

State of New Mexico
Public School Facilities Authority



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May 4, 2012

Mr. Mark Casavantes, M.Ed.
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas, 79902

Dear Mr. Casavantes:

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/Ed Spec) for the proposed Academic Opportunities Academies. 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 (HB283), your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan. If you are a successful applicant, PSFA also request that you send us the plan in a 3-ring binder and include an electronic version once the PED approves your charter.

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

- You are seeking to locate schools in Anthony, Deming, Las Cruces, Alamogordo, and Carlsbad. You are required to contact the Districts where you plan to locate to determine if they have space in any of their existing facilities that may be able to accommodate your schools.
- You plan to have a cap of 400 students and consist of 1-12th grades. The school will explore the possibility of adding kindergarten to the enrollment in the future. With this in mind, the school should be aware of the facility needs for square footage for kindergarten students.
- The school anticipates having a total of six conference room classrooms for 12 students, one open space classroom that accommodates 200 students, specialty classrooms, and administrative/support services.
- 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) 843-6272.

Sincerely,

A handwritten signature in black ink, appearing to read "John M. Valdez".

John M. Valdez, AICP
Facility Master Planner

cc: Martica Casias, Planning and Design Manager
Brent Flenniken, Regional Manager, PSFA
Earl Franks, Regional Manager, PSFA
Jorge Au, Regional Manager, PSFA
Damon Armstrong, Regional Manager, PSFA

PURPOSE

In conjunction with the Facility Master Plan and Educational Specifications vendors, Public School Facilities Authority staff has revised our facility master plans/educational specifications requirements for charter schools. This revision is based upon the unique characteristics of charter schools that differentiate them from traditional schools and districts. Some of the master plan and educational specifications requirements do not apply to charter schools. For instance, charter school enrollments are capped at a certain number so that a full scale demographics component is unnecessary. Additionally, charters may deliver their educational programs in different ways, meaning that not all the requirements of the facility master plans and educational specifications apply.

The aim of this revision is to create a process that is fair and equitable for charter schools that make it easy for the vendor and the schools to create a streamlined tool that is beneficial and valuable. PSFA and the vendors met on two occasions to craft these revisions and they are the product of discussions based on the vendor's experiences in preparing these documents.

The following components are required for any charter school facility master plan/educational specifications document.

Are there other Academic Opportunities Academies in operation currently? I saw a reference to a private school and I see that a graduate and a student will be involved in the steering committee.

We do operate a small private school in El Paso. We thought it would be a good idea to operate a school until our charter schools opened. It provides us with the opportunity to try out aspects of our plan, to test ideas, etc... We currently have 14 students in a one room school house environment. Our students range from 3rd grade to community college level. We also teach G.E.D. classes at the Salvation Army in El Paso where we have about 8 students.

Are you looking to open one charter school with the potential of locating in either Deming, Anthony, Las Cruces, Alamogordo, or Carlsbad or do you intend on opening a school in each of these communities?

We are applying to operate charter schools in all five locations and we are submitting five applications. One for Deming, Anthony, Las Cruces, Alamogordo, and Carlsbad, New Mexico. We are planning for future locations in Albuquerque and Roswell, New Mexico. We plan to have more than one location in each city we are located in the future as well.

CHARTER SCHOOL OVERVIEW

- ☐ Year of the initial charter: Application July 2, 2012, Opening Fall 2013.
- ☐ First renewal, If any: N/A

GENERAL

- ☐ Clear and Concise
- ☐ Clearly presented major ideas
- ☐ Separate detailed supporting forms and analysis
- ☐ Clearly labeled tabs
- ☐ Title identifying FMP as 5-year plan/years
- ☐ Electronic file included
- ☐ Include documentation of adoption by school governing board
School governing boards are to be established during the start up year.
- ☐ Acknowledgements page
- ☐ School physical address and contact information

Contact Information:

Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas 79902

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Wes Clarkson M.Ed.
Associate Superintendent / Founder
cell: 915-496-7933
fax: 915-849-1904
wesclarkson@sbcglobal.net

Proposed School Locations:

Deming, New Mexico
Anthony, New Mexico
Las Cruces, New Mexico
Alamogordo, New Mexico
Carlsbad, New Mexico

ACRONYMS/DEFINITIONS

- ☐ Abbreviations, acronyms, and uncommon terms identified

CATE - Career And Technology Education
Medical / Nursing / Dental / Pharmacy
Computer IT / Computer Programming

1. GOALS / MISSION

1.1 Goals

- a. All students and staff will be provided a safe and productive, working and learning environment.
- b. All students will graduate ready for post secondary education at a university or other institution and ready to work in the modern job market.
- c. All students will graduate being fully bilingual in both English and Spanish.
- d. All students will graduate being excellent citizens.

1.1.1 Mission

Academic Opportunities Academy will lead all New Mexico schools in all important measures of quality and efficiency through continuous incremental improvement using teamwork and innovation. We will serve all students, including students from low-income families, students from Spanish speaking homes, recent immigrants, children in the foster care system, children residing in homeless shelters, and children with disabilities. We will take students from where they are and help them achieve at exceptionally high levels preparing them for post-secondary education and the modern job market.

- ☐ Desired future state of schools educational programs

Academic Opportunities Academy seeks to be the best charter school provider in New Mexico.

1.1.2 General Educational Philosophy

Academic Opportunities Academy knows that all children learn differently, have different interests, and come to us with different levels of knowledge, skills and abilities. We seek to find the best methods to deliver instruction to all our students. We will use strategies from several continuous improvement practices such as Lean Six Sigma, Total Quality Management, the DuPont Integrative Improvement System, Baldrige, ISO 9001:2000. We will use a state of the art curriculum

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mapping database that will provide real time data on every student using a set of proprietary metrics. This data will be available in real time to each student, parent, guardian, administrator, teacher, social worker and tutor. This data will be used to improve every aspect of instruction and learning.

We believe that the citizen of the future must be bilingual in English and Spanish, be trained to have self sustaining job skills, and prepared to continue their education at any university, or any post secondary institution in the English or Spanish speaking world. Our education will focus on two of the main areas of high paying employment in the world today, health care and computer IT fields. This job preparation knowledge and skills will begin at the earliest appropriate level and be integrated into the New Mexico Content Standards with Benchmarks and Performance Standards as well as the alignment with the Common Core Standards. We will include standards for world class college preparation as well.

☐ Desired future state of school's community involvement

Academic Opportunities Academy will have a robust and fully integrated community involvement program. In our continuous improvement model, community members will be involved in the study, research, discussions, planning, design, implementation, and monitoring of all aspects of our operations. All members of our community are encouraged to be active and contributing members to our continuous improvement process.

Are there specific community groups in which the school will focus in the school's environment?

We seek all like minded community groups to partner with us in helping New Mexico's children succeed. We currently work with the Salvation Army, the El Paso Rescue Mission, the Yucca Council of the Boy Scouts of America with their Explorer Program, the Boys and Girls Clubs, and the University of Texas at El Paso Foster Children Program.

We hope to partner with local hospitals, doctors, clinics, Texas Tech, the University of Texas, El Paso Community College, Donna Ana Community College, New Mexico State University, the University of New Mexico, Engineering firms, Computer Science / Programming firms, and other related institutions.

☐ Conformance with Adequacy Standards

Academic Opportunities Academy will comply with the New Mexico Public School Facility Adequacy Standards and the New Mexico Public School Adequacy Planning Guide. We will use these documents to guide us in the selection, remodeling and maintenance our school campuses to insure we meet all adequacy requirements.

1.2 Process

All members are encouraged to provide all the guidance, assistance and expertise they are able to contribute. Ideas from all members is considered in an open discussion. Items are decided by mutual consensus or vote when members are divided.

Members were consulted to develop and prioritize the capital needs for the school for the next five years. The process included the following steps:

1.2.1 Data Gathering and Analysis

Data gathering on the available properties for lease that met our facility requirements, including lease documents, facility and site plans.

Conduct site inspections of available properties for lease to assess the condition of the overall facility for New Mexico adequacy.

Conducted meetings with our steering committee members.
Submitted our plan to PSFA representatives for their review and recommendations.

Conducted an abbreviated energy audit of the proposed facilities.

Examined the educational adequacy of the proposed facilities for the next five years and extrapolated a phased plan to reach the enrollment cap of 400 students.

We think that about 300 students would be our ideal number of students to operate our schools. When we plan to open a new school nearby, we want to be able to temporarily increase our enrollment to 400 students as well as increase our staff accordingly. When our new campus is open, we would split our student population between the two campuses and then let both campuses grow to about 300 students. We plan to operate our campuses with about 300 students, but our cap to be 400 students.

Presented to Academic Opportunities Governing Board members for plan acceptance and approval.

Submitted facilities plan to PSFA for State approval.

1.2.2 Authority and Facilities Decision Making

- ☐ Identify process for capital planning and decision-making

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Mr. Gilbert Pineda, CPA is our primary consultant with all capital planning and decision making. He is experienced in school finance issues and has been the past CPA for the Ysleta Independent School District located in El Paso, Texas.

All members are encouraged to provide all the guidance, assistance and expertise they are able to contribute. Ideas from all members is considered in an open discussion. Items are decided by mutual consensus or vote when members are divided, unless overruled by Mr. Gilbert Pineda.

☐ Identify how community input is considered

We have placed fliers in all cities where we seek to open charter schools asking for all interested individuals, and businesses to become members of our Community Advisory Groups. We also have placed ads on Craig's List for individuals and businesses in Southern New Mexico to become members of our Community Advisory Groups.

We are developing our Community Advisory Groups and their membership is growing.

All members of our Community Advisory Groups are encouraged to provide all the guidance, assistance and expertise they are able to contribute. Ideas from all members is considered in an open discussion. Items are decided by mutual consensus or vote when members are divided.

Meeting Ground Rules:

- a. Only one person speaks at a time; no one will interrupt while someone is speaking.
- b. Each person expresses their own views, rather than speaking for others at the table or attributing motives to them.
- c. Avoid grandstanding (i.e., extended comments/speaking), so that every one has a fair chance to speak.
- d. No personal attacks. Challenge ideas, not people.
- e. Everybody agrees to make a strong effort to stay on track with the agenda and to move the deliberations forward.
- f. Everybody will seek to focus on the merits of what is being said, making a good faith effort to understand the concerns of others. Questions of clarification are encouraged. Disparaging comments are not permitted.

- g. Everybody will follow the "no surprises" rule. Concerns should be voiced when they arise, not later in the deliberations when a "surprise" objection is raised.
- h. Each person will seek to identify options or proposals that represent shared interests, without minimizing legitimate disagreements. Each person agrees to do their best to take account of the interests of the group as a whole.
- i. Each person reserves the right to disagree with any proposal and accepts responsibility for offering alternatives that accommodates their interests and the interests of others.

We will use Six Sigma, Total Quality Management, Quality New Mexico, and other proven improvement systems in the field of achieving excellence will be incorporated into the Community Advisory Groups. These Community Advisory Groups will oversee all aspects of our organization. They will seek out areas to improve, research, design, improve, measure, monitor, refine, develop, change, and/or eliminate. Community Advisory Groups will have different membership requirements to insure that no group feels intimidated. School administration will not be members of any other group so that all other groups are free from any form of intimidation, or influence. There will be student groups, parent groups, community groups, and some mixed groups.

Six Sigma at many organizations simply means a measure of quality that strives for near perfection. Six Sigma is a disciplined, data-driven approach and methodology for eliminating defects (driving toward six standard deviations between the mean and the nearest specification limit) in any process - including the operations of our charter school. We seek to exceed anyone's standards of excellence.

Rita Casavantes has been an Industrial Engineer for Texas Instruments and Raytheon. She was a constant to the British government during the Falklands War. She was sent to Russia as an advisor after the collapse of the Soviet Union. She is a Six Sigma Black Belt and Certified Six Sigma Trainer. She has been a consultant on our quality initiatives and will be involved in the training of our Community Advisory Groups. True she is a sister of Mark Casavantes, but she is very qualified to be involved in this aspect of our charter schools.

Total Quality Management (TQM) is an integrated system of principles, methods, and best practices that provide a framework for organizations to strive for excellence in everything they do.

Quality New Mexico helps organizations throughout the state improve their performance through the use of the Baldrige Criteria for Performance Excellence.

- list members that attended and affiliation

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Mark Casavantes,	Superintendent / Governing Board Member
Wes Clarkson,	Associate Superintendent
Mark Berry	Attorney
Gilbert Pineda	CPA
Rita Casavantes	Industrial Engineer / Quality Initiatives / Six Sigma Trainer
Ellen Casavantes	Retired Army Military Police and Recruiter, Bachelors in Home Economics pursuing Masters in Social Work
Joaquin Moreno	Owner of Sunset Photo / Parent / Governing Board Member
Mary Alice Prats	Manager of a J.C. Penny's in El Paso, Texas
Joe Sandoval	Real Estate Consultant / Governing Board Member
Jo Ann Fontanez	Wells Fargo Bank
Rita Casavantes	Six Sigma Black Belt and Industrial Engineer with Raytheon
Josefina Diaz	Nursing Consultant and Registered Nurse
Nancy Casavantes	Nursing Consultant and Registered Nurse
Carol Elliott	Nursing Consultant and Registered Nurse
Brian Clement	IT Information Architecture and Databases
Aaron Skinner	Computer Programmer Masters in Computer Science Parent
Raul Cruz	Mechanical and Chemical Engineer
Armando Garcia Jr.	Bilingual Education Teacher
Francisco Wong	Restaurant Owner / Parent
Nancy Bond	Mother / Parent / Special Education and 504 Advocate
Ailcia Rodriguez	Beauty Salon Owner / Parent
Jenipher Rodriguez	Student / Has tested and evaluated various software
Alanis Skinner	Student
Beth Skinner	Student / Graduate
Jake Saldivar	Our First Graduate / Currently Studying Business Management
Catalina Wong	Student / Has tested and evaluated various software

☐ Steering committee involvement

The Steering committee has been involved in determining our Mission and Vision Statement. Members have been involved in developing ideas for our charter school, consulting with Mark Casavantes and Wes Clarkson on all aspects of our current plan, researching and determining that we should offer a Nursing/Medical and Computer Science/Computer Programming Curriculum, to offer an extended day due to parent's work schedules, this also was considered a good idea to have all student work done during school hours so parents would not have to deal with homework. Some parents felt unqualified to assist their children or did not want to bother with homework after a long work day. Some parents felt that their children should be bilingual in both English and Spanish to be most effective now and in the future. Issues that are currently being discussed involve the Special Education processes and to insure all students are being properly and adequately served.

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We are working to develop additional members and to incorporate them into more and more aspects of our plan until we have members into every aspect of our operations.

- identify members of the steering committee

Mark Casavantes,	Superintendent / Governing Board Member
Wes Clarkson,	Associate Superintendent
Mark Berry	Attorney
Gilbert Pineda	CPA
Rita Casavantes	Industrial Engineer / Quality Initiatives / Six Sigma Trainer
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- Identify how staff input is considered

All members are encouraged to provide all the guidance, assistance and expertise they are able to contribute.

Currently we do not have any staff.

- Identify how student input is considered

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Students in our El Paso, Texas private school are encouraged to provide all the guidance, assistance and expertise they are able to contribute regarding our charter school plans in various states and our current operations.

Some students have tested and evaluated various software that we are considering for use in our charter school.

2. EXISTING AND PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

- ☐ Provide overview of current educational programs and facilities

Currently we have no facilities in New Mexico.

Academic Program:

Developed by committed, well-educated professionals using first-rate curriculum and instructional methods.

Based in rich, important, and meaningful content that aligns with New Mexico standards / benchmarks.

- ☐ How grade levels are configured

2013-2014 school year 1-12 open graded school.

2014-2015 open graded schools with grades 1-6 and 6-12.

We will make a decision in the future regarding including kindergarten into our program.

- ☐ Identify any existing shared/joint use facilities with other public or private entities

None

- ☐ identify the relationships with the joint use facilities

N/A

- ☐ Describe the School's Instructional Program

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Academic Opportunities Academy offers a non-graded, self-paced, academically rigorous two-way dual language program in English and Spanish curriculum, that prepares students to enter the modern job market. We offer an dual credit program leading to an associates degree in computer science / programming or medical / nursing, or continue their education at any college or university. We will incorporate a state-of-the-art computer database that will provide real time data and metrics to insure we are offering the best education possible to our students. This database will be available to the student, their parents or guardians, administrators, teachers, tutors and staff on a real time basis. Instruction will take place using individual studying by the student, peer tutoring, staff tutoring, and pull out conference room like classrooms. Students will have a choice of learning activities based on their interests, learning styles and other factors. Administrators, Teachers, Tutors and Staff will all be held accountable for the success of all of our students. Students will have access to their individual tablet computers linked to the schools database.

- ☐ Description of the General Instructional Organization (grade levels, groups, academies)

Multi-graded K-12 or K-6 and 6-12 groupings.

Students will select the Medical / Nursing or Computer Science / Programming options at the 6th grade. Students in grades K-5 will be offered a composite curriculum of both the Medical / Nursing and Computer Science / Programming.

- ☐ Schedule Approach (periods, block schedule)

Under schedule approach the text indicates that students will use iPads. Does the school also intend on issuing text books to the students? Would you need storage for text books in a facility?

We intend to use tablet computers, not necessarily iPads.

We intend to have all textbooks in a digital format on the student's tablet computers.

We think that traditional textbooks will become obsolete.

We may have some reference materials available for students, but this should be a minimal quantity.

Building Opens at 7:00 AM

Breakfast 7:00 - 8:00 AM

Opening Activities 8:00 - 8:15 AM

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Pledge
Awards
Recognitions
Announcements
Motivation and Encouragement

Attendance Check

Student Work and Tutoring Begins 8:15 AM

Teacher Lead Pull Out Classes Begins 9:00 AM

Students are pulled out of our main academic area into conference room like classrooms based on the student's academic needs. The teacher presents their lesson, conducts discussions, or activities for as long as the teacher determines is best to achieve success for all students. The teacher may dismiss, at any time, students who have mastered the concepts to the main academic area.

Attendance Check

Extended Instructional Day 8:00 AM to 6:00 PM with lunch and snack periods. There are no set class periods in our charter school design.

Lunch Period(s) To be determined.

Snack Period(s) To be determined.

Collection of iPads, clean-up,

End of the Official Class Day 6:00 PM

Attendance Check

Review of Daily Data and Reflection with Staff Members 6:00 - 6:15 PM

Building Closes 7:00 PM

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- ☐ List special anticipated special curricular and extracurricular activities to be accommodated in the facility, if any

Since the school plans to enroll young grades, does it have the need for a site with playground and / or fields in the event the school does field competitive sports teams?

We would like to enclose an outdoor playground.

We are considering working with any charter school group to collectively offer competitive sports, but do not plan to have our own facilities. The Boys and Girls Clubs have such facilities and we plan to work with them on our after school program.

We seek to develop academic teams to compete in competitions in New Mexico and El Paso, Texas.

We are open to participate with other charter schools in developing competitive sports teams.

Extracurricular activities will be determined by our Community Advisory Groups. We anticipate the extracurricular interests to be different at each campus, as well as change over time.

We have consulted with the Boys and Girls Clubs, Boy Scouts, and Girl Scouts. We are also considering University Interscholastic League competitions in Texas, various robotic competitions, and chess tournaments.

2.1.2 Anticipated Changes in Programs

None at this time.

- ☐ Identify projected changes in programs that impact use/need for facilities

None at this time.

- ☐ With regard to School Size, Class Size, Grade Level Configuration, Schedule

No change anticipated at this time.

- ☐ Discuss opportunities for continuing or increasing shared/joint use in the future.

2.2 Enrollment

2.2.1 Historic and Current Enrollment

- ☐ Graph of historic and current enrollment by grade level (40 day counts)

Currently we have no New Mexico charter school historic or current enrollment.

- ☐ Current year enrollment and five year historical enrollment; if available

Currently we have no New Mexico charter school historic or current enrollment.

2.2.2 Projected Enrollment

- ☐ Graph of projected 5 or 10 year enrollment

Need to develop graph

- ☐ Enrollment cap per current approved charter

400 Students

- ☐ Identify the five-year post occupancy projection of attendance in the grade levels affected by the facility.

We intend to operate our charter schools with about 300 students.

When we will be opening a new school we plan to temporarily increase enrollment to 400 students until the new campus opens.

In cities such as Las Cruces, where we think we will reach our targeted enrollment of 300 quickly, we have thought of planning for two 300 student campuses in one building. This is how we would reach an enrollment of 600. The schools would be completely separate, but share administrative and office staff. We would consider the maximum cap to still be 400 students for each campus.

2.2.3 Student Origination

- ☐ Map identifying attendance areas of existing and proposed facilities

To Be Determined

2.2.4 Classroom Loading Policy

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The text states that the school needs a total of 14 classrooms and the six conference room classrooms will be used for 12 students in a room at the same time. Fourteen classrooms for a cap of 400 or 600 seems low, especially since the way I read the text, the specialty classrooms are included in the 14 total. Does the school have an anticipated breakdown of the students per grade levels? We are not encouraging more space than you need by this comment but just want to insure that you have adequate space for all your students.

We consider the One Main Room Open Space Classroom to be a classroom as well where our tutors will be assisting students individually and in small groups. This is where students will work on activities, assignments, and study. We plan to staff the room with tutors who will provide the students with the academic assistance they need to be successful. Students will work individually and in small groups in this area. We will also require students to provide two hours of peer tutoring per week as part of their service learning component.

We plan to have an extended school day where all the required activities can be completed at our charter school so students will not have any homework. They will leave our campus free of any academic responsibilities. Due to an extended day, we can offer more classes in each classroom than in a traditional school day.

Also, only students who need instruction in a particular concept will be pulled out to be instructed in our classrooms. We will not waste the time of the students who have mastered this material. We estimate that at least 1/3 of a traditional classroom has students who have mastered the material taught.

We plan to have approximately equal representation of each grade level at a campus.

- ☐ Identify anticipated class loading requirements or district policy

Six Conference Room Classrooms 15 x 30 for approximately 12 students.

One Main Room Open Space Classroom 60 x 96 for approximately 200 students.

- Total number of permanent specialty classrooms

One Science Lab 26 x 30 for approximately 16 students.

One Music Room 30 x 34 for approximately 20 students.

One Art Room 30 x 34 for approximately 20 students.

One Gym Room 30 x 34 for approximately 40 students each.

Two CATE Rooms 20 x 34 for approximately 20 students each.

- Total number of portable classrooms

None

- Total number of classrooms

14 (fourteen) classrooms

2.2.5 Classroom Needs

- Identify existing/future classroom needs to accommodate the projected enrollment

Six Conference Room Classrooms 15 x 30 for approximately 12 students.

- 13 Chairs
- 3 2 x 6 Tables
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen
- 1 12 x 4 White Board
- 3 10 x 4 White Boards

One Main Room Open Space Classroom 60 x 96 for approximately 200 students.

- 20 Kidney Tutoring Tables (seat 4)
- 10 4 foot diameter tables (seat 6)
- 20 2 x 6 Tables (seat 4)

- Total number of permanent specialty classrooms

One Science Lab 26 x 30 for approximately 16 students.

- 4 Science Tables
- 16 Stools
- 1 Chair
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen
- 2 12 x 4 White Boards
- 3 10 x 4 White Boards

One Music Room 30 x 34 for approximately 20 students.

- 21 Chairs
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen
- 2 12 x 4 White Boards
- 3 10 x 4 White Boards

One Art Room 30 x 34 for approximately 20 students.

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- 21 Chairs
- 5 2 x 6 Tables

One Gym Room 30 x 34 for approximately 40 students each.

Wood floor for Dancing
Mirrors on the 34 foot wall
Music system with speakers
Soundproofing

Floor Mats for Martial Arts
Heavy Bags
Speed Bags

Two CATE Rooms 20 x 34 for approximately 20 students each.

One Classroom equipped for Medical / Nursing Program

- 21 Chairs
- 5 2 x 6 Tables
- 5 10 x 4 White Boards
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen
- 1 Hospital Bed w/ Equipment

One Classroom equipped for Computer Science / Programming

- 21 Chairs
- 10 2 x 6 Computer Tables
- 20 Desktop Computers
- 5 10 x 4 White Boards
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen

2.3 Site and Facilities

2.3.1 Location

- ☐ Map(s) identify the location of any existing and proposed facilities.

Site to be determined.

2.3.2 Site

Site to be determined.

2.3.3 Facility

- ☐ Overview of sites and facilities , existing or proposed

Facility to be determined.

2.3.4 Facility Evaluation (If Applicable)

Facility to be determined.

2.3.5 Statewide Adequacy Standards

- ☐ Identify how the facility conforms to Statewide Adequacy Standards

Facility to be determined.

- ☐ Summary of facility condition evaluation (FAD Executive Summary Report)

- Has PSFA evaluated the facility for code and adequacy? Summarize of PSFA/Code analysis of any existing facilities that are proposed for future use, if so, include in this section.

PSFA has not evaluated any facility.

Facility to be determined.

2.4 Utilization and Capacity

2.4.1 Utilization (If available)

- ☐ Identify special factors that influence facility use

Utilization not available.

2.4.2 Capacity

- ☐ Identify functional student capacity (capacity based on educational program)

Approximately 300 students

Maximum cap of 400 students

- ☐ Identify anticipated student capacity and efficiency of facility use and provide supporting analysis.

To be determined.

2.5 Technology

- ☐ Overview of Tech. plan and needed equip.

T-1 or better internet service.

Server

300 Tablet Computers

20 Desktop Computers

10 Networked Ceiling Projectors

Charging Stations for 300 Tablet Computers

Wi-Fi Network

Medical Equipment

2.6 Energy Management - of existing or proposed facilities

To be determined.

2.6.1 Energy Assessment, if available

Not available.

2.6.2 Energy Efficiency Recommendations, if available

Not available.

2.6.3 Energy Management Plan, if available

- ☐ Overview of energy management plan, if available

Not available.

3. FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 Goals

3.1.2 Concepts

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

- Identify and describe major facility goals and concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs.

No safety issues involving students walking to school.

No safety issues involving traffic patterns for vehicles dropping off students.

No safety issues involving bus safety conditions.

Proximity to major roadways

Control of access to and from site is obtained.

Facility has well controlled entrance and egress points.

Proximity to airports

Proximity to high-voltage power transmission lines

Presence of toxic and hazardous substances

Hazardous air emissions and facilities within a quarter mile.

Other health hazards

Proximity to railroads

Proximity to pressurized gas, gasoline, or sewer pipelines

Proximity to high-pressure water pipelines, reservoirs, water storage tanks

Proximity to propane storage tanks

Noise levels

Compatibility with nearby businesses

3.2.1 Space Summary

In your itemized list of spaces I don't see a lunch room and/or kitchen. How will the school deliver meal service (i.e. do you need full service kitchen or warming kitchen?) and where will the students eat their meals (classrooms, Gym rooms)?

Our plan is to have food delivered to the campus for each meal.

We plan to have students eat in our Main Room Open Space Classroom.

We don't plan to have a full service kitchen or warming kitchen.

We have consulted with a few restaurants who would love to provide our meals.

We think there is enough competition in this area to get excellent food at reasonable prices.

Or

Will kids bring their own lunch, or go off campus?

Students will be permitted to bring their own lunches.

Students will not be permitted to leave the campus during lunch.

We believe that all our students need to be supervised while under our care.

Since Health Sciences is a primary focus of the proposed charter school, will one science lab be enough to accommodate the full enrollment cap? Or will the

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

science lab only apply to the middle and high school students with the elementary students receiving instruction in the classroom?

We have consulted with our Registered Nurses regarding our curriculum and classroom requirements and they think we have adequate classroom space. With so much material now available on tablet computers and the internet there is a lot of instruction that does not need to be in a classroom.

We plan to have an integrated Medical / Computer Science curriculum in grades 1st to 6th. During the 6th grade students will select their area of specialization to be Medical / Nursing Program or the Computer Science / Programming Program. In both programs we intend to fully use all our classrooms. Our students will be pulled out for various classes from the Main Room Open Space Classroom into our various classrooms. When the teacher dismisses the students they will return to the Main Room Open Space Classroom to work on various activities, assignments, and study.

The Science Lab will be used by all students regardless if they are in the Medical / Nursing or Computer Science / Programming programs.

One of our CATE Rooms will have medical equipment and the other CATE Room will have desktop computers. Our Registered Nurses are contemplating the Medical CATE Room to be set up like a hospital room and / or medical lab. So in some respects we will have two science labs.

- ☐ Itemize the quantity and sizes of spaces required to accommodate the instructional program

Six Conference Room Classrooms 15 x 30 for approximately 12 students.

One Main Room Open Space Classroom 60 x 96 for approximately 200 students.

One Science Lab 26 x 30 for approximately 16 students.

One Music Room 30 x 34 for approximately 20 students.

One Art Room 30 x 34 for approximately 20 students.

Two Gym Rooms 15 x 34 for approximately 20 students each.

Two CATE Rooms 20 x 34 for approximately 20 students each.

Faculty Restrooms

Student Restrooms

Reception Area

Office Area

Conference Room

Social Worker Room 1

Social Worker Room 2

Server Room

Tablet Computer Storage

Educational Equipment Storage

Furniture Storage

Office Supply Storage
Secure Room for Student Files
Secure Room for Special Education Student Files
Art Room Storage
Science Room Storage
Medical / Nursing Classroom Storage
Computer Science Classroom Storage
Teacher Workroom
Custodial Storage

3.2.2 Site Requirements

See **3.1.2 Concepts**

3.2.3 Descriptions and Diagrams of Required Spaces

- ☐ Provide a graphic diagram illustrating the relationship between the program areas

3.2.4 Alternative Methods

3.2.5 Space Needs

3.2.6 Detailed Space and Room Requirements

3.3 Implementation of SpaceNeeds

3.3.1 Scenarios for Implementation

Regarding potentially opening a second campus to accommodate growth. Will you consider this once you reach your cap at the existing facility or will you split your cap with two facilities? With they be considered two different charter schools if you do reach the point where you need to split off?

We will begin considering an additional campus once we have about 300 students, particularly if we reached this enrollment quickly.

We consider our ideal operating enrollment of 300 students and a not to exceed cap of 400 students.

We would like to find facilities in which there is enough vacant building space that when we grow beyond 300 students we could create another campus within the same building. We would have two separate campuses of 300 students each. We intend to keep each campus separate, but share administrative and office staff. This is where our 600 student number comes from. Initially we intend to open with 300 student campuses with a 400 student not to exceed cap.

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Many of the classroom sizes (especially the six conference room classrooms) appear to be too small, for elementary students. According to our adequacy planning guide”

Grades 1 - 5th require a 32 net square foot per student, which for 12 students (your stated loading), we would need 384 NSF.

We would also consider these rooms to be half classrooms and our adequacy planning guide states that the minimum size for half classrooms is 450 NSF.

We will follow your recommendation and increase these rooms to 450 NSF.

The plan indicates that the school plans to have two Gym Rooms, each totaling 510 SF. Do you intend to locate the two Gym Rooms into one, thereby (possibly with a divider down the middle) in the event you need performance space, multi use space, or more athletic space? The plan indicates that you plan to teach martial arts. Having studied martial arts myself, you need enough space to stretch, spar, and conduct drills. My concern is that 510 SF might not be enough.

We like your idea of on larger Gym Room of 1020 SF. We will then conduct larger classes and alternate their use between martial arts and dance. When appropriate we will reduce class sizes when the activity warrants.

Do you envision having your full cap on campus upon opening or do you intend to phase in your cap?

We plan to market our school and open with close to the 300 students we desire. We have gotten a lot of interest in our charter schools already and have several families who have indicated they would enroll their children with us. Parents from Mesquite, New Mexico plan to attend our Anthony charter school.

- ☐ Identify facility phasing strategies considered for meeting required needs with projected growth.

When it is determined we need to grow, our plan is to find another facility within the city to locate a second campus. The existing campus will remain as is.

We plan to find a facility that will meet our requirements without needing extensive repair and remodeling costs. We do not anticipate the need to use any phasing strategies.

4. CAPITAL PLAN

4.1 Capital Funding

4.1.1 Historic and Current Funding

- ☐ Provide a brief history of how the school has met its capital funding needs

We do not have any current capital expenses.

4.1.2 Current Capital Expenses

We do not have any current capital expenses.

4.1.3 Potential Future Sources of Revenue

To be determined.

4.1.4 PSCOC Capital Outlay Funding

- ☐ Identify the school's current and future financial resources available or expected (indicating by year(s) available to meet capital needs)

Planning without knowing exactly what will be available is difficult at this time.

4.2 Capital Needs

4.2.1 Projects

- ☐ Summarize total capital needs identified including renewal of existing facilities, technology requirements, and educational and programmatic requirements

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- ☐ Provide an estimate of probable costs for the total project including:

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Site development cost

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Facility construction

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Other projected costs

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- ☐ cost estimating assumptions including:

- Anticipated project delivery schedule

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Unit costs

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Inflation

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

4.3 Implementation Strategy

4.3.1 Project Prioritization

- ☐ Identify the process and criteria to prioritize capital needs

With the possibility for no start up funds we would see if we could negotiate lease terms that reduced or eliminated any payments during our first year of operation.

We would purchase just enough of all student furniture, computer tablets, and other similar purchases to keep up with enrollment.

We might have to reduce our staffing to below our initial planned levels to operate in a financially sound manner.

We would be interested in any reasonable loan agreement with New Mexico to operate until all start up costs could be funded through regular payments.

We would aggressively seek any grants we could apply for to mitigate any funding shortfalls.

4.3.2 Capitalization Analysis

- ☐ Identify financial strategies and alternatives considered to meet capital needs

We have consulted with Wells Fargo Bank regarding financing start up costs.

They will not fund all of the anticipated \$250,000 estimated to start up each charter school location.

We have consulted with the Small Business Administration and SCORE regarding funding options that may be available to us.

We have some businesses that are considering loaning us money to start our charter school.

- ☐ Summary of capital improvement for the next 5 (or 10) yrs.

If funding prohibits us from doing all the remodeling work we desire, then we would complete as much as possible each year.

Our goal is to have enough funding to perform all repair and remodeling prior to opening of our charter school and to only need to perform required maintenance and repair as needed.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

•

- ☐ A table summarizing characteristics of site and facilities Name of facility

Exact site locations to be determined.

Academic Opportunities Academy - Deming, NM
Academic Opportunities Academy - Anthony, NM
Academic Opportunities Academy - Las Cruces, NM
Academic Opportunities Academy - Alamogordo, NM
Academic Opportunities Academy - Carlsbad, NM

- State identification number

Not yet assigned.

- Physical address

To be determined.

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Deming, New Mexico
Anthony, New Mexico
Las Cruces, New Mexico
Alamogordo, New Mexico
Carlsbad, New Mexico

- Date of opening

Fall 2013

- Dates of major additions and renovations

To be determined, if necessary.

- Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available

N/A

- Site owned or leased

Plan to lease initially and then create a foundation to purchase the property by 2015.

- Total building area gross sq/ft.

Approximately 15000 square feet

- Site acreage

Approximately 0.6 acres

- Total number of permanent general classrooms

Six Conference Room Classrooms 12 x 30 for approximately 12 students.
One Main Room Open Space Classroom 60 x 96 for approximately 200 students.

- Total number of permanent specialty classrooms

One Science Lab 26 x 30 for approximately 16 students.
One Music Room 30 x 34 for approximately 20 students.
One Art Room 30 x 34 for approximately 20 students.
Two Gym Rooms 15 x 34 for approximately 20 students each.
Two CATE Rooms 20 x 34 for approximately 20 students each.

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- Total number of portable classrooms

None

- Total number of classrooms

14 (fourteen) classrooms

5.2 Site Plan

- Percentage of portable classrooms compared to total number of permanent classrooms

No portable classrooms are anticipated.

- Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)

Not available

- Number of gross sq. ft per student per school facility

48 square feet / student

- ☐ Scaled School Site Plan

5.3 Floor Plan

- ☐ Scaled school floor plan(s) with rooms numbers to match inventory

To be determined.

5.4 Facility Inventory

- ☐ Include room use and square footage of each room

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

Main Room	5760 sq. ft.
Science Lab	780 sq. ft.
Music Room	1020 sq. ft.
Art Room	1020 sq. ft.
Gym Room 1	510 sq. ft.
Gym Room 2	510 sq. ft.
CATE Room 1	680 sq. ft.
CATE Room 2	680 sq. ft.
Conference Room Classroom 1	450 sq. ft.
Conference Room Classroom 2	450 sq. ft.
Conference Room Classroom 3	450 sq. ft.
Conference Room Classroom 4	450 sq. ft.
Conference Room Classroom 5	450 sq. ft.
Conference Room Classroom 6	450 sq. ft.
Testing Center	680 sq. ft.
Boy's Restroom	260 sq. ft.
Girl's Restroom	260 sq. ft.
Men's Staff / Public Restroom	60 sq. ft.
Women's Staff / Public Restroom	60 sq. ft.
Private Meeting Room 1	100 sq. ft.
Private Meeting Room 2	100 sq. ft.
Custodial	24 sq. ft.
Teacher Work Room	180 sq. ft.
Server Room	100 sq. ft.
Office Supply Room	180 sq. ft.
School Supply Room	180 sq. ft.
Computer Tablet Storage Room	120 sq. ft.
Office Staff	192 sq. ft.
Reception Room	240 sq. ft.

5.5 Photographs

To be determined.

- ☐ Illustrative photographs as appropriate (min. one exterior and one interior)

To be determined.

5.6 Facility Evaluation

- ☐ Evaluation report

To be determined.

5.7 FAD Update

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Main Room	5760 sq. ft.
Science Lab	780 sq. ft.
Music Room	1020 sq. ft.
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School Supply Room	180 sq. ft.
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Office Staff	192 sq. ft.
Reception Room	240 sq. ft.

5.5 Photographs

To be determined.

- ☐ Illustrative photographs as appropriate (min. one exterior and one interior)

To be determined.

5.6 Facility Evaluation

- ☐ Evaluation report

To be determined.

5.7 FAD Update

- ☐ FAD forms updated

5.8 Detailed Space and Room Requirements (EdSpec), if applicable

5.8.1 Technology and Communications Criteria

We intend to have Wi-Fi service to all areas of our facility.

We are considering double wiring the facility to insure we can operate if any problems occur with the primary wiring.

We plan to have tablet computers for every student's use and some desk top computers for some activities that a tablet is not as capable. An example would be to teach keyboarding skills.

We intend to have cameras in our school to record lectures and activities for future instruction and/or review.

We intend to have cameras to study and evaluate our operations and to use to evaluate any incidents that may occur.

5.8.2 Power Criteria

5.8.3 Lighting and Day Lighting Criteria

Classroom spaces will have natural and artificial light sources capable of maintaining at least 50 foot-candles of well-distributed light.

5.8.4 Environmental Conditioning Criteria

5.8.5 Classroom Acoustics Criteria

Music Room to be soundproofed

5.8.6 Furnishing and Equipment Criteria

Sturdy, durable, safe, and economical.

5.8.7 Table types

5.8.8 Storage types

Shelves
File Cabinets
Storage Room

5.8.9 Criteria Sheets

- ☐ Provide as appropriate information to support space recommendations such as an existing calendar of events or breakdowns from comparable facilities.

Evaluating of space requirements are based on our experiences with Premiere High School and Paso del Norte in El Paso, Texas. Both are charter schools that serve less than the number of students we anticipate to serve.

Mark Casavantes has a degree in Architecture from Southern California Institute of Architecture and he is familiar with space programming and requirements for various spaces within a facility.

5.9 Capital Improvement Plan(CIP), if available

N/A

- ☐ Summary table of priority capital improvement for the next 5 years and project cost details.

N/A

Each square is approximately $10\text{ ft} \times 10\text{ ft}$.



May 17, 2012

Ms. Leslie Cervantes

Superintendent

Las Cruces Public Schools

565 South Main Street, Suite 249

Las Cruces, New Mexico 83100

Dear Ms. Leslie Cervantes,

We are applying for a charter school in Las Cruces, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,



Mark Casavantes M.Ed.

Superintendent

Academic Opportunities Academy

817 East Missouri Avenue, Suite B

El Paso, Texas 79902

(915) 471-7104

(915) 849-1904 Fax

AOATexas@gmail.com

May 17, 2012
Dr. George Straface
Superintendent
Alamogordo Public Schools
1211 Hawaii Avenue
Alamogordo, New Mexico 83100

Dear Dr. George Straface,

We are applying for a charter school in Alamogordo, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Mark Casavantes". The signature is fluid and cursive, with a large initial "M" and a long, sweeping underline.

Mark Casavantes M.Ed.
Superintendent
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas 79902
(915) 471-7104
(915) 849-1904 Fax
AOATexas@gmail.com

May 17, 2012
Ms. Cynthia Nava
Superintendent
Gadsden ISD
4950 McNutt Road
Santa Teresa, New Mexico 88008

Dear Ms. Cynthia Nava,

We are applying for a charter school in Anthony, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,



Mark Casavantes M.Ed.
Superintendent
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas 79902
(915) 471-7104
(915) 849-1904 Fax
AOATexas@gmail.com

May 17, 2012

Ms. Harvielee Moore

Superintendent

Deming Public School District

400 Cody Road

Deming, New Mexico 88030

Dear Ms. Harvielee Moore,

We are applying for a charter school in Deming, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Mark Casavantes". The signature is fluid and cursive, with the first name "Mark" being more prominent than the last name "Casavantes".

Mark Casavantes M.Ed.

Superintendent

Academic Opportunities Academy

817 East Missouri Avenue, Suite B

El Paso, Texas 79902

(915) 471-7104

(915) 849-1904 Fax

AOATexas@gmail.com

May 17, 2012

Mr. Gary Perkowski
Superintendent
Carlsbad Municipal Schools
408 North Canyon Street
Carlsbad, New Mexico 88220

Dear Mr. Gary Perkowski,

We are applying for a charter school in Carlsbad, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Mark Casavantes". The signature is fluid and cursive, with the first name "Mark" being more prominent and the last name "Casavantes" written in a continuous script.

Mark Casavantes M.Ed.
Superintendent
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas 79902
(915) 471-7104
(915) 849-1904 Fax
AOATexas@gmail.com