numerous floors, views of these majestic sites are observable from private terraced balconies, a distinctive feature of the building., Overview:, > Class A Landmark Building, > Great Downtown Location, > Landlord Owned - On-Site Parking, > Balcony Suites Available, > Incredible Views, >> Flexible Floor Plans, , Amenities:, > Easy Access to I-40 (1.4 Miles), > Easy Access to I-25 (1.0 Mile), > 10 ...

Property Contacts



Constance Dove

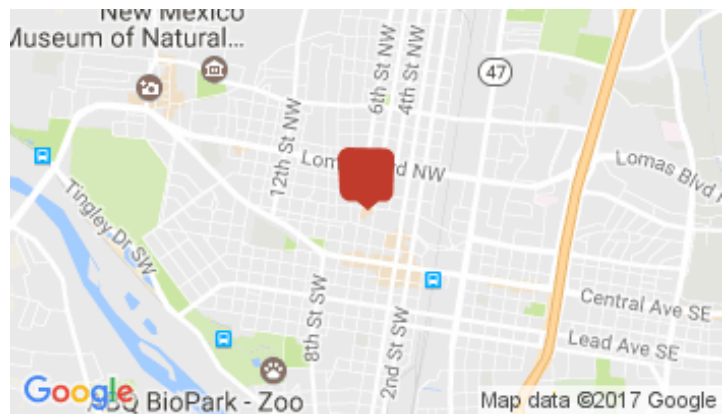
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

31. 500 Marquette, Suite: 400

500 Marquette Ave NW, Albuquerque, NM 87102



Listing ID:	28778109
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	8,787 SF
Total Available:	128,087 SF
Lease Rate:	\$17.50 PSF (Annual)
Base Monthly Rent:	\$12,814 (Monthly)
Lease Type:	Gross Lease
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ131780
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Gross Building Area:	231,135 SF
Building/Unit Size (RSF):	231,135 SF
Property Visibility:	Excellent



Overview/Comments

Premier Office Space Available for Lease, , 15-story Class "A" office building located in the heart of Albuquerque's Central Business District. The floor plates range in size from 6,000 SF on the lobby floor up to 18,700 SF on the upper floors. Each floor lends itself well to either single tenant or multi-tenant use with incredible views to the Sandia Mountains and Albuquerque's West Mesa. On numerous floors, views of these majestic sites are observable from private terraced balconies, a distinctive feature of the building., Overview:, > Class A Landmark Building, > Great Downtown Location, > Landlord Owned - On-Site Parking, > Balcony Suites Available, > Incredible Views, >> Flexible Floor Plans, , Amenities:, > Easy Access to I-40 (1.4 Miles), > Easy Access to I-25 (1.0 Mile), > 10 ...

Property Contacts



Constance Dove

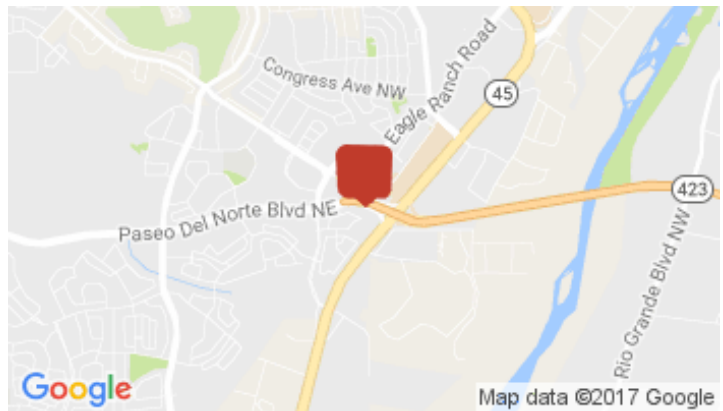
Dove Property Advisors, LLC
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32. 4801 All Saints Road NW

4801 All Saints Road NW, Albuquerque, NM 87102



Listing ID:	29979206
Status:	Active
Property Type:	Office For Sale
Office Type:	Office Building
Sale Price:	\$1,023,000
Unit Price:	\$155 PSF
Sale Terms:	Other
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ17701
Property Use Type:	Vacant/Owner-User
Class of Space:	Class B
Building/Unit Size (RSF):	6,600 SF
Property Visibility:	Excellent
Highway Access:	Access to Paseo del Norte Boulevard and Coors Road
Year Built:	1996
Parking Type:	Surface



Overview/Comments

- > Ideal for Office Use - Has Several Offices and Conference Rooms
- > Built in 1996 and Remodeled as Recently as 2009
- > Stunning Mountain Views of the Sandia Mountain Range
- > Plenty of Parking Available in Front/Rear of the Building
- > Freestanding Two Story Building with a Small Garage that could be Used as a Storage Unit
- > Convenient Location with Easy Access To/From Paseo del Norte Boulevard and Eagle Ranch Road
- > Located in the Cottonwood Area which Supplies Residents with a Variety of Fast Food, Restaurant and Shopping Options

Property Contacts



Constance Dove

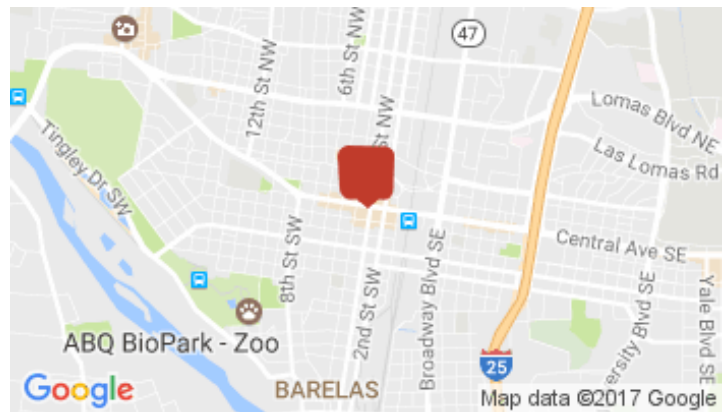
Dove Property Advisors, LLC
505-850-2326 [M]
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connie@dovepropertyadvisors.com

33. Downtown Office Space, Suite: 300

300 Central Ave SW, Albuquerque, NM 87102



Listing ID:	28552721
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	6,912 SF
Total Available:	6,912 SF
Lease Rate:	\$12 PSF (Annual)
Base Monthly Rent:	\$6,912 (Monthly)
Lease Type:	Gross Lease
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ138065
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Building/Unit Size (RSF):	7,100 SF



Overview/Comments

> Top floor of historic red brick building, > Sprinklered, > Basement storage available, > Shower/sauna facilities on-site, > 2nd floor common conference room, > 3rd floor easily divisible, > Glass elevator> Beautiful secured courtyard, > On-site property management, > Easy access to food, services, courthouses and government buildings,

Property Contacts



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34. Downtown Office Space

300 Central Ave SW, Albuquerque, NM 87102

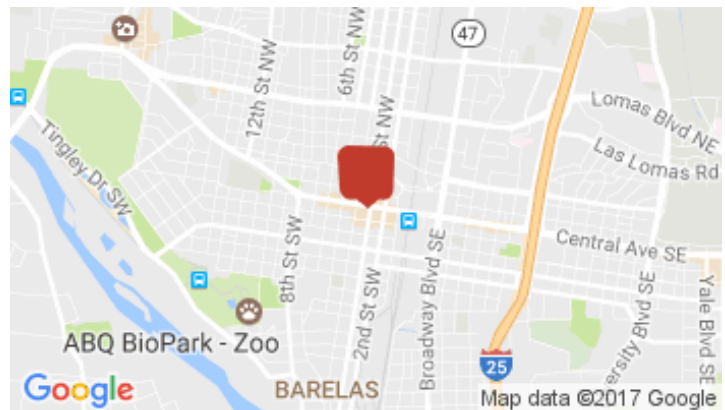


Listing ID:	28552732
Status:	Active
Property Type:	Office For Sale
Office Type:	Office Building
Sale Price:	\$449,250
Unit Price:	\$65 PSF
Sale Terms:	Cash to Seller
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ138065
Zoning:	SU-3 - Special Center Zone
Property Use Type:	Investment, Vacant/Owner-User
Class of Space:	Class B
Building/Unit Size (RSF):	6,912 SF



Overview/Comments

> Top floor of historic red brick building, > Sprinklered, > Basement storage available, > Shower/sauna facilities on-site, > 2nd floor common conference room, > 3rd floor easily divisible, > Glass elevator> Beautiful secured courtyard, > On-site property management, > Easy access to food, services, courthouses and government buildings,



Property Contacts



Constance Dove

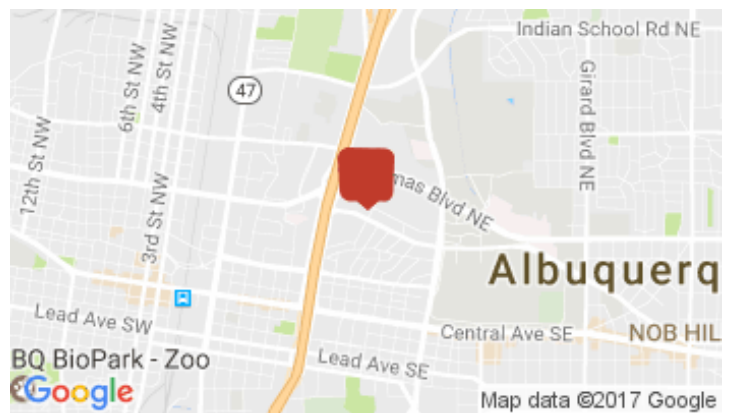
Dove Property Advisors, LLC
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connie@dovepropertyadvisors.com

35. Medical Arts Plaza, Suite: E10

801 Encino Pl NE, Albuquerque, NM 87102



Listing ID:	29835596
Status:	Active
Property Type:	Office For Lease
Office Type:	Medical
Contiguous Space:	6,977 SF
Total Available:	20,085 SF
Gross Land Area:	5.36 Acres
Lease Rate:	\$17.75 PSF (Annual)
Base Monthly Rent:	\$10,320 (Monthly)
Lease Type:	Modified Gross
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ128763
Zoning:	O-1 - Office and Institution Zone
Class of Space:	Class B
Building/Unit Size (RSF):	57,233 SF
Year Built:	1951
Construction/Siding:	Brick, Stone
Parking Ratio:	4 (per 1000 SF)



Property Contacts



Constance Dove

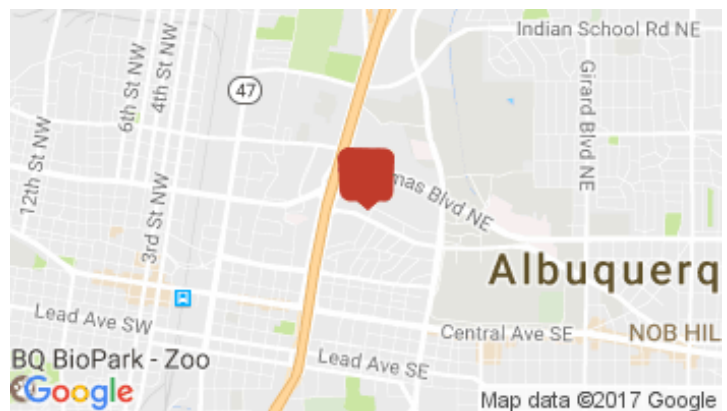
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

36. Medical Arts Plaza, Suite: A-16

801 Encino Pl NE, Albuquerque, NM 87102



Listing ID:	29835596
Status:	Active
Property Type:	Office For Lease
Office Type:	Medical
Contiguous Space:	2,888 - 8,137 SF
Total Available:	20,085 SF
Gross Land Area:	5.36 Acres
Lease Rate:	\$17.75 PSF (Annual)
Base Monthly Rent:	\$4,271 - 12,035 (Monthly)
Lease Type:	Modified Gross
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ128763
Zoning:	O-1 - Office and Institution Zone
Class of Space:	Class B
Building/Unit Size (RSF):	57,233 SF
Year Built:	1951
Construction/Siding:	Brick, Stone
Parking Ratio:	4 (per 1000 SF)



Property Contacts



Constance Dove

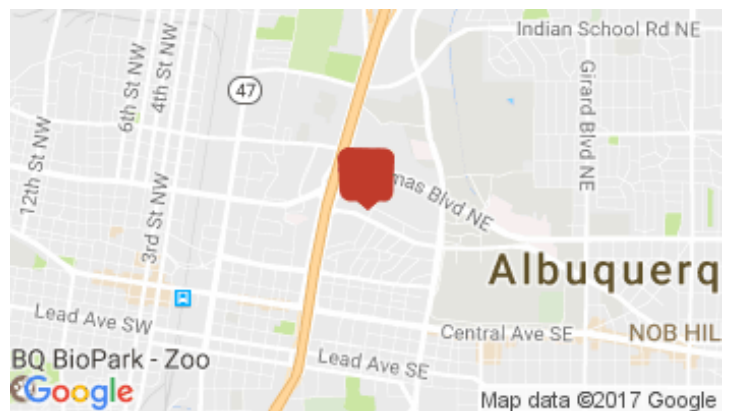
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

37. Medical Arts Plaza, Suite: A-6

801 Encino Pl NE, Albuquerque, NM 87102



Listing ID:	29835596
Status:	Active
Property Type:	Office For Lease
Office Type:	Medical
Contiguous Space:	5,249 - 8,137 SF
Total Available:	20,085 SF
Gross Land Area:	5.36 Acres
Lease Rate:	\$17.75 PSF (Annual)
Base Monthly Rent:	\$7,764 - 12,035 (Monthly)
Lease Type:	Modified Gross
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ128763
Zoning:	O-1 - Office and Institution Zone
Class of Space:	Class B
Building/Unit Size (RSF):	57,233 SF
Year Built:	1951
Construction/Siding:	Brick, Stone
Parking Ratio:	4 (per 1000 SF)



Property Contacts



Constance Dove

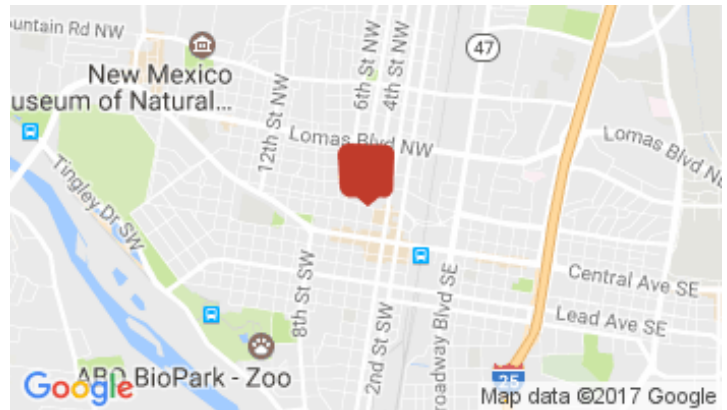
Dove Property Advisors, LLC
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38. Century Plaza, Suite: 210

400 Tijeras Ave NW, Albuquerque, NM 87102



Listing ID:	29727093
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	19,869 - 129,739 SF
Total Available:	158,862 SF
Gross Land Area:	1.96 Acres
Lease Rate:	\$15.75 PSF (Annual)
Base Monthly Rent:	\$26,078 - 170,282 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ134259
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Building/Unit Size (RSF):	420,589 SF
Year Built:	1981
Construction/Siding:	Steel Frame



Overview/Comments

PROPERTY FEATURES: • Largest contiguous office space available in the market, • Located in the heart of Downtown Albuquerque in the center of Downtown revitalization plan, • Multiple nearby amenities including Hyatt Regency,, Starbucks, multiple restaurants, Civic Plaza,, Albuquerque Convention Center, and City buildings, • Direct access to Downtown transit system, TECHNICAL FEATURES: • Electrical service from two (2) substations with 6 onsite, generators (6,000 kw capacity), • More fiber providers servicing the building than any, other property in New Mexico, • Access to UNM's "Gigapop" service

Property Contacts



Constance Dove

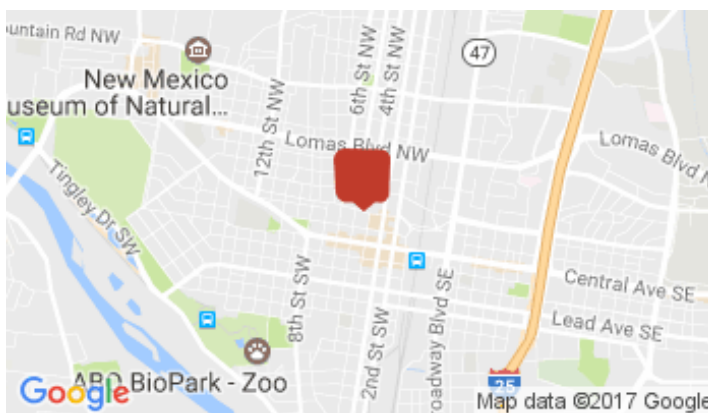
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

39. Century Plaza, Suite: Full Sixth Floor

400 Tijeras Ave NW, Albuquerque, NM 87102



Listing ID:	29727093
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	13,244 - 129,739 SF
Total Available:	158,862 SF
Gross Land Area:	1.96 Acres
Lease Rate:	\$15.75 PSF (Annual)
Base Monthly Rent:	\$17,382 - 170,282 (Monthly)
Lease Type:	NNN
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ134259
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Building/Unit Size (RSF):	420,589 SF
Year Built:	1981
Construction/Siding:	Steel Frame



Overview/Comments

PROPERTY FEATURES: • Largest contiguous office space available in the market, • Located in the heart of Downtown Albuquerque in the center of Downtown revitalization plan, • Multiple nearby amenities including Hyatt Regency,, Starbucks, multiple restaurants, Civic Plaza,, Albuquerque Convention Center, and City buildings, • Direct access to Downtown transit system, TECHNICAL FEATURES: • Electrical service from two (2) substations with 6 onsite, generators (6,000 kw capacity), • More fiber providers servicing the building than any, other property in New Mexico, • Access to UNM's "Gigapop" service

Property Contacts



Constance Dove

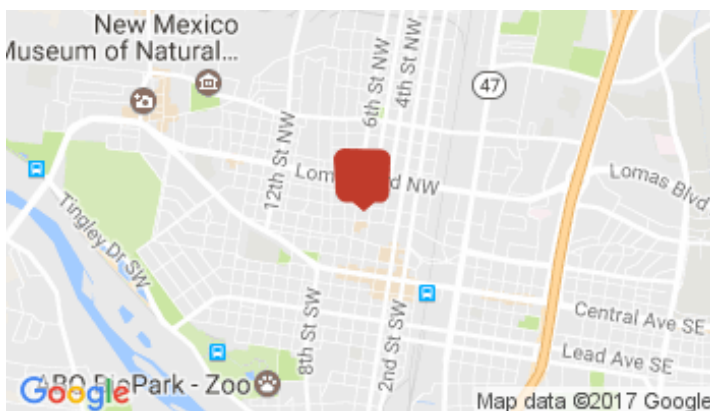
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

40. 505 Marquette-Compass Bank Bldg., Suite: 700

505 Marquette Ave NW, Albuquerque, NM 87102



Listing ID:	28256496
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	7,527 - 15,054 SF
Total Available:	35,136 SF
Lease Rate:	\$14.50 PSF (Annual)
Base Monthly Rent:	\$9,095 - 18,190 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ130433
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Building/Unit Size (RSF):	255,000 SF



Overview/Comments

Landmark Downtown Office Building in the heart of the CBD
Premier location in close proximity to Court Houses & City-County Offices
Incredibly competitive rates
Parking structure and surface lot parking available on site
On downtown bus route with stop located at property
Building Features: Fitness Center, Storage, Banking, Coffee Shop

Property Contacts



Constance Dove

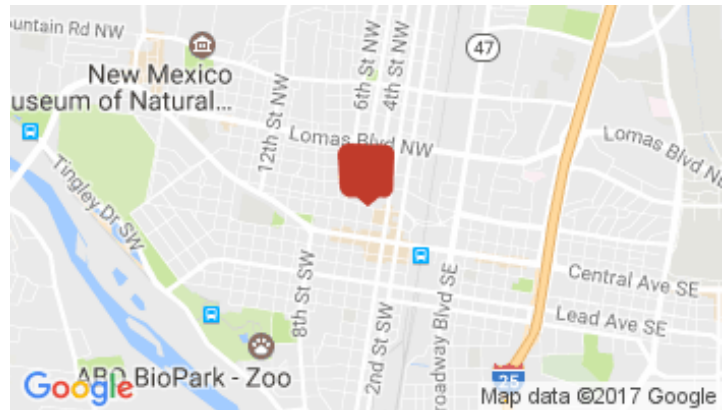
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

41. Century Plaza, Suite: 750

400 Tijeras Ave NW, Albuquerque, NM 87102



Listing ID:	29727093
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	18,259 - 129,739 SF
Total Available:	158,862 SF
Gross Land Area:	1.96 Acres
Lease Rate:	\$15.75 PSF (Annual)
Base Monthly Rent:	\$23,964 - 170,282 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ134259
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Building/Unit Size (RSF):	420,589 SF
Year Built:	1981
Construction/Siding:	Steel Frame



Overview/Comments

PROPERTY FEATURES: • Largest contiguous office space available in the market, • Located in the heart of Downtown Albuquerque in the center of Downtown revitalization plan, • Multiple nearby amenities including Hyatt Regency, Starbucks, multiple restaurants, Civic Plaza, Albuquerque Convention Center, and City buildings, • Direct access to Downtown transit system, TECHNICAL FEATURES: • Electrical service from two (2) substations with 6 onsite generators (6,000 kw capacity), • More fiber providers servicing the building than any other property in New Mexico, • Access to UNM's "Gigapop" service

Property Contacts



Constance Dove

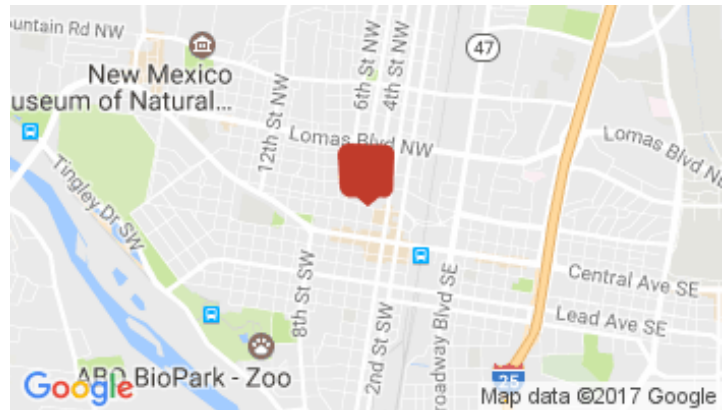
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

42. Century Plaza, Suite: 170

400 Tijeras Ave NW, Albuquerque, NM 87102



Listing ID:	29727093
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	12,531 - 129,739 SF
Total Available:	158,862 SF
Gross Land Area:	1.96 Acres
Lease Rate:	\$15.75 PSF (Annual)
Base Monthly Rent:	\$16,446 - 170,282 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ134259
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Building/Unit Size (RSF):	420,589 SF
Year Built:	1981
Construction/Siding:	Steel Frame



Overview/Comments

PROPERTY FEATURES: • Largest contiguous office space available in the market, • Located in the heart of Downtown Albuquerque in the center of Downtown revitalization plan, • Multiple nearby amenities including Hyatt Regency,, Starbucks, multiple restaurants, Civic Plaza,, Albuquerque Convention Center, and City buildings, • Direct access to Downtown transit system, TECHNICAL FEATURES: • Electrical service from two (2) substations with 6 onsite, generators (6,000 kw capacity), • More fiber providers servicing the building than any, other property in New Mexico, • Access to UNM's "Gigapop" service

Property Contacts



Constance Dove

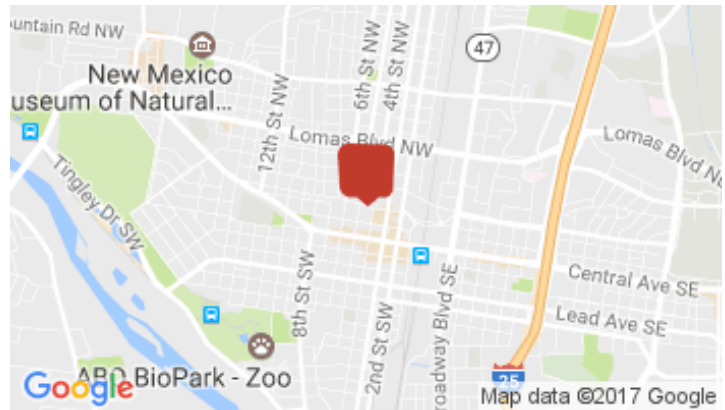
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

43. Century Plaza, Suite: 720

400 Tijeras Ave NW, Albuquerque, NM 87102



Listing ID:	29727093
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	18,259 - 36,766 SF
Total Available:	158,862 SF
Gross Land Area:	1.96 Acres
Lease Rate:	\$15.75 PSF (Annual)
Base Monthly Rent:	\$23,964 - 48,255 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ134259
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Building/Unit Size (RSF):	420,589 SF
Year Built:	1981
Construction/Siding:	Steel Frame



Overview/Comments

PROPERTY FEATURES: • Largest contiguous office space available in the, market, • Located in the heart of Downtown Albuquerque in the, center of Downtown revitalization plan, • Multiple nearby amenities including Hyatt Regency,, Starbucks, multiple restaurants, Civic Plaza,, Albuquerque Convention Center, and City buildings, • Direct access to Downtown transit system, TECHNICAL FEATURES: • Electrical service from two (2) substations with 6 onsite, generators (6,000 kw capacity), • More fiber providers servicing the building than any, other property in New Mexico, • Access to UNM's "Gigapop" service

Property Contacts



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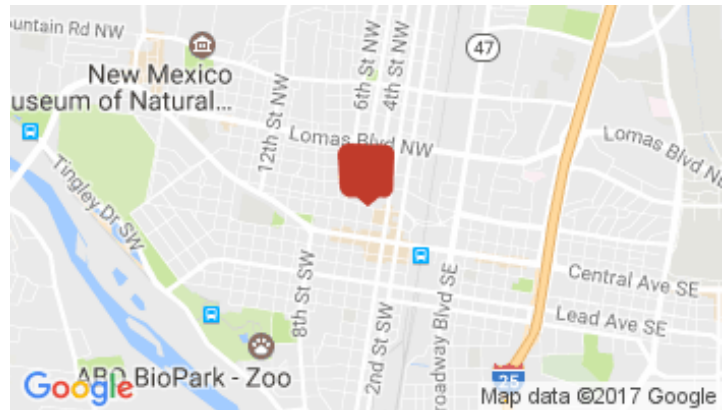
Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
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44. Century Plaza, Suite: 620

400 Tijeras Ave NW, Albuquerque, NM 87102



Listing ID:	29727093
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	13,244 - 129,739 SF
Total Available:	158,862 SF
Gross Land Area:	1.96 Acres
Lease Rate:	\$15.75 PSF (Annual)
Base Monthly Rent:	\$17,382 - 170,282 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ134259
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class B
Building/Unit Size (RSF):	420,589 SF
Year Built:	1981
Construction/Siding:	Steel Frame



Overview/Comments

PROPERTY FEATURES: • Largest contiguous office space available in the market, • Located in the heart of Downtown Albuquerque in the center of Downtown revitalization plan, • Multiple nearby amenities including Hyatt Regency,, Starbucks, multiple restaurants, Civic Plaza,, Albuquerque Convention Center, and City buildings, • Direct access to Downtown transit system, TECHNICAL FEATURES: • Electrical service from two (2) substations with 6 onsite, generators (6,000 kw capacity), • More fiber providers servicing the building than any, other property in New Mexico, • Access to UNM's "Gigapop" service

Property Contacts



Constance Dove

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connie@dovepropertyadvisors.com

45. Albuquerque Plaza, Suite: 450

201 3rd St NW, Albuquerque, NM 87102



Listing ID:	29943493
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	5,888 - 50,905 SF
Total Available:	72,398 SF
Lease Rate:	\$22.75 PSF (Annual)
Base Monthly Rent:	\$11,162 - 96,507 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ135187
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Building/Unit Size (RSF):	390,533 SF
Construction/Siding:	Steel Frame

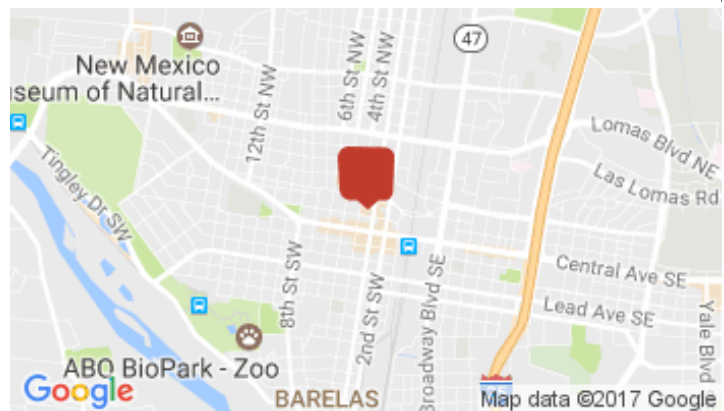


Overview/Comments

Albuquerque Plaza is the centerpiece of the Albuquerque skyline. Encompassing an entire Downtown city block, this distinctive hi-rise offers a Class A professional, urban office environment with panoramic views and exceptional on-site amenities.

The complex encompasses the 22-story office tower, a retail arcade, underground parking facilities and the Hyatt Regency, a luxury hotel with 395 rooms.

Convenient to financial, government and entertainment districts, ABQ Plaza is within immediate walking distance to City Hall, the Convention Center, County and Federal Courthouses and a host of dining establishments. The location is ideally suited for attorneys, accountants, architects, government tenants and other professional users that wish to benefit from a high ...



Property Contacts



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connie@dovepropertyadvisors.com

46. Albuquerque Plaza, Suite: 1300

201 3rd St NW, Albuquerque, NM 87102



Listing ID:	29943493
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	3,432 - 8,271 SF
Total Available:	72,398 SF
Lease Rate:	\$24.75 PSF (Annual)
Base Monthly Rent:	\$7,078 - 17,058 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ135187
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Building/Unit Size (RSF):	390,533 SF
Construction/Siding:	Steel Frame

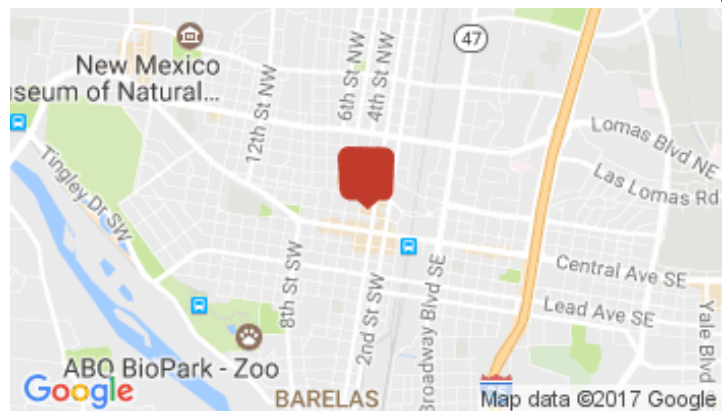


Overview/Comments

Albuquerque Plaza is the centerpiece of the Albuquerque skyline. Encompassing an entire Downtown city block, this distinctive hi-rise offers a Class A professional, urban office environment with panoramic views and exceptional on-site amenities.

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47. Albuquerque Plaza, Suite: 1370

201 3rd St NW, Albuquerque, NM 87102



Listing ID:	29943493
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	2,344 - 8,271 SF
Total Available:	72,398 SF
Lease Rate:	\$24.75 PSF (Annual)
Base Monthly Rent:	\$4,834 - 17,058 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ135187
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Building/Unit Size (RSF):	390,533 SF
Construction/Siding:	Steel Frame

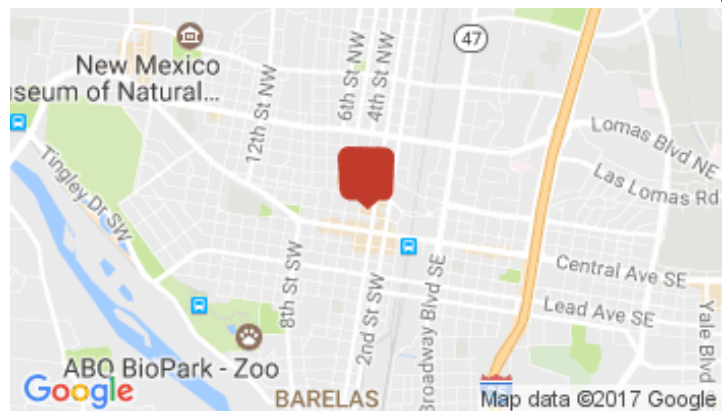


Overview/Comments

Albuquerque Plaza is the centerpiece of the Albuquerque skyline. Encompassing an entire Downtown city block, this distinctive hi-rise offers a Class A professional, urban office environment with panoramic views and exceptional on-site amenities.

The complex encompasses the 22-story office tower, a retail arcade, underground parking facilities and the Hyatt Regency, a luxury hotel with 395 rooms.

Convenient to financial, government and entertainment districts, ABQ Plaza is within immediate walking distance to City Hall, the Convention Center, County and Federal Courthouses and a host of dining establishments. The location is ideally suited for attorneys, accountants, architects, government tenants and other professional users that wish to benefit from a high ...



Property Contacts



Constance Dove

Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

48. Albuquerque Plaza, Suite: 600

201 3rd St NW, Albuquerque, NM 87102



Listing ID:	29943493
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	17,700 - 20,413 SF
Total Available:	72,398 SF
Lease Rate:	\$22.75 PSF (Annual)
Base Monthly Rent:	\$33,556 - 38,699 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ135187
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Building/Unit Size (RSF):	390,533 SF
Construction/Siding:	Steel Frame

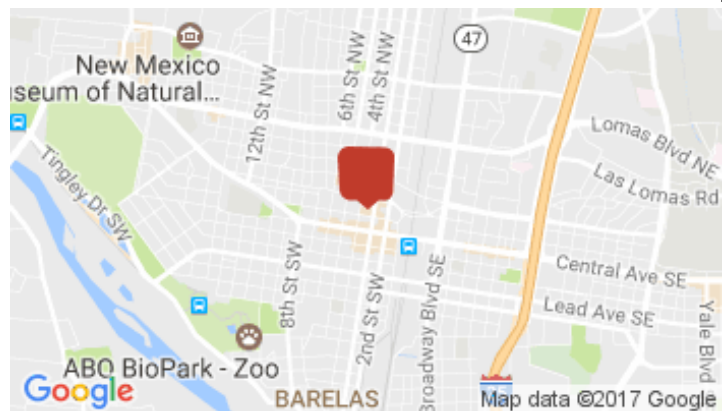


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Property Contacts



Constance Dove

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505-850-2326 [M]
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connie@dovepropertyadvisors.com

49. Albuquerque Plaza, Suite: 1570

201 3rd St NW, Albuquerque, NM 87102



Listing ID:	29943493
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	3,662 - 29,475 SF
Total Available:	72,398 SF
Lease Rate:	\$24.75 PSF (Annual)
Base Monthly Rent:	\$7,552 - 60,792 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ135187
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Building/Unit Size (RSF):	390,533 SF
Construction/Siding:	Steel Frame

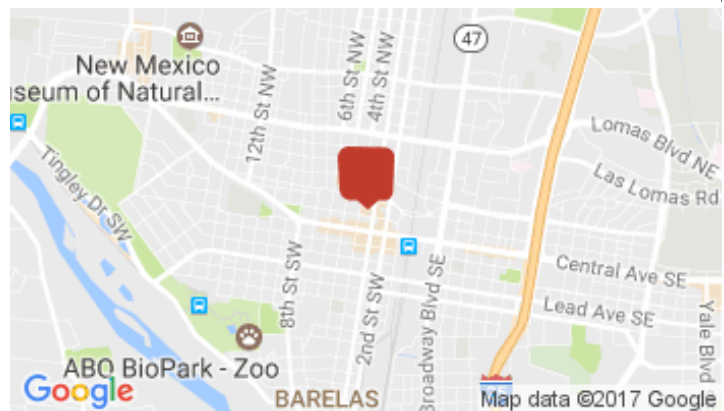


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Property Contacts



Constance Dove

Dove Property Advisors, LLC
505-850-2326 [M]
505-850-2326 [O]
connie@dovepropertyadvisors.com

50. Albuquerque Plaza, Suite: 1700

201 3rd St NW, Albuquerque, NM 87102



Listing ID:	29943493
Status:	Active
Property Type:	Office For Lease
Office Type:	Office Building
Contiguous Space:	8,886 SF
Total Available:	72,398 SF
Lease Rate:	\$24.75 PSF (Annual)
Base Monthly Rent:	\$18,327 (Monthly)
Lease Type:	Full Service
Nearest MSA:	Albuquerque
County:	Bernalillo
Tax ID/APN:	ABQ135187
Zoning:	SU-3 - Special Center Zone
Class of Space:	Class A
Building/Unit Size (RSF):	390,533 SF
Construction/Siding:	Steel Frame

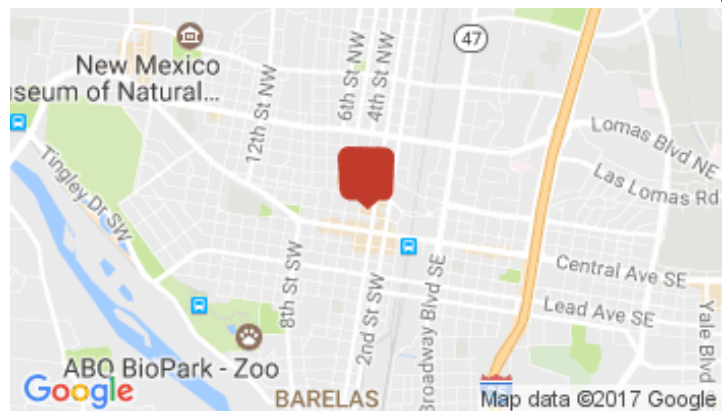


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Property Contacts



Constance Dove

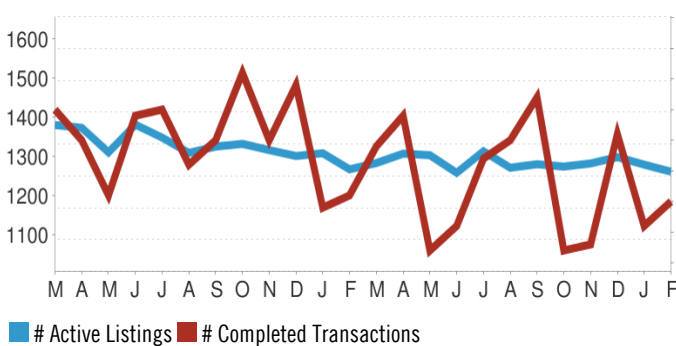
Dove Property Advisors, LLC
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connie@dovepropertyadvisors.com

Office Summary – February, 2017

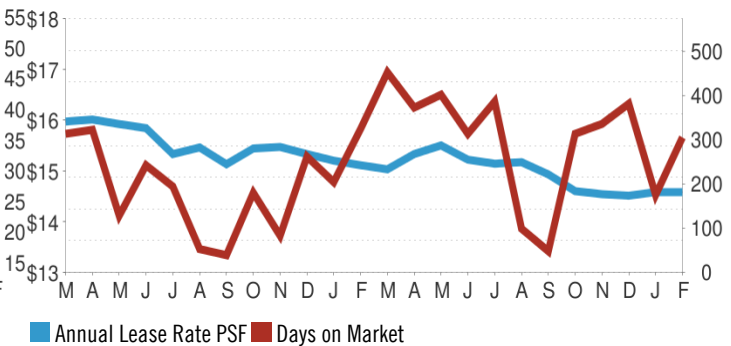
New Mexico

1,303 Active Listings 8.9 million SF Available \$14.45 PSF Annual Lease Rate 7.3% Below List 435 Days on Market





Listings & Completed Transactions



Days on Market & Lease Rate



This Month	3 Month Average	12 Month Average	2 Year Average	Trend
1,040 Lease Listings	1,021	1,016	1,038	
263 Sale Listings	258	269	273	
4.6 million SF For Lease	4.3 million SF	4.0 million SF	4.0 million SF	
4.2 million SF For Sale	3.9 million SF	4.0 million SF	3.8 million SF	
21 Leased	23	23	25	
4 Sold	5	6	7	
\$14.45 PSF Asking Lease	\$14.56 PSF	\$14.93 PSF	\$15.23 PSF	
\$13.18 PSF Reported Lease	\$12.87 PSF	\$14.82 PSF	\$14.52 PSF	

\$84.12 PSF Asking Sale	\$79.31 PSF	\$78.45 PSF	\$83 PSF	
\$92.08 PSF Reported Sale	\$149.24 PSF	\$103.03 PSF	\$107.83 PSF	
7.3% Below List	9.8%	18.6%	22.1%	
435 Days on Market	419	511	443	

Office Investment Summary by Submarket – Last 3 Months

Submarket	# Listings	# Closed	Asking Lease	Reported Lease
Albuquerque	2,814	60	\$14.24 PSF	\$12.69 PSF
Santa Fe	438	8	\$18.72 PSF	\$21.76 PSF
Las Cruces	244	3	\$13.94 PSF	\$12 PSF
Rio Rancho	199	2	\$14.75 PSF	\$13 PSF

- **Frequency:** Statistics are compiled at the beginning of each month.
- **Reliability:** The quality of the data will vary based on many factors, including whether or not your CIE verifies the data on an ongoing basis. Statistics based on larger numbers of listings (as indicated by the "Listings" column) are generally more trustworthy.
- **Accuracy:** We make all attempts to normalize these stats, but make no guarantees about their accuracy. Outliers (extremely high or low values) are excluded from calculations.
- **Counts:** Listing and Transaction counts reflect the number of records with price and size information within valid ranges. The actual counts of all records in the CIE are larger.
- **Weighted Averages:** Price averages are weighed using the square footage available.
- **Direct:** Lease statistics are direct (exclude subleases).
- **Lease Types:** Because of discrepancies in how lease types (NNN, Gross, etc) are reported, we ignore differences in type – all types are folded together into the lease rate stats.
- **Below List:** Reflects the average percent difference between the original listed price and the final transaction price.
- **Net Absorption:** We calculate absorption using a 90 day period.
- **Locations:** We only allow filters for locations with at least 100 active listings.
- **Asking vs. Reported:** "Asking" prices are based on active listings for the chosen locale, while "Reported" prices are calculated using completed transactions as reported by CIE members.

Disclaimer: All statistics on this page have been gathered from user-loaded listings and user-reported transactions. We have not verified accuracy and make no guarantees. By using the information provided on this page, the user acknowledges that the data may contain errors or other nonconformities. You and/or your client should diligently and independently verify the specifics of the information that you are using.



Statistics courtesy of:
Commercial Association of REALTORS® - New Mexico

Demographics, Labor/Workforce, and Consumer Expenditures

87102



Disclaimer: While we believe this information (via Geolytics) to be reliable, we have not checked its accuracy and make no guarantee as to its validity. By using the information provided on this page, the user acknowledges that the data may contain errors or other nonconformities. You and/or your client should diligently and independently verify the specifics of the information that you are using.

20,045	3.54%	42.6	\$27,938
Population	Projected Growth	Median Age	Household Income

Population

2020 Projection	20,755
2015 Estimate	20,045
2010 Census	21,204
2000 Census	22,497
Growth 2015-2020	3.54%
Growth 2010-2015	-5.47%
Growth 2000-2010	-5.75%

Population (Male)

2020 Projection	10,778
2015 Estimate	10,466
2010 Census	11,201
Growth 2015-2020	2.98%
Growth 2010-2015	-6.56%

Population (Female)

2020 Projection	9,977
2015 Estimate	9,579
2010 Census	10,003
Growth 2015-2020	4.15%
Growth 2010-2015	-4.24%

Population by Age (2015 Estimate)

Age 0 to 5	1,409	Age 0 to 5	7%
Age 5 to 10	1,315	Age 5 to 10	7%
Age 10 to 15	1,102	Age 10 to 15	5%
Age 15 to 20	1,012	Age 15 to 20	5%
Age 20 to 25	1,106	Age 20 to 25	6%
Age 25 to 30	1,329	Age 25 to 30	7%
Age 30 to 35	1,509	Age 30 to 35	8%
Age 35 to 40	1,607	Age 35 to 40	8%
Age 40 to 45	1,646	Age 40 to 45	8%
Age 45 to 50	1,638	Age 45 to 50	8%
Age 50 to 55	1,524	Age 50 to 55	8%
Age 55 to 60	1,353	Age 55 to 60	7%
Age 60 to 65	1,110	Age 60 to 65	6%
Age 65 and over	2,385	Age 65 and over	12%
Total Population	20,045		
Median Age	42.6		

Median Age (Male)

2010 Census	33.7
-------------	------

Median Age (Female)

2010 Census	33.1
-------------	------

High School Graduates Age 25+ by Educational Attainment (2015 Estimate)

High School Graduate (or GED)	3,066	High School Graduate (or GED)	42%
Some College, No Degree	2,154	Some College, No Degree	30%
Associate or Bachelor's Degree	440	Associate or Bachelor's Degree	6%
Master's Degree	1,102	Master's Degree	15%
Professional School Degree	273	Professional School Degree	4%
Doctorate Degree	234	Doctorate Degree	3%
Total High School Graduates Age 25+	7,269		

Households

2020 Projection	8,740
2015 Estimate	8,465
2010 Census	9,213
Growth 2015-2020	3.25%
Growth 2010-2015	-8.12%

Population in Households

2010 Census	19,558
-------------	--------

Average Household Size

2020 Projection	2.2
2015 Estimate	2.18
2010 Census	2.12
Growth 2015-2020	0.92%
Growth 2010-2015	2.83%

Households by Household Type and Size and Presence of Children (2015 Estimate)

Family Households	3,694	Family Households	44%
Married-couple family	2,019	Married-couple family	24%
With own children under 18 years	799	With own children under 18 years	9%
No own children under 18 years	1,220	No own children under 18 years	14%
Male Householder: no wife present	512	Male Householder: no wife present	6%
With own children under 18 years	228	With own children under 18 years	3%
No own children under 18 years	284	No own children under 18 years	3%
Female Householder: no husband present	1,163	Female Householder: no husband present	14%
With own children under 18 years	598	With own children under 18 years	7%
No own children under 18 years	565	No own children under 18 years	7%
Nonfamily Households	4,771	Nonfamily Households	56%
1 Person households	3,708	1 Person households	44%
2+ Unrelated people	1,063	2+ Unrelated people	13%
Total Households	8,465		

Households by Household Income (2015 Estimate)

Less than \$25,000	3,868	Less than \$25,000	46%
\$25,000 to \$49,999	2,356	\$25,000 to \$49,999	28%
\$50,000 to \$74,999	1,276	\$50,000 to \$74,999	15%
\$75,000 to \$99,999	368	\$75,000 to \$99,999	4%
\$100,000 to \$124,999	272	\$100,000 to \$124,999	3%
\$125,000 to \$149,999	72	\$125,000 to \$149,999	1%
\$150,000 to \$199,999	30	\$150,000 to \$199,999	0%
\$200,000 or more	85	\$200,000 or more	1%
Total Households	8,327		
Average Household Income	\$36,870		
Median Household Income	\$27,938		

Households by Household Income (2020 Projection)





Less than \$25,000	4,013	Less than \$25,000	47%
\$25,000 to \$49,999	2,437	\$25,000 to \$49,999	28%
\$50,000 to \$74,999	1,315	\$50,000 to \$74,999	15%
\$75,000 to \$99,999	366	\$75,000 to \$99,999	4%
\$100,000 to \$124,999	278	\$100,000 to \$124,999	3%
\$125,000 to \$149,999	74	\$125,000 to \$149,999	1%
\$150,000 to \$199,999	29	\$150,000 to \$199,999	0%
\$200,000 or more	87	\$200,000 or more	1%
Total Households	8,599		
Average Household Income	\$37,345		
Median Household Income	\$27,804		

Per Capita Income

2015 Estimate

\$15,570

Housing Units by Tenure (2015 Estimate)

Vacant Housing Units	1,813	Vacant Housing Units		18%
Occupied Housing Units	8,454	Occupied Housing Units		82%
Owner-Occupied	3,330	Owner-Occupied		32%
Renter-Occupied	5,124	Renter-Occupied		50%
Total Housing Units	10,267			



	Professional Office Building Downtown for Sale 612 1st St NW Albuquerque, NM, 87102 Listing ID: 29997644	Downtown Office in the Core Business District, Suite: 1st & 2nd Floors Combined 707 Broadway Boulevard Northeast Albuquerque, NM, 87102 Listing ID: 28428319	505 Marquette-Compass Bank Bldg., Suite: 700 505 Marquette Ave NW Albuquerque, NM, 87102 Listing ID: 28256496	Downtown Re-Development Opportunity 500 Central Ave SW Albuquerque, NM, 87102 Listing ID: 30043302
Type / ID:	Listing ID: 29997644	Listing ID: 28428319	Listing ID: 28256496	Listing ID: 30043302
Status:	Active, For Sale	Active, For Lease	Active, For Lease	Active, For Sale
Property Type:	Office	Office	Office	Retail-Commercial, Office
Sub Type / Use:	Business Park, Executive Suites, Governmental, High-Tech, Institutional, Medical, Mixed Use, Office Building, Research & Development, Other	Office Building	Office Building	Mixed Use, Restaurant, Other
Asking Price:	\$1,500,000	\$13.50 PSF (Annual)	\$14.50 PSF (Annual)	\$1,200,000
Asking Price Per SF:	\$94.58 PSF	\$13.50 PSF (Annual)	\$14.50 PSF (Annual)	\$92.31 PSF
Asking Price Per Acre:	N/A	N/A	N/A	N/A
Lease Type:	N/A	Absolute Gross	Full Service	N/A
Size:	15,859 SF	14,682 SF	7,527 - 15,054 SF	13,000 SF
Tax ID/APN	ABQ129800	ABQ128701	ABQ130433	ABQ137175
Is Condo?	No	N/A	N/A	No
Zoning	C-1 - Neighborhood Commercial Zone	N/A	SU-3 - Special Center Zone	N/A
Property Use Type	Net Leased Investment (NNN), Investment, Vacant/Owner-User, Business	N/A	N/A	Investment
Building Name	MOSES LAW FIRM-Professional Building	N/A	N/A	N/A
Class of Space	Class B	Class B	Class B	N/A
Gross Building Area	N/A	77,581 SF	N/A	13,000 SF
Usable Size (USF)	3,080 SF	N/A	N/A	N/A
Total Land Size	55,000 - 56,000 SF	2.23 Acres	N/A	N/A
Sale Terms	Cash to Seller, Purchase Money Mortgage, Owner Financing, Sale/Leaseback	N/A	N/A	Cash to Seller
Cap Rate	7.68%	N/A	N/A	N/A
Short Sale/Bank-Owned	No	N/A	N/A	No
LEED Certified	No	No	No	No
Submarket/Township	Downtown	Downtown	Downtown	Downtown
Property Visibility	Good	Excellent	N/A	Excellent
Highway Access	Conveniently located to both Interstate 25 and 40	N/A	N/A	N/A
Airports	ALBUQUERQUE INTERNATIONAL AIRPORT	N/A	N/A	N/A
Total Number of Buildings	1	1	N/A	1
Number of Stories	3	4	N/A	2
Typical SF / Floor	15,859 SF	N/A	N/A	N/A
Year Built	1912	N/A	N/A	N/A
Year Renovated	1980	N/A	N/A	N/A
Parking Type	Surface	Structure, Surface	N/A	N/A
Total Parking Spaces	N/A	178	N/A	N/A
Passenger Elevators	0	N/A	N/A	0

Freight Elevators	0	N/A	N/A	0
Part of Planned Development?	No	No	No	No
In Flood Plain?	No	No	No	No
Water Service	Municipal	N/A	N/A	N/A
Sewer Type	Municipal	N/A	N/A	N/A
Retail Clientele	N/A	N/A	N/A	Business, Convention
Tenancy	N/A	N/A	N/A	Multiple Tenants
Property Condition	N/A	N/A	N/A	Good



	Downtown Office Space, Suite: 400 111 Lomas Boulevard NW Albuquerque, NM, 87102 Listing ID: 29972209
Type / ID:	Listing ID: 29972209
Status:	Active, For Lease
Property Type:	Office
Sub Type / Use:	Office Building
Asking Price:	\$15.50 PSF (Annual)
Asking Price Per SF:	\$15.50 PSF (Annual)
Asking Price Per Acre:	N/A
Lease Type:	Full Service
Size:	11,818 SF
Tax ID/APN	ABQ126393
Zoning	SU-3 - Special Center Zone
Class of Space	Class B
Gross Building Area	102,000 SF
Core Factor	0.12%
Total Land Size	0.50 Acres
LEED Certified	No
Submarket/Township	Downtown
Market Type	Medium
Road Type	Paved
Total Number of Buildings	1
Number of Stories	5
Typical SF / Floor	22,000 SF
Year Built	1970
Year Renovated	1989
Parking Ratio	3 (per 1000 SF)
Ceiling Height	8
Passenger Elevators	0
Freight Elevators	0
Part of Planned Development?	No
In Flood Plain?	No
Lot Frontage	315

ALBUQUERQUE COLLEGIATE CHARTER SCHOOL

A Proposed K-5 Tuition-Free Public Charter School

Our Mission

Within a structured and ambitious school community,
driven by high quality instruction and intensive academic supports,

Albuquerque Collegiate Charter School

educates all kindergarten through grade 5 students
for college graduation and life success.

Our Promise

Albuquerque Collegiate believes that all students, regardless of background, race, zip code or home language, can and will achieve academic success, provided they have access to an excellent education.

To deliver an excellent education, **Albuquerque Collegiate** provides the following:

- Clear path to college graduation, beginning on day one of kindergarten
- High expectations school community that is structured, safe, and joyful
- Intense focus on literacy and mathematics skill mastery
- Exceptionally trained teachers committed to student achievement
- Longer school day and year to target individual student needs
- Solid partnerships with families through frequent and honest communication
- Unyielding confidence in the potential of every student

Your Role

The success of **Albuquerque Collegiate** depends upon the collective efforts of committed individuals, who share the mission of the school. To learn how you can support **Albuquerque Collegiate** by joining the founding board, recommending a board member, and spreading the word, please contact Lead Founder, Jade Rivera.

Jade Rivera is an experienced educator, leader in education reform, and current Fellow with the highly respected national non-profit Building Excellent Schools. As a native New Mexican, Ms. Rivera is committed to bringing best practices from top-performing schools across the country back home to the students of Albuquerque.

Jade Rivera

(505) 712-1927

jrivera@buildingexcellentschools.org

ALBUQUERQUE COLLEGIATE DREAM BIG, WORK HARD, ACHIEVE SUCCESS.



ALBUQUERQUE COLLEGIATE

CHARTER SCHOOL

An independent, proposed K-5 tuition-free, public charter school for the students of Albuquerque, working to open in the fall of 2018 with 60 kindergarten and 60 first grade students.

OUR MISSION

Within a structured and ambitious school community, driven by high-quality instruction and intensive academic supports, **Albuquerque Collegiate Charter School** ensures all K-5 students make dramatic academic growth each year and demonstrate measurable academic performance that puts them firmly on the path to college graduation.

OUR MODEL

- Clear path to college graduation, beginning on day one of kindergarten
- High expectations school community that is structured, safe, and joyful
- Intense focus on literacy and mathematics
- Exceptionally trained teachers committed to student achievement
- Longer school day and year to target individual student needs
- Unyielding confidence in the potential of every student


FOR OUR FAMILIES

Albuquerque Collegiate believes frequent and honest communication with families is critical to student success. We seek to engage with families in a variety of ways.

- Home Visits for every incoming student
- Family Orientation at the beginning of each school year
- Monthly Cafecito to meet with school leadership team
- Family Nights highlighting student work and school culture
- Parent Teacher Conferences held twice a year

CONTACT US

Jade Rivera (505) 712-1927 jrivera@buildingexcellentschools.org




ALBUQUERQUE COLLEGIATE

CHARTER SCHOOL

*A proposed K-5 tuition-free, public charter school
Opening in Fall 2018 for kindergarten and first grade scholars*

At Albuquerque Collegiate,



college begins in kindergarten!

Albuquerque Collegiate provides all scholars with:

- A high-expectations school that is structured, safe, and joyful
- 2 teachers in all K-2 classrooms
- A longer school day that is intensively focused on literacy and mathematics

Please contact lead founder Jade Rivera for more information.
505-712-1927 | jrivera@buildingexcellentschools.org
www.abqcollegiate.org



ALBUQUERQUE COLLEGIATE

CHARTER SCHOOL

*Escuela publica charter propuesta tener grados K-5.
Apertura en el otoño de 2018 para estudiantes en Kinder y primer grado*

En Albuquerque Collegiate,



preparación para ir al colegio comienza en Kinder!

Albuquerque Collegiate será:

- Una escuela estructurada, segura, y alegre con expectativas altas para todos.
- Dos maestros en cada salon de K-2.
- Un día escolar mas largo enfocado en lectura y matemáticas.

Para más información, comuníquese con la fundadora, Jade Rivera.
505-712-1927 | jrivera@buildingexcellentschools.org
www.abqcollegiate.org

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Our Mission

Within a structured and ambitious school community, driven by high-quality instruction and intensive academic supports, **Albuquerque Collegiate Charter School** ensures all K-5 students make dramatic academic growth each year and demonstrate measurable academic performance that puts them firmly on the path to college graduation.

Our Model

- Clear path to college graduation, beginning on day one of kindergarten for every scholar
- High expectations school community that is structured, safe, and joyful, modeled after the highest performing charter schools in the country
- Intense focus on literacy and mathematics, with more than double the time of literacy instruction and 1.5 times the amount of math instruction compared to district schools
- Exceptionally trained and highly supported teachers committed to student achievement, with competitive starting salaries 20% higher than the local district
- 2 teachers in all K-2 classrooms. 20:1 scholar to teacher ratio in grades 3-5
- A longer school day and year to target individual student needs, equivalent to an additional 45 days of school a year
- Unyielding confidence in the potential of every student, regardless of background, family income, or home language

Enrollment & Growth

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Kindergarten	60	60	60	60	60
Grade 1	60	60	60	60	60
Grade 2		60	60	60	60
Grade 3			60	60	60
Grade 4				60	60
Grade 5					60
Total	120	180	240	300	360

Our Community Need

Albuquerque Collegiate is committed to ensuring that we educate the city's neediest students, many of whom live within the 87102 zip code. Research indicates the median household income in the 87102 zip code is the lowest of the city's 17 zip codes and encompasses many of the city's oldest and historically poorest neighborhoods, including Martineztown, Wells Park, Barelás, East San Jose, South Broadway, and Albuquerque's downtown area. The community encompassed within 87102 has a higher rate of unemployment, a larger Hispanic population, lower educational attainment, and more families living below the poverty level than the city as a whole, and certainly compared to the most affluent zip code in the city, 87122, located in the far northeast heights.

Demographics	87102	87122	Albuquerque
Median Income	\$21,109.00	\$93,564.00	\$39,997.00
Unemployment level	9.47%	3.59%	5.81%
% Families below the poverty level	26.02%	1.18%	10.32%
% Hispanic	68.75%	13.14%	42.86%
High School Diploma or higher for persons 25+	60.07%	98.02%	84.24%
Bachelor's degree or higher for persons 25+	18.99%	64.58%	30.28%

Currently, elementary schools in the 87102 zip codes have astonishingly low levels of students able to read proficiently at their grade level. Research indicates that students who cannot read proficiently by the end of 3rd grade are four times more likely to drop out of school. For students from low-income backgrounds and identified as minority, the vast majority of students in the 87102 zip code, the effect is *eight* times greater.

Average Grade Level Reading Proficiency in 87102 Elementary Schools

3 rd Grade % below grade level	3 rd Grade % at or above grade level	4 th Grade % below grade level	4 th Grade % at or above grade level	5 th Grade % below grade level	5 th Grade % or above grade level
78.3%	21.7%	80.4%	19.6%	79.7%	20.3%

Albuquerque Collegiate is deeply committed to providing an intensive focus on foundational literacy instruction, and our school design is geared to aggressively meet this need and reach a very clear goal: by the end of their fourth year of enrollment, every scholar at Albuquerque Collegiate will be able to read proficiently at or above their grade level.



Community Input Survey

* 1 Name:

* 2 Email/Phone (your information will not be shared):

* 3 In what ZIP code is your home located? (enter 5-digit ZIP code; for example, 87102)

* 4 Are you satisfied with the educational options for children in Albuquerque?
Particularly in the Downtown area? Why or why not? (Neighborhoods: Wells Park,
Martineztown, Barelas, San Jose, South Broadway)

5 What do you think are the major challenges standing in the way of student success in district schools?

* 6 Are you a parent/grandparent/guardian of a school-aged child?

☐ Yes

☐ No

* **7** Do you have children/grandchildren age 5 or younger?

☐ Yes

☐ No

8 How likely would you be to send your child/grandchild to a college-preparatory focused charter school, as opposed to your zoned district school?

Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 What specifically do you like about Albuquerque Collegiate that is different from other schools?

* **10** On a scale from 1-5, 5 being the most supportive, how supportive are you of Albuquerque Collegiate Charter School founding a new college-preparatory focused elementary school in Albuquerque's greater downtown area?

1 Not Supportive	2	3	4	5 Very Supportive
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q1 Name:

Answered: 121 Skipped: 0

Q2 Email/Phone (your information will not be shared):

Answered: 120 Skipped: 1

Q3 In what ZIP code is your home located? (enter 5-digit ZIP code; for example, 87102)

Answered: 121 Skipped: 0

#	Responses
1	87105
2	87102
3	87105
4	87112
5	87106
6	87110
7	87104
8	87102
9	87108
10	87104
11	87102
12	87122
13	87106
14	87104
15	87110
16	87110
17	87104
18	87102
19	87104
20	87102
21	81702
22	87108
23	87112
24	87106
25	87108
26	87102
27	87102
28	87104
29	87102
30	87102
31	87102
32	87102
33	87102
34	87102

ATTACHMENT R: Community Input Survey

35	87102
36	87102
37	87102
38	87104
39	87102
40	87102
41	87102
42	87102
43	87102
44	87102
45	87102
46	87102
47	87102
48	87102
49	87102
50	87102
51	87105
52	87102
53	87105
54	87123
55	87110
56	87111
57	87109
58	87112
59	87121
60	87114
61	87111
62	87106
63	87109
64	87110
65	87110
66	87105
67	87107
68	87114
69	87111
70	87104
71	87123
72	87114
73	87110
74	87114
75	87121

ATTACHMENT R: Community Input Survey

76	87114
77	87120
78	87505
79	87106
80	87106
81	87110
82	87108
83	87108
84	87144
85	87112
86	87102
87	87120
88	87111
89	87123
90	87102
91	87105
92	87112
93	87105
94	87114
95	87109
96	87124
97	87106
98	87107
99	87106
100	87114
101	87113
102	87114
103	87114
104	87114
105	87124
106	87102
107	87106
108	87109
109	87102
110	87105
111	87105
112	87114
113	87114
114	87120
115	87106
116	87109

ATTACHMENT R: Community Input Survey

117	87102
118	87104
119	87104
120	87114
121	87102

Q4 Are you satisfied with the educational options for children in Albuquerque? Particularly in the Downtown area? Why or why not? (Neighborhoods: Wells Park, Martineztown, Barelmas, San Jose, South Broadway)

Answered: 121 Skipped: 0

#	Responses
1	not really
2	no
3	no. The schools are horrible. we're always last for education
4	The schools in my area seem ok, but don't know about other schools in the downtown area
5	No. The schools have gone down quite a bit in the last 10 years or so.
6	Yes. Our public schools are great.
7	don't know enough to be able to say
8	No. I do not believe there are enough options
9	Not really.
10	no
11	No
12	I think the schools in my area are great. We love North Star Elementary!
13	Yes, I like the schools in my area and the one my child attends. I don't know if I'd send them to a school downtown though.
14	They aren't very good. I'd much rather send my child to schools across town or a private school in the area
15	No, they don't seem very good. I'm happy with my kids school in the uptown area
16	No. The schools in downtown are definitely worse than those in the heights.
17	Not really
18	no
19	They seem alright. I went to schools in the valley and did ok, but I know that's not the case for everyone.
20	No. I don't think the schools in NM are very good in general.
21	No, the schools aren't good. I'm planning to send my children to private or charter schools
22	No. Quality education often is tied to the part of town a student lives in or how much money the family has.
23	Not sure. I like the elementary school my daughter goes to and would like her to go to a school like Academy to maintain her advanced learning abilities. The cost and acceptance into a school like that is tough for low-income families with smart children. Not a lot of familiarity with charter schools. Based on the information (tuition free) sounds like a great opportunity.
24	Not particularly. More affluent children can afford some of the private schools around town. Yet for the majority of families who can't afford such schools, there seems to be significant issues within the public school system concern capacity, efficacy and other related issues that affect Albuquerque's educational outcomes.
25	No, While there are many options, the quality is not exceptional
26	No. Low high school grad rates, lack of access to high quality education, unsafe schools, high student to teacher rates
27	No. Schools across the state are struggling

ATTACHMENT R: Community Input Survey

28	No. The schools in the south valley and downtown aren't safe.
29	No. We just moved back to NM from Texas, and my daughter's school was much better out there.
30	No
31	they seem alright. I really like my son's school
32	Not really, especially in older grades they just let kids get by without knowing anything and then don't care when kids drop out
33	Not really. My older kids have gone to public schools and they've done ok, but I worry about their safety and would rather send my youngest daughter to different safer schools across town, if it's an option.
34	No. Our schools are always underperforming and have a low graduation rate
35	no
36	No, there aren't any high achieving options for families in the downtown area
37	No
38	AHS seems like a good school, but I'm not satisfied with the elementary and middle school options in the area
39	Yes. The schools seem good with teachers who really care.
40	no, the schools are bad, especially downtown. I'm worried about sending my daughter in a few years.
41	No. Schools keep cutting extracurricular programs like sports, art and music.
42	No. NM is always last in education
43	They seem ok, don't really know enough.
44	no
45	No, the schools are bad and we're always at the bottom of the country for education
46	no. mostly failing schools
47	no
48	I am a retired APS teacher and so yes I believe passionately in public schools
49	no, too many dropouts, failing schools
50	i do not have children, but if I did, I think I would be comfortable sending them to my neighborhood public schools.
51	Not particularly, based on NM's rankings, it seems education needs renewed focus across the board.
52	No
53	YES I AM. PLENTY OF OPPORTUNITY
54	Unfortunately, most of the schools in the downtown community are low rated schools - I wish the parents had more options to choose from for their kids.
55	No, I see very little opportunity in the downtown area.
56	N/A
57	Somewhat.
58	I think the options are somewhat limited for children who come from less advantaged backgrounds.
59	I don't have enough information to comment. However, I am a proponent of school choice.
60	Absolutely not, they are not up to standards. We have incredible teachers and incredible students however, we do not have the local government supporting these efforts. Without support, (i.e. funding and better legislation efforts) teachers are left without a voice and without proper resources to aide their students toward success.
61	No, our state and city have some of the worst rated schools in the country. We need to be in the top 25 to be an attractive state and city.
62	No. There are great private schools within the area but the financial barrier is too great for most residents. Having better school options is always a good thing.
63	Based on the data available, it seems like the schools in the greater downtown area are under-performing, this is a big problem.

ATTACHMENT R: Community Input Survey

64	No, there needs to be more variety.
65	Indifferent
66	No im not happy with aps commitment to education. To many students to teachers, bad use of funds and low pay to teachers
67	No, there are not enough high-performing schools in that area.
68	I believe the options are are limited. I have heard good things about these schools, but have a larger population of students. Meaning the ratios are high.
69	Unsure
70	No. The public school options in downtown are unsatisfactory. By and large, they do not score well by standardized state performance measures, which is discouraging.
71	not satisfied... while there are some great options, I don't believe that they are given enough funds or community support
72	Yes
73	No. I think we can do better for our NM kids.
74	No, education is not equal for all children.
75	These schools are plagued by the poverty of the neighborhoods. They have always struggled for as long as I remember kids from these schools have been poor, and the schools seemed to struggle to give them what they needed in terms of education. I think they get the short end of the stick compared to wealthier neighborhoods.
76	I would like to see schools that challenge children more
77	No. Public schools are going downhill thanks to the poor budgeting and private schools are expensive.
78	I am not familiar enough with the options to have an opinion on this topic.
79	No, there doesn't seem to be many, if any, high-quality public schools in the greater downtown area.
80	I don't feel there are many options for quality schools in the area. My main concern is a lack of diversity in subjects students can focus on.
81	I grew up in Oklahoma and have only lived in ABQ for 4 years. My child is 4 weeks old, so I can't comment on the schools.
82	I don't know much about them.
83	No
84	Based on my experience at UNM, I am not satisfied with the educational options in the greater downtown area.
85	There needs to be more options for families and students that support the overall wellbeing of the family.
86	There are some good schools and others that are not. I think that Dolores Gonzales is a good school as well as Coronado. However, I think we could use better middle school options. Amy Biehl is a good high school.
87	In general not super satisfied with schools in NM overall but do not know too much about those schools.
88	No answer, as it doesn't affect anyone I know
89	No opinion, I haven't experienced any educational options for children outside of museums.
90	I believe the options could be better. It seems that we need more options for neighborhoods and the opportunity for leaders with innovative ideas.
91	no; there aren't clear cut educable terms for children plus there aren't enough resources for education
92	I would say yes. The family and friends I have in those seem satisfied.
93	No. I do not believe there are enough options.
94	I am not familiar with the public educational options in the downtown area. I know there are several very goof private options downtown, but private schools are very expensive.
95	I'm not familiar with those schools or the options they offer to children.
96	Although I am not familiar with that part of town, the general consensus is that our schools are not doing a very great job.

ATTACHMENT R: Community Input Survey

97	I am in support of providing various educational opportunities for students and families. My experience with Albuquerque Public schools has been very positive; however, I am aware of other families that needed other educational options. Every student has their own needs based on learning, so providing a variety of learning environments is important.
98	I'm not familiar with the educational options for children in the greater downtown area. I currently live in the valley/north valley area.
99	Not so much. While there are some great teachers, it is not consistent and many leave for other schools in more affluent areas of the city. These areas need great teachers and administrators.
100	No...nobody seems to focus on education at all....but everyone claims they are for it
101	No. The downtown area is one of the lowest funded areas in Albuquerque, leaving schools and teachers with fewer resources to make school what it should be.
102	Would be nice to have more options in that area
103	I'm not educated enough on the schools in those areas to comment
104	I am more familiar with the educational options for children in the West areas of ABQ. It seems that options are good.
105	N/A
106	No. The schools are very low performing, feel unsafe, and don't hold high enough academic expectations.
107	No. Ratio is high for teacher to child so children's I not get enough time. Tutoring services are lacking
108	I am not fully aware of the education being offered at this time, but I do know that in the past the education provided was below par due to large classes, high teacher turn over rate, and lack of bilingual options.
109	I am not satisfied with current educational options for young children in the greater downtown area. I might not have a thorough understanding or awareness of what the elementary schools have to offer in this area, but I have concerns that the schools are inadequate and do not offer the same quality of education that other schools have. I have observed school staff in a couple of the downtown schools be creative in student activities, engaging with parents, and overall seemingly working very hard; yet, I feel the schools don't have a diverse cultural exposure or opportunity to achieve at the highest level. There is almost an acceptance of poor quality education for the children. I currently do not have a child in elementary school; however, when my daughter was in elementary and middle school, I chose not to send her to the assigned downtown schools because I was concerned that she would not have an excellent opportunity to learn or achieve educational goals.
110	There seem like some good options, especially some of the bilingual schools. However, I don't know too much about the specifics. I'm no longer a teacher and my son isn't school-aged yet.
111	No. My child is not school-age yet so I don't have personal experience, but I am aware that the outcomes for the majority of schools in this area are very poor.
112	No; low school grades, low proficiency, etc.
113	No. When you look at the rating they are all performing below what I would consider acceptable.
114	no, the schools continually score low on national proficiency tests
115	Albuquerque High School and the Career Enrichment Center are decent schools for students with involved parents. As a student at AHS it seemed that my peers with less hands on parental engagement seemed to have less academic success (fewer academic accolades and lower enrollment in AP classes).
116	I am not entirely familiar with the schools in downtown area (I've been gone for 4 years), however, I do believe Albuquerque could benefit from schools such as this.
117	Yes! APS is a very supportive school district, which provides a great education to our child.
118	No, there are simply not enough high quality schools that set high expectations for every child. Too many are failing schools (D & F schools) that do not serve all kids well.
119	I'm satisfied with the number of schools, but not the amount of funding and support they're getting.
120	No
121	No. The education system in New Mexico is failing and continues to fail, especially low-income students. Any change to the educational system should begin in the heart of Albuquerque, the downtown.

Q5 What do you think are the major challenges standing in the way of student success in district schools?

Answered: 96 Skipped: 25

#	Responses
1	no support for teachers or students.
2	low funding, too much testing, not enough focus on the basics
3	school just isn't as hard any more. too many excuses from people in charge.
4	parents not involved enough
5	low salaries for staff
6	funding
7	low expectations for what kids can actually do
8	parents don't care enough, lots of kids can't read or don't speak English
9	I worry about gang and drug activity in certain parts of town
10	people don't care about or value education
11	parents aren't involved enough
12	higher levels of poverty at certain schools, especially in the downtown area
13	poverty, too many challenges on kids from their families
14	bad schools, parents don't care enough
15	parents don't care enough and aren't involved
16	APS is too big
17	Failure of the parents to be fully engaged with their child's education. The level of high expectations in the family and school
18	standardized curriculum. Children do not learn at the same pace or in the same ways. Giving teachers the freedom to build their curriculum in advanced ways to meet their student population is important
19	Restrictions on teachers' ability to really engage with students, be flexible in course materials, develop individualized learning plans, etc. State legislature funding issues that concern all public schools in New Mexico. Lack of family engagement for the most at-risk students.
20	lack of parental involvement
21	all of the above
22	safety, drugs, gangs
23	school just isn't challenging here. my daughter never even has homework
24	parents don't care enough
25	schools in the heights seem to get all the good teachers and resources, while schools in the valley get stuck with less
26	safety, drugs, gangs
27	schools are too soft on kids now
28	APS is too focused on adults instead of students
29	over testing
30	low teacher pay
31	poverty, low expectations

ATTACHMENT R: Community Input Survey

32	not challenging
33	low funding, low expectations
34	For me it's parents opting for private schools and not trusting or working on changing public schools
35	no, too many dropouts, failing schools
36	I don't think there are particular challenges to downtown schools, as opposed to most other public schools in the city.
37	student to teacher ratios are too high; access to after-school and vocational programs
38	CHARTER SCHOOLS IMPAIRING THE DISTRICTS ABILITY TO PROPERLY GOVERN
39	Low income neighborhoods - districts not investing as much money in these schools.
40	I think our largest problem in ABQ is parent involvement. I truly believe we have a decent school system and they shouldn't always be blamed for under-achieving students. I believe we need to hold the parents responsible for their child's actions.
41	Poverty, ESL, lack of family engagement, family culture that does not value education, reading at grade level in third grade tying back to ESL, and eighth grade math. These two things come out of social promotion all through elementary and middle school then they get into HS and no more promotion. They get behind they drop out.
42	Funding and class sizes!
43	College Preparedness Knowledge about available options Finances
44	1. Poor attendance by student 2. Lack of 'future-focused, responsibility-producing' school culture 3. 'Excuse making' (i.e. students are poor, lack resources)
45	Similar answer to #4
46	Teachers that don't care and don't want to work in a high risk atmosphere.
47	Large classrooms, lack of teacher support, budget cuts and minimum parent involvement.
48	Too much pressure on teachers who are not compensated nearly enough. Not enough parent involvement.
49	The lack of after school programs, the feeling of getting lost in the crowd due to the teacher to student ratio the culture promoted in public education
50	Changing the culture of doing things the same way and expecting a different outcome.
51	Large populations, large classes, limited funding, and overworked teachers.
52	It seems difficult to Find quality teachers that are consistent and invested,
53	Poverty. History of low expectations. Lack of resources.
54	community support, funding, transportation, awareness
55	No
56	I'm not really sure. I guess having more teachers that understand how to meet a variety of kids' needs so they are set up for success.
57	Inability to access good schools by way of zip code, transportation, resources to pay, etc.
58	The lack of support
59	The major challenges are enough budget money for schools and teachers that are willing and able to work with kids who want to see them succeed.
60	Limited parent support, limited resources cause staff efficacy to decrease (large classes, stressed teachers)

ATTACHMENT R: Community Input Survey

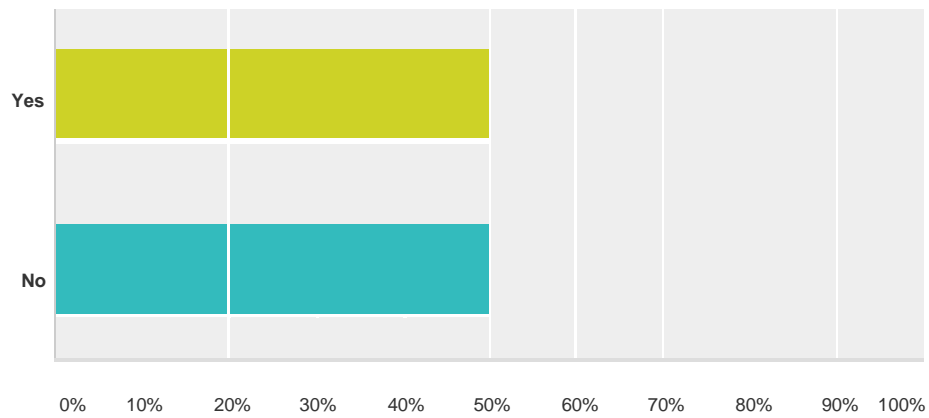
61	I think nearly all of the major challenges standing in the way of student success in neighborhood schools have resulted from increased urbanization. When the United States was more rural, the neighborhood school was the political and social center of the community, resulting in a more frequent presence of large numbers of neighborhood residents on neighborhood school campuses. This larger and more frequent presence created higher social pressure for parent engagement which resulted in gains in both teacher and student success. As more people have moved to cities and neighborhood schools have grown so much larger to accommodate the rapidly increasing numbers of enrolling students, neighborhood schools have become too large to remain the tight-knit communities that put adequate social pressure on parents, teachers, and students. Today, neighborhood schools have become a kind of legally-required – though hardly-enforced – daycare for students between the ages of five and eighteen, run by teachers and administrators that are barely accountable to anyone. One of the few, truly comprehensive and global studies on education was done by McKinsey & Company, and it showed that the only major factor effecting student success globally was teacher quality. The cultures of our large, urban schools attract low-quality teachers, and there is little social pressure to foster improvement in the quality of these teachers. Thus, I believe school size, community involvement, and teacher quality are the major challenges standing in the way of student success in neighborhood schools.
62	I think students are not adequately prepared for college in subjects like math and science.
63	The outdated teaching schedule/system. Kids need more structure and more personal time with teachers. The teachers need to have manageable classroom sizes and demand more from kids. Also, parents are key to students success. Making sure parents and teachers are on the same page is important.
64	Funding
65	The major challenges for student success are community support, funding, teaching students to the test inside of empowering students and teaching them to think critically and teaching students in one or two modes. Students learn in different ways and those ways should be explored to help students gain the knowledge they need and in the learning style that works best for them.
66	Lack of social support that engages and supports the entire family.
67	There is not enough funding or investment in teacher training, almost no authentic ethnic studies, and understanding diverse learning modalities.
68	Funding
69	Commitment and consistency from the educational providers. This often translates to administrative support for those providers as well.
70	Poverty and lack of cohesive support for school leaders.
71	resources
72	Parent involvement. Hold the parents responsible. Too many times the bad outweigh the good, and the good suffer. I was lucky I have good kids. My kids graduated and went to college.
73	Class sizes are too large, not enough teachers because of the lack of pay.
74	From what I've read, public schools are over-crowded and under-staffed. APS teachers are faced with the responsibility to teaching many children on their own. I like the idea of having at least two teachers in the classroom. I do think parent involvement is lacking as well.
75	Probably after school activities and too many students per classroom.
76	From my understanding, it stems from the environment of the schools. The teachers pay is not that great, there is a lot of work to be done and if the teachers are the backbone of the education system, I believe they deserve a lot more respect
77	Classroom size in larger public schools can serve as a barrier for student learning. Student to teacher ratio, school leader, and resources for students and families are very important to increase student learning and success. smaller neighborhood schools might be less available
78	socioeconomic, classroom size, adequate time learning, teacher support, parent involvement
79	High teacher turnover in these areas. Socio-economic factors play a big role in teacher/parent communication. Many teachers do not accept the challenge of these circumstances playing a large role in the lives of children.
80	Where do I start? Not enough funding, low pay for teachers so all the good ones leave to different states for better pay, should I go on?
81	Over populated schools with limited resources and teacher burnout. Students aren't always getting all the support they need at home either.

ATTACHMENT R: Community Input Survey

82	Lack of funding for the school, lack of buy in from teachers, living below the poverty line for families, lack of equal opportunities to their peers in private schools or schools in higher income neighborhoods
83	N/A
84	People seem to think that poverty is an unbreakable barrier to student success, and that if a student comes from poverty, they can't learn or can't be expected to learn at the same level as everyone else.
85	Poor textbooks Teacher burnout Crowded classes
86	Class sizes and too much testing
87	Attitude of acceptance of low academic achievement, poor retention of quality educators, limiting experiences for the children that do not encourage excellence.
88	The joy has been taken out of school and learning--for both teachers and students.
89	A population that struggle with poverty and cultural-linguistic differences, mismanagement at the district level, and deleterious policy decisions from the NMPED.
90	Teacher effectiveness
91	poverty, non-English speaking, fear of deportation
92	Complicated questions- many layers of much larger issues must be addressed to adequately answer this. I can say that my motivations for academic success came outside of the classroom. A combination of social expectations, high standards, family support and quality teachers helped me. Bearing in mind that not all of those privileges are universal in the DT ABQ area, maybe therein lies your answer?
93	Lack of resources, teachers not providing students with diverse opportunities, teachers not being culturally responsive to the students needs, low engaging lessons, just to name a few.
94	A belief that poor, minority students cannot learn.
95	The ability for richer parents to send their students to private/charter schools, thereby distancing those students from their peers living around them. It estranges the community.
96	Lack of accountability of schools and school leaders

Q6 Are you a parent/grandparent/guardian of a school-aged child?

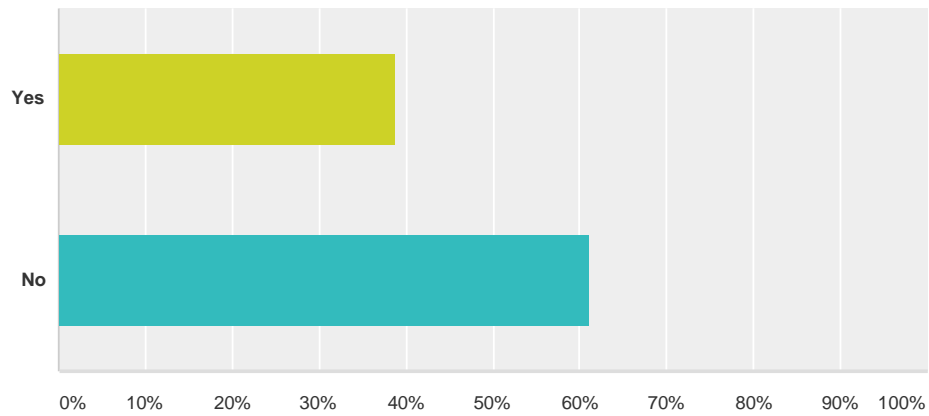
Answered: 121 Skipped: 0



Answer Choices	Responses	
Yes	49.59%	60
No	50.41%	61
Total		121

Q7 Do you have children/grandchildren age 5 or younger?

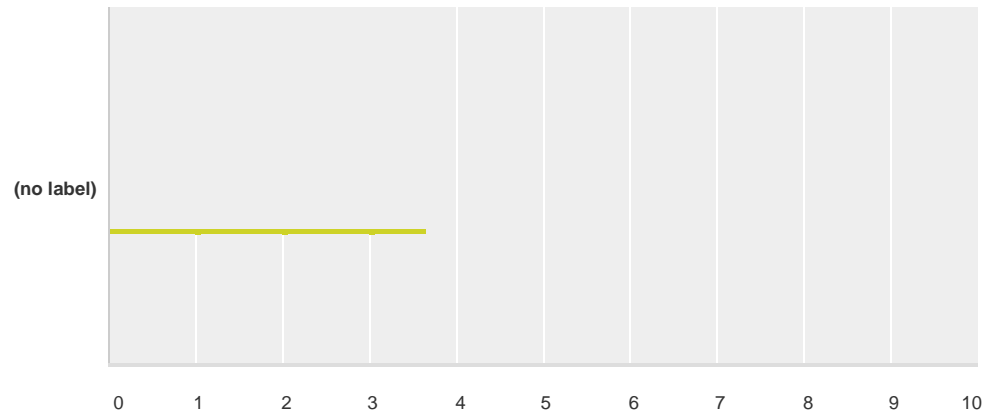
Answered: 121 Skipped: 0



Answer Choices	Responses	
Yes	38.84%	47
No	61.16%	74
Total		121

Q8 How likely would you be to send your child/grandchild to a college-preparatory focused charter school, as opposed to your zoned district school?

Answered: 119 Skipped: 2



	Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely	N/A	Total	Weighted Average
(no label)	5.04% 6	1.68% 2	15.13% 18	68.91% 82	9.24% 11	119	3.63

Q9 What specifically do you like about Albuquerque Collegiate that is different from other schools?

Answered: 90 Skipped: 31

#	Responses
1	lots of support for students and families
2	intensive support for students and teachers
3	college focus as early as kindergarten
4	they aren't willing to accept or depend on excuses like everyone else
5	don't know enough
6	higher teacher pay
7	Collegiate focus and expectations.
8	really dedicated leaders
9	seems like a good option for kids in that part of town, better than what they might have access to now
10	prioritized safety, college prep elementary
11	a better option in our part of town, seems like private school quality at public school price
12	It seems like they want to copy practices from the best schools, I wonder if that will work in this area though
13	high expectations
14	college prep focus
15	seems like it could be a strong school for all kids, not just some
16	high expectations for all kids
17	low student to teacher ratio
18	The concept of high expectations, long school day and a committed faculty
19	I like that it structured, ambitious and demonstrates measurable academic performance but do not like that they have longer days and extended school year. I think it is important for children to have a break from school. I believe that much of a child's learning happens outside of school if the parent does their job.
20	Home visits for each student have the potential to help teachers tailor individualized learning better. Seems like a strong effort to get families involved, become stakeholders in their child's learning process.
21	sounds like a wonderful opportunity for children to excel in a high-expectation environment. They will be able to obtain the education that will set them on a path to continue on to college.
22	I believe that the school leadership is comprised of caring, knowledgeable people
23	a good school focused on basics in the downtown areas
24	they sound like they really want the best for kids, not just to make them feel nice, but to make them actually learn
25	seems like a nice idea, but I like the school my kid goes to now
26	that they want to have a really nice good school for kids in this part of town
27	safety, commitment to involving parents and families
28	high expectations for all kids
29	focus on students, particularly low-income students and families
30	more academically focused
31	college prep focus

ATTACHMENT R: Community Input Survey

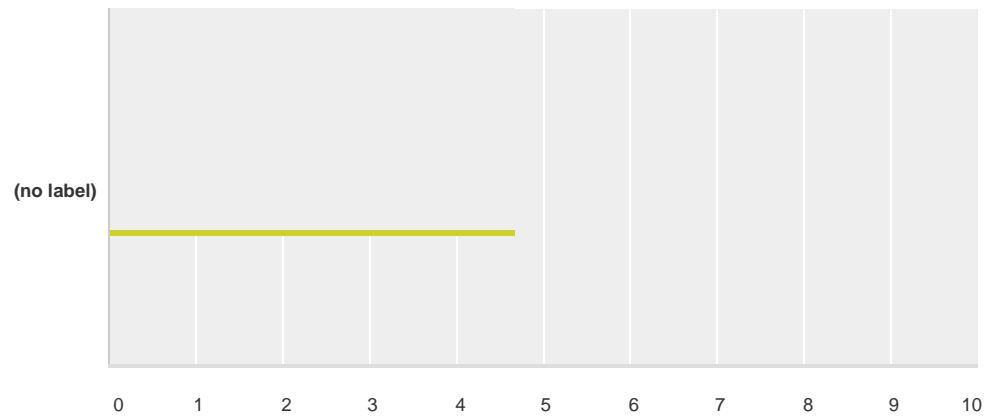
32	longer school day with art, music, etc.
33	It sounds like the school has a good plan to improve student achievement and test scores, especially in reading.
34	higher expectations for all kids
35	longer school day- better for working single parents
36	2 teachers, higher teacher salary
37	I love it you're taking on this challenge and hope it succeeds
38	need more info, will look online
39	The curriculum seems more demanding than from what i've heard about public schools. Also longer school days would work better for working parents.
40	Appropriate student to teach ratio, more opportunity (hours) to learn, focus on college preparation
41	PUBLIC SCHOOLS TEACH LIFE LESSONS. THEY SHOULD NOT BE DONE AWAY WITH.
42	I like the fact that is focused on college prep. I believe we need diversity in educational approaches as some thrive in different environments.
43	I don't know enough about the program to answer.
44	Focusing on graduation and beyond when the children begin kindergarten.
45	The overwhelming personal touch for each child to succeed.
46	The focus on academic achievement at an early age- talking about college starting in Kindergarten. Having two teachers in the classroom at all times, this is crucial in order to provide more time with students who need the most support.
47	Higher teacher to student ratio. Higher pay for teachers.
48	It addresses many of the concerns I had about the public education styem as well as takes a different approach to learning then traditional schools
49	It offers students a different way of learning, compared to the traditional way of doing things that clearly is not working in our state.
50	More attention to student because of smaller class sizes, teachers will compensated for their work.
51	Focus on college prep
52	I like that it aims to instill students from the outset that they should expect to attend college. If children can set high goals for themselves, they will be more likely to achieve them. I also like that the school values instructional time and maximizes the time it will have with the students so that students absorb as much knowledge as they can during the day. Finally, I like that the school wants to build a relationship with parents and set the expectation that families should be involved in their students' success.
53	I support the idea of setting academic goals high for all students at every age.
54	focused on college prep
55	I trust that kids get special attention there and access to a variety of educational resources
56	It is a school geared to college and further aspirations.
57	The NM lottery scholarship
58	That they are preparing the kids To be successful in years to come and are focused on them gainin the knowledge to do so.
59	Increased time in school, competitive teacher salaries
60	I like that Albuquerque Collegiate's curriculum would be focused on literacy and math.
61	I think they place more focus on important subjects like math and science.
62	No comment.
63	I like the focus and intense support for each student. This is critical in the formative years. It will help to build a solid educational foundation.

ATTACHMENT R: Community Input Survey

64	I would like to see how the school actually function once it is in action. Schools look lovely on paper, but it is the day to day interactions, the openness of the school and their curriculum, and the happiness of the students that really matter.
65	Having multiple teachers for the students gives the students more opportunity to get personal attention they may need.
66	The passion and connection of the network is the valuable element in continuing to provide educational opportunities.
67	Leadership.
68	it is tailored to individuals and smaller focused classes
69	The time spent on literature. Reading and writing skills are so important.
70	I like the idea of having two teachers in the classroom, more time with teachers and students, and using the time more efficiently to work on literacy development.
71	How focus they are in helping the child to succeed.
72	I like that it is focusing directly on what or issue is and addressing it. Your website mentions the poverty and other issues in our state, and I have yet to see a school formally address these concerns.
73	The schools model is based on an appreciative approach for students and families versus a deficit approach. By setting attainable goals and meeting students and families where they are at in their learning, ABQ Collegiate has the ideal mission, vision, and environment to ensure student success.
74	I'm not sure yet
75	Structure, proven success, curricular demand and development.
76	The focus on college and acquiring a challenging education from the start
77	N/A
78	College prep focus, 2 teachers in classes, longer school day
79	Academic focus
80	College prep at early age
81	a dedication to academic achievement, in spite of factors such as poverty and limited English-speaking skills (parents, students); attitude that children can achieve beyond the stereotypical expectation.
82	I don't know that much about it. I have mixed feelings about the pedagogy of TFA in general--and this seems like a very TFA-like school--but I'd be curious to learn more.
83	I like the focus on success for all and the acknowledgement that ongoing training and support of teachers is essential to success of a school.
84	more focus on literacy and academics, more structure and resources for students and faculty
85	Collegiate focus and expectations.
86	The student to teacher ratio (having two teachers k-2 grade). Early childhood education is extremely important.
87	Nothing. Taking more of our states money for another charter school, unfortunately, is not the way to a rich education in our city/state.
88	That it will have high standards for ALL students regardless of race, class or zip code.
89	I don't know enough about Albuquerque Collegiate to know what differences they might have, but I disagree with charter schools siphoning off funds that could be going to support public schools and enable them to provide an equally good education for all.
90	a new wave of education that stresses the importance of practical education.

Q10 On a scale from 1-5, 5 being the most supportive, how supportive are you of Albuquerque Collegiate Charter School founding a new college-preparatory focused elementary school in Albuquerque's greater downtown area?

Answered: 121 Skipped: 0



	1 Not Supportive	2	3	4	5 Very Supportive	Total	Weighted Average
(no label)	1.65% 2	1.65% 2	6.61% 8	9.09% 11	80.99% 98	121	4.66



New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern -

I write this letter in strong support of Albuquerque Collegiate Charter School, a proposed Kindergarten through grade five, college preparatory charter school for the students and families of Albuquerque.

My name is Seth Saavedra and my family has called New Mexico home for many generations. Additionally, I am a born and raised citizen of Albuquerque. Fueled by my upbringing in public housing and public schools, I am dedicated to improving opportunities for all New Mexico's students. Currently, as an Education Advocacy Fellow I am working to ensure our state enacts education policies which are student-centered, community-informed and research-backed.

As a member of the Albuquerque community, I recognize the critical need within our city for high-quality educational options for all families, particularly at the elementary level. Albuquerque Collegiate meets all of those requirements, with a strong emphasis on ambitious academic achievement and success, particularly for our city's neediest students. The Albuquerque Collegiate Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community.

Albuquerque Collegiate is committed to developing scholars who are nationally competitive and set firmly on the path to college graduation; a commitment that I've shared throughout my career. After speaking with Jade Rivera of the founding team of Albuquerque Collegiate, I am eager to partner with Albuquerque Collegiate in the future and to be a part of the community and success of its students. I look forward to working with and supporting Albuquerque Collegiate through community organizing, student mentoring and parent programming.

This partnership is deeply important and personal for me as I share a strong belief in the potential of all children in Albuquerque, and look forward to collaborating in support of that potential. As a student we was often left behind or punished in Albuquerque Public Schools, I know first-hand the need for all families to have the opportunity to select a select which works best for their children and that effective, sustainable change in New Mexico requires community ownership and empowerment.

Again, I extend my unwavering support and recommendation for the approval of Albuquerque Collegiate Charter School. It is my great hope and desire that the school should be granted a charter and open in the fall of 2018. If you have any questions or concerns, please do not hesitate to contact me at seth.saavedra@50can.org or 505-985-8484.

Sincerely,

Seth Saavedra

Seth A. Saavedra
2017 Education Advocacy Fellow



May 20, 2017

New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

On behalf of the Greater Albuquerque Chamber of Commerce, please accept this letter in support of Albuquerque Collegiate Charter School, a proposed Kindergarten through grade 5, college preparatory charter school for the students and families of Albuquerque.

For nearly two decades, the Chamber has made education a top priority for our organization. We believe that every child, regardless of socio-economic background, deserves a world-class education. We know that the future of this great city and state is dependent upon the education our youth receive; it's up to us to ensure that they have the educational resources afforded to them to be successful.

The Chamber recognizes the critical need within our city for high-quality educational options, particularly at the elementary level. Albuquerque Collegiate satisfies all of those requirements, with a strong emphasis on ambitious academic achievement and success, particularly for our city's neediest students. The Albuquerque Collegiate Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community.

Albuquerque Collegiate is committed to developing scholars who are nationally competitive and set firmly on the path to college graduation; a commitment that is shared by the Greater Albuquerque Chamber of Commerce. After speaking with Jade Rivera of the founding team of Albuquerque Collegiate, the Greater Albuquerque Chamber of Commerce is excited to partner with Albuquerque Collegiate in the future.

In fact, a senior member of my staff was so impressed with the vision and direction of Albuquerque Collegiate that she will serve on the school's board to further align the Chamber's work with the progress of Albuquerque Collegiate.

This partnership is important to our organization as we share a strong belief in the potential of the children of Albuquerque, and look forward to collaborating in support of that potential.

Again, I would like to extend my support and recommendation for the approval of Albuquerque Collegiate Charter School. Albuquerque is in need of a school that brings both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is our great hope and desire that the school should be granted a charter and open in the fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at tcollection@abqchamber.com or 505-764-3741.

Sincerely,

A handwritten signature in black ink that reads "Terri Cole". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Terri Cole
President and CEO
Greater Albuquerque Chamber of Commerce



1309 4th Street SW • El Camino Real • Albuquerque, NM 87102 • 505.842.9003 • Fax 505.764.9664
www.ahcnm.org

Alex O. Romero
PRESIDENT/CEO

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New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

I am writing this letter in strong support of Albuquerque Collegiate Charter School, a proposed Kindergarten through grade 5, college preparatory charter school for the students and families of Albuquerque.

My name is Phillip Bustos and I am the current Chair of the Albuquerque Hispano Chamber Education Committee. As a member of the Albuquerque Hispano Chamber, we recognize the critical need within our city for the high-quality educational options, particularly at the elementary level. Albuquerque Collegiate satisfies all of those requirements, with a strong emphasis on ambitious academic achievement and success, particularly for our city's neediest students. The Albuquerque Collegiate Founding Team had dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of our Hispanic community.

The AHCC believes that the key to a successful educational career begins in the formative years at the elementary school level. We believe the Albuquerque Collegiate Charter School will provide the children of Albuquerque that opportunity. Their curriculum, rigor and attention to detail will provide the structure and learning opportunities needed in order to compete on a global scale.

Albuquerque Collegiate is committed to developing scholars who are nationally competitive and set firmly on the path to college graduation; a commitment that is shared by AHCC Education Committee. After speaking with Tomas J. Garcia of the founding team of Albuquerque Collegiate, the AHCC Education Committee is excited to support and partner with Albuquerque Collegiate in the future. We look forward to working with and supporting Albuquerque Collegiate through networking, referral and possible fundraising activities. This partnership is important to our organization as we share a strong belief in the potential of the children of Albuquerque, and look forward to collaborating in support of that potential



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www.ahcnm.org

Alex O. Romero
PRESIDENT/CEO

2017 EXECUTIVE COMMITTEE

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SECRETARY

Anthony Tenorio
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Sherman McCorkle
VICE-CHAIR

Mary Martinez
VICE-CHAIR

Steve Schroeder
PAST CHAIRMAN

Again, I would like to extend my support and recommendation for the approval of Albuquerque Collegiate Charter School. Albuquerque is in need of a school that brings both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is my great hope and desire that the school should be granted a charter and open in the fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at 505.224.4741 or by email at pbustos@cnm.edu.

Sincerely,


Phillip Bustos
Albuquerque Hispano Chamber of Commerce Education Committee Chair

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**BOYS & GIRLS CLUBS
OF CENTRAL NEW MEXICO**

3333 Truman Street N.E. Albuquerque, NM 87110-1853
P: 505-881-0777 | F: 505-837-2909 | www.bgccnm.org

May 19, 2017

New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

I am writing this letter in strong support of Albuquerque Collegiate Charter School, a proposed Kindergarten through grade 5, college preparatory charter school for the students and families of Albuquerque.

As a member of the Albuquerque community, the Boys & Girls Club of Central New Mexico recognizes the critical need within our city for high-quality educational options, particularly at the elementary level. Albuquerque Collegiate satisfies all of those requirements, with a strong emphasis on ambitious academic achievement and success, particularly for our city's neediest students. The Albuquerque Collegiate Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community.

Albuquerque Collegiate is committed to developing scholars who are nationally competitive and set firmly on the path to college graduation; a commitment that is shared by the Boys & Girls Club of central New Mexico. After speaking with Tomas Garcia of the founding team of Albuquerque Collegiate, I am excited about the possibility of the Boys & Girls Club of Central New Mexico partnering with Albuquerque Collegiate in the future. We look forward to working with and supporting Albuquerque Collegiate through community and family engagement throughout central New Mexico, as well as collaboration to provide Albuquerque Collegiate scholars with programs outside of the school day and school year offered at Boys & Girls Clubs in Central New Mexico. This partnership is important to our organization as we share a strong belief in the potential of the children of Albuquerque, and look forward to collaborating in support of that potential.

Again, I would like to extend my support and recommendation for the approval of Albuquerque Collegiate Charter School. Albuquerque is in need of a school that brings both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is my great hope and desire that the school should be granted a charter and open in the fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at (505) 881-0777.

Sincerely,

Tim Sheahan
President & CEO



New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

We are proud to support the application for Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) and the outstanding leadership of its founding team, and lead founder, Jade Rivera.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares outstanding candidates for charter school leadership. Ms. Rivera and the founding team of Albuquerque Collegiate bring a network of national and regional support, including that of several high achieving BES charter schools across the country: Vista College Prep (www.vistacollegeprep.org) in Phoenix, AZ; Equitas Academy (www.equitasacademy.org) in Los Angeles, CA; Great Lakes Academy (www.glachicago.org) in Chicago, IL; and Excel Academy (www.excelacademy.org) in Boston, MA. Through provided professional development training, the Albuquerque Collegiate Founding Team has been thoroughly prepared to govern the school effectively and has built strong community ties across the city of Albuquerque on behalf of Albuquerque Collegiate, and particularly in the city’s Downtown area.

Ms. Rivera and the founding team hold a high bar for their actions and will not waiver in their commitment to excellence on behalf of Albuquerque Collegiate. The proposed Governing Board has already demonstrated their ability to manage multiple priorities and engage a variety of stakeholders, being responsive to the community’s needs, and planning in detail an academic program that will provide a high-quality educational option to students and families in Albuquerque.

Building Excellent Schools recognizes the critical need across the country for high-quality educational options, particularly at the elementary level. Albuquerque Collegiate will provide students with an educational option that strongly emphasizes ambitious academic achievement and success, particularly for Albuquerque’s neediest students. Albuquerque Collegiate is committed to developing scholars who are regionally and nationally competitive and set firmly on the path to college graduation - a commitment that is shared by Building Excellent Schools. Through Ms. Rivera’s involvement with the Building Excellent Schools Fellowship, she has had the opportunity to deeply study some of the highest performing urban charter schools in the country, focusing on components of school culture, operations, systems, finance, and strong instructional models that have demonstrated success for students, particularly those from low-income backgrounds. Building Excellent Schools looks forward to working with and supporting Albuquerque Collegiate through ongoing professional development opportunities for its staff and Governing Board, and facilitation of learning partnerships with established and successful charter schools of similar design. This partnership is important to our organization as we share a strong belief in the potential of children from low-income backgrounds, and look forward to collaborating in support of that potential.

Again, we extend our support and recommendation for the approval of Albuquerque Collegiate. It is our great hope and desire that the school should be granted a charter and open in the fall of 2018. If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,

Sue Walsh

Sue Walsh, Chief Academic Officer
swalsh@buildingexcellentschools.org



New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

I am writing this letter in strong support of Albuquerque Collegiate Charter School, a proposed Kindergarten through grade 5, college preparatory charter school for the students and families of Albuquerque.

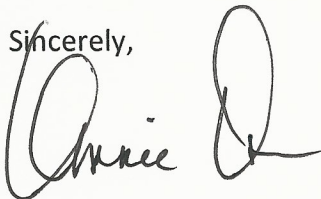
I am the owner and qualifying broker for Dove Property Advisors. I specialize in Charter Schools, having located, secured, financed and developed permanent facilities for many New Mexico Charter Schools. As a member of the Albuquerque community, I recognize the critical need within our city for high-quality educational options, particularly at the elementary level. Albuquerque Collegiate satisfies all of those requirements, with a strong emphasis on ambitious academic achievement and success, particularly for our city's neediest students. The Albuquerque Collegiate Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community.

Albuquerque Collegiate is committed to developing scholars who are nationally competitive and set firmly on the path to college graduation; a commitment that is shared by Dove Property Advisors. After speaking with Jade Rivera of the founding team of Albuquerque Collegiate, the Dove Property Advisors is excited to partner with Albuquerque Collegiate in the future. I look forward to working with and supporting Albuquerque Collegiate through the acquisition of a suitable and affordable facility to support their children, program and community. This partnership is important to our organization as we share a strong belief in the potential of the children of Albuquerque, and look forward to collaborating in support of that potential.

Again, I would like to extend my support and recommendation for the approval of Albuquerque Collegiate Charter School. Albuquerque is in need of a school that brings both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is my great hope and desire that the school should be granted a charter and open in the fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me 505-850-2326.

Sincerely,

A handwritten signature in black ink, appearing to read 'Connie', with a large, stylized loop at the end.

Constance Dove

Owner/Qualifying Broker

505-850-2326 Cell

www.dovepropertyadvisors.com

connie@dovepropertyadvisors.com

EdTec, Inc.
National Office
1410-A 62nd Street
Emeryville, CA 94608

May 15, 2017

Public Education Commission
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Members of the Public Education Commission:

On behalf of EdTec, I am writing to express our strong support for the approval and opening of the proposed Albuquerque Collegiate Charter School.

EdTec (www.edtec.com) is a social venture founded in 2001 to develop, support, and advance high quality charter schools. Through our back-office service practice and consulting services in finance, operations, facilities, and student information, we have helped support over 400 charter schools, charter management organizations, and charter school support organizations across eleven states including New Mexico. EdTec is a highly respected, deeply experienced firm within the national charter school community.

Strong financial and operational systems, in addition to a strong educational program, are fundamental to a high quality charter school. At EdTec, we believe that students deserve to attend charter schools that are not only educationally sound, but financially and operationally sound as well. At times, however, these three objectives may seem diametrically opposed. So, we see EdTec as a critical thought partner for our client schools to find and facilitate the right balance across these three objectives.

In our work on this application with Jade Rivera, lead founder, and Katie Rarick, proposed Governing Board Treasurer, as well as the rest of the Founding Board of Albuquerque Collegiate, we have observed a group of individuals who understand this balance quite well. We have had the opportunity to work together on a strategic budget and financial plan that is prudent and realistic, and at the same time recognizes the very important and resource intensive work of providing the families of Albuquerque with a very high quality elementary educational option. Our extensive work in the charter school community gives us the unique perspective on who is likely to be successful. Our experience with the Albuquerque Collegiate Charter School team thus far assures us they will be a successful charter school and should be approved.

EdTec has proposed to continue working with Albuquerque Collegiate Charter School if approved by providing startup and operating year financial services and consulting through June 2019. And, it is our hope that the relationship with EdTec will continue beyond this timeframe.

We strongly support the approval and opening of Albuquerque Collegiate Charter School. We are confident that the individuals involved, along with the plans developed and proposed partnerships, will provide the future students and families of Albuquerque Collegiate Charter School with a high quality elementary education option.

Sincerely,

Gasper Magallanes

Gasper Magallanes
Sr. Director, Client Management & Development
EdTec, Inc.
gasper@edtec.com
646-538-8232



May 18, 2017

New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

I am writing this letter in strong support of Albuquerque Collegiate Charter School, a proposed Kindergarten through grade 5, college preparatory charter school for the students and families of Albuquerque.

My name is Scott Hindman, and I am the Executive Director of Excellent Schools New Mexico, a local nonprofit organization that aims to support academically high-performing, high-demand schools. As a member of the Albuquerque community, I recognize the critical need within our city for high-quality educational options, particularly at the elementary level. Albuquerque Collegiate satisfies all of those requirements, with a strong emphasis on ambitious academic achievement and success, particularly for our city's neediest students. The Albuquerque Collegiate Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community.

Albuquerque Collegiate is committed to developing scholars who are nationally competitive and set firmly on the path to college graduation; a commitment that is shared by Excellent Schools New Mexico. After speaking with Jade Rivera, Katie Rarick, and others on the founding team of Albuquerque Collegiate, Excellent Schools New Mexico is excited to partner with Albuquerque Collegiate in the future. We are committed to working with and championing Albuquerque Collegiate through supporting professional development for its staff, and providing no less than \$200,000 of school start-up grant funding upon approval of the school's charter. This partnership is important to our organization as we share a strong belief in the potential of the children of Albuquerque, and look forward to collaborating in support of that potential.

Again, I would like to extend my support and recommendation for the approval of Albuquerque Collegiate Charter School. Albuquerque is in need of a school that brings both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is my great hope and desire that the school should be granted a charter and open in the fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at scott@excellentschoolsnm.org or (505) 850-8769.

Sincerely,



Scott Hindman
Executive Director

Siarza Social Digital
517 Central Ave NE #204
Albuquerque, NM 87102

New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

I am writing this letter in strong support of Albuquerque Collegiate Charter School, a proposed Kindergarten through grade 5, college preparatory charter school for the students and families of Albuquerque.

My name is Kristelle Siarza, CEO of Siarza Social Digital LLC, As a member of the Albuquerque community, my business and I recognize the critical need within our city for high-quality educational options, particularly at the elementary level. Albuquerque Collegiate satisfies all of those requirements, with a strong emphasis on ambitious academic achievement and success, particularly for our city's neediest students. The Albuquerque Collegiate Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community.

Albuquerque Collegiate is committed to developing scholars who are nationally competitive and set firmly on the path to college graduation; a commitment that is shared by Siarza Social Digital LLC. After speaking and working with Jade Rivera, lead founder of the founding team of Albuquerque Collegiate, Siarza Social Digital LLC is excited to partner with Albuquerque Collegiate to continue our work in the future. We look forward to working with and supporting Albuquerque Collegiate through social media presence, website development, marketing and advertising. This partnership is important to our organization as we share a strong belief in the potential of the children of Albuquerque, and look forward to collaborating in support of that potential.

Again, I would like to extend my support and recommendation for the approval of Albuquerque Collegiate Charter School. Albuquerque is in need of a school that brings both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is my great hope and desire that the school should be granted a charter and open in the fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at 505-234-6900.

Sincerely,



Kristelle Siarza
Chief Executive Officer
Siarza Social Digital

One day, all children in this nation will have the opportunity to attain an excellent education.



May 10, 2017

New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

I am writing this letter in support of Albuquerque Collegiate Charter School, a proposed K-5 college preparatory charter school for the students and families of Albuquerque.

As the Executive Director of Teach For America – New Mexico, I believe every student deserves the opportunity to attain an excellent education. Albuquerque Collegiate has the potential to provide a high-quality elementary option for parents and students in Albuquerque, placing a strong emphasis on ambitious academic achievement. The Albuquerque Collegiate Founding Team has dedicated considerable time to partnering with the community in a way that ensures it will have the backing of Albuquerque's stakeholders and best serve the needs of this community.

Albuquerque Collegiate is committed to developing scholars who are nationally competitive and set firmly on the path to college graduation; a commitment that is shared by Teach For America – New Mexico. After speaking with Ms. Jade Rivera, Teach For America – New Mexico is excited to partner with Albuquerque Collegiate in the future. We have had initial conversations about recruiting and supporting teachers at the school, and we plan to offer support and development to Ms. Rivera as an alumnus of our program. This partnership is important to our organization as we share a strong belief in the potential of the children of Albuquerque, and look forward to collaborating in support of that potential.

Albuquerque Collegiate Charter School has my recommendation and support. Students deserve access to schools that bring both high academic standards as well as high levels of support. I hope Albuquerque Collegiate will be granted a charter and open in the fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at nate.morrison@teachforamerica.org or 505.863.2887 x 25107.

Sincerely,

A handwritten signature in black ink, appearing to read "Nate Morrison".

Nate Morrison
Executive Director
Teach For America – New Mexico



AN AMERICORPS PROGRAM

May 11, 2017

New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom It May Concern,

I am writing this letter to express my utmost support for and belief in Albuquerque Collegiate Charter School, a proposed Kindergarten through grade 5, college preparatory charter school for the students and families of Albuquerque.

With twelve years of experience working in education settings that specifically address the needs of students from underserved communities, I recognize the incredible need within our city for high-quality educational options whose mission it is to provide an excellent education to all students, regardless of the demographic into which they were born. As the founder and owner of Turner Education consulting, I have served as a teacher, dean, and currently as a trainer for both teachers and leaders. Although I have had the opportunity to work with many dedicated educators over the years, I am truly and deeply inspired by the passion of the Albuquerque Collegiate Founding Team and the immense time the team has dedicated to communicating and partnering with stakeholders to ensure the needs of this community are best served.

Albuquerque Collegiate is committed to providing all students with a high quality education that will prepare students to be competitive in the national arena. The belief that all children can be successful is one that is shared by Turner Education Consulting. After speaking with Jade Rivera of the founding team of Albuquerque Collegiate, Turner Education Consulting is excited to partner with Albuquerque Collegiate in the future. We look forward to working with and supporting Albuquerque Collegiate through professional development opportunities for teachers and leaders of the Albuquerque Collegiate team. This partnership is important to Turner Education Consulting as we know that providing educators with relevant, ambitious professional development supports teachers in continuing to improve their skillset as they work to best serve students.

Again, I would like to extend my support and recommendation for the approval of Albuquerque Collegiate Charter School. The students and families of Albuquerque will benefit greatly from a school that marries high academic standards with intensive supports to ensure all students are able to blossom and fully grow into their potential. It is my belief that the school should be granted a charter and open in the fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me via e-mail at amberannturner@gmail.com.

Sincerely,

Amber Turner
Founder and Owner
Turner Education Consulting



May 16, 2017

New Mexico Public Education Commission
300 Don Gaspar Ave
Santa Fe, NM 87501

To Whom it May Concern:

I am writing this letter in strong support of Albuquerque Collegiate Charter School, a proposed Kindergarten through grade 5, college preparatory charter school for the students and families of Albuquerque. As Founder and Executive Director of Vista College Prep, I have witnessed first-hand the academic advantage provided to our students by a rigorous, challenging, and college focused elementary education.

Vista College Prep is a high-performing kindergarten through fifth grade tuition-free, public charter school educating a high minority and low-income student population in Arizona. Vista College Prep opened in August 2013 with kindergarten and first grade. We now serve grades K-4, and will continue to add a grade each year until we reach capacity as a K-5 elementary school. This past year our students took the state assessment, and among schools where over 90% of students qualify for free and reduced price lunch, VCP's third graders had the highest literacy score in the state.

Ms. Rivera completed a month-long leadership residency at our school and will be with us for a second residency during our staff summer professional development sessions and first few weeks of the upcoming school year. During the leadership residencies, Ms. Rivera has and will continue to strategically study our hiring and retention strategies, teacher and leadership development, operations, and our use of cognitively guided instruction and blended learning. Ms. Rivera is a well-educated, experienced, and passionate leader who has received ample training as a Building Excellent Schools' (BES) Fellow. BES provides rigorous and comprehensive training to develop leaders to found and execute high-performing schools. Albuquerque Collegiate has a strong network of supporters through the BES network that will continue to provide guidance throughout its founding and operational years. Vista College Prep is excited to partner with Albuquerque Collegiate to provide collaborative support in a variety of areas including instruction, staff development, management and operations, and school culture.

Again, I would like to extend my support and recommendation for the approval of Albuquerque Collegiate Charter School. Albuquerque is in need of a school that brings both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is my great hope and desire that the school should be granted a charter and open in the fall of 2018.

Thank you,

Julia Meyerson
Executive Director, Vista College Preparatory, Inc.