

State of New Mexico
Public School Facilities Authority

Jonathan Chamblin, Director; Martica Casias, Deputy Director

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April 18, 2019

Dr. Jeron T. Campbell, Ed.L.D.
ACES Technical Charter School
300 Menaul Blvd. NW
Suite A #444
Albuquerque, New Mexico 87107

Dear Dr. Campbell:

PSFA has received and reviewed the Facilities Master Plan/Educational Specifications (FMP/Ed Specs) for the proposed ACES Technical Charter School. The FMP/Ed Specs guide you in the planning and/or selection of a facility to ensure that it adequately accommodates your educational program and supports your method of instruction. Based upon our review, PSFA is pleased to announce that the FMP/Ed Specs meet our requirements for applicant charter schools and approves the plan. Your next step is to include your FMP/Ed Specs along with this letter in your charter school application to the New Mexico Public Education Commission (PEC).

In reviewing the ACES Technical Charter School FMP/Ed Specs, PSFA understands:

- ACES Technical Charter School is seeking an Albuquerque, NM or vicinity location and will welcome students from throughout the area. The school has identified the 87106, 87108, and 87123 zip codes for concentrated marketing.
- The school has contacted various public entities in the Albuquerque area to inquire about available space in their facilities. Part of this process included a request for public records emailed to Albuquerque Public Schools. The school has yet to hear back from the entities regarding space. Your plan includes evidence of these requests.
- The school has identified a property at 1404 Lead Avenue SE as a potential location. Please note, this approval letter does not hold the school to any specific location as you search for an appropriate facility.
- Per a memo dated April 9, 2019 from PSFA Planning and Design Manager, Jo Eekhoff, the 1404 Lead SE location does meet educational adequacy but will not meet the space requirements for your desired enrollment of 875.
- Your proposed school intends to enroll students in grades 6th-12th in a STEM focused curriculum. Your educational program will also offer opportunities in music, the arts, and athletics. In addition, you propose a learning environment that provides a joyful experience as a fundamental principal of your school's success.
- Your initial pupil-teacher ratio will be 16:1

- ACES plans to enroll 125 students per year, potentially reaching 625 by 2024-25. The school could potentially reach its cap of 875 students by 2026-27.
- For the 625 initial enrollment, your proposed school will require 27 classrooms for middle and high school grade levels, totaling 18,155 or 18,980 if all sized for middle school.
- In addition to the classrooms, your school is proposing other specialty classrooms or support spaces including:
 - Physical Education and associated spaces
 - Student dining
 - Warming kitchen
 - Special education spaces
 - Music classroom
 - Technology aided classroom
 - Art classroom
 - Career education classroom
 - Library
 - Parent workspace
 - Administration and faculty support spaces including student health
- The proposed gross square feet for your proposed facility needs totals 52,783 GSF.

If you are a successful charter school applicant, PSFA is ready to meet and work closely with ACES Technical Charter School on your facility issues. If you choose another facility besides the previously assessed location in the FMP/Ed Specs, PSFA will need to assess your chosen building to ensure it meets e-occupancy, code and meets/exceeds the average wNMCI. Please contact our office before you occupy the facility. Feel free to contact PSFA if you have any questions or desire additional information.

Sincerely,



John M. Valdez, AICP
Facilities Master Planner

c: Jo Eekhoff, Planning and Design Manager, PSFA
Larry Tillotson, Maintenance and Operations Manager, PSFA
Richard Dicks, Regional Manager, PSFA

ACES Technical Charter School

2020 – 2024 Five Year Facilities Master Plan and Educational Specifications

Summer 2019 Applicant Charter

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Executive Summary: Charter School Overview

The founding team for ACES Technical Charter School plans to submit a new charter school proposal to the New Mexico Public Education Department during the summer 2019 application cycle. We are seeking authorization through the New Mexico Public Education Commission. Our school will provide a comprehensive education with a Science, Technology, Engineering, and Math (STEM) focus for students in grades six through twelve. We anticipate enrolling 125 students per year for a total capacity of 875.

The ACES Technical founding team has reviewed and understood the Statewide Adequacy Standards outlined in NMAC 6.27.30.

An effort has been made to acquire current information regarding the possibility of utilizing a facility owned by our local school district, Albuquerque Public Schools (APS). Specifically, the request was for a list of all Albuquerque Public Schools owned facilities which are, or will be, unoccupied or partially occupied between now and July 1, 2020. On March 29, 2019 a physical letter was mailed to Superintendent Raquel Reedy, with a return receipt. In addition, on March 29, the request for facility information was sent via email, addressed to Superintendent Reedy, the Executive Director of Capital Master Plan, Ms. Kizito Wijenje, and Senior Planner / Manager, Ms. Elizabeth Halpin. Superintendent Reedy responded via email on March 29 via email that the request would be looked into. However, there has been no response from the district as of the submission of this facility plan.

To ensure that we also obtain relevant objective data, a request for public records (IPRA) was emailed to custodianofrecords@aps.edu per the directions provided on the Albuquerque Public Schools public records request website. The IPRA request consisted of three categories, each regarding facility capacity and use in APS.

1. Total Student Capacity for all buildings owned by Albuquerque Public Schools which are used to provide primary or ancillary educational instruction to students.
2. Total Number of Students being educated in all buildings owned by Albuquerque Public Schools which are used to provide primary or ancillary educational instruction to students.
3. Total Percentage of Total Capacity which is currently being used in all buildings owned by Albuquerque Public Schools which are used to provide primary or ancillary educational instruction to students.

The APS records compliance officer, Heidi Raybould, responded on April 4, 2019 that the district expected to provide the requested information by April 22, 2019 or sooner. No response has been received as of the submission of this facilities plan.

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1. GOALS / MISSION

1.1 Goals

1.1.1 **Mission**

All ACES Technical Charter School students will experience a challenging and exciting education and will graduate exceptionally prepared for any college and career of their choice.

1.1.2 **Educational Philosophy**

ACES Technical will offer a comprehensive, research based, and New Mexico standards aligned curriculum which prepares all students for success in any college or career they may choose. The curriculum will focus on science, technology, engineering, and math (STEM) areas and is a central component of an ACES Tech educational experience which provides meaningful opportunities for students to discover and grow their individual, and collective, skills and talents. Learning will be at the center of all that we do, and students will have the choice of several small learning community (SLC) pathways based upon their interests. Our well qualified teachers will be provided the training, resources, tools, and support that they need to be successful. In turn, they will create classrooms where students experience rigor, engagement, and joy throughout the learning process.

Rigor

ACES Technical will expect every student to master the rigorous curriculum content required for their core classes and their small learning community pathways. It is imperative that students rise to, and maintain, proficient and above proficient academic levels in order to stay on the path of college and career readiness. Our school team will be laser focused on the progress of each and every student, collecting and analyzing their academic and social emotion progress as they advance through the curriculum. We anticipate that the curriculum standards for STEM coursework, from core math and science to computer coding and robotics, will be quite challenging for many of our students. However all students will be expected to stay on pace, and will be provided with the supports that they need to help them along the way.

Engagement

The ACES Tech team will strive to create and sustain a school environment where students are actively engaged with both the curriculum and their peers. We expect that establishing this culture of a high level engagement will take time to build, and that the adults will need to lead by example to facilitate the process. The level of authentic student engagement that we hope to achieve will require trust. We will build this trust by showing genuine concern for our students' health and well-being, and by cultivating a safe learning environment where it is okay to be wrong as topics and issues are discussed. At ACES Tech, students will wrestle with challenging content while concurrently building their critical thinking, communication, social-emotional, and teamwork skills. Students will have opportunities to lead small group classroom discussions, present their work to their peers, and use exciting technology-based programs and tools for both core and supplemental learning. The intent of the focus on high engagement is that it will increase our students' desire to attend school regularly and participate fully.

Joy

It has often been written that as children progress through their years of K-12 education, they tend to lose their passion and excitement for learning. By the time students reach middle school, many of them have checked out from sheer boredom or begun to demonstrate discipline concerns due to their anxiety. Brain research has shown that as students become uncomfortable in class, it can affect information transmission and memory storage.¹ These negative effects could hurt our chances of achieving our school's mission or meeting our school's goals, no matter how strong our curriculum. At ACES Tech, we will work to make our curriculum and lessons relevant to our students, respecting their diverse identities and cultures. We will also schedule a Tech Time period each regular school day for students to enjoy working on self-directed, team based, projects and activities. The ACES founding team expects that this purposeful effort to make learning a joyful experience will be an essential component of our school's success

1.1.3 Serving the Community

The ACES Technical founding team has collected direct community input regarding our proposed school. Many people, including parents and professional partners, stated that they believe the school should engage the community in activities and decision making. Here we will discuss just three of the approaches that ACES Tech will take in order to ensure that we have effective interactions and build relationships with the community.

Parent Engagement

There is plenty of research which shows that when parents are involved at school, the academic and behavioral performance of all students tends to improve. At ACES Tech, we anticipate enrolling students from a variety of racial and economic backgrounds. We believe that it is important to bring families into the school to share their experiences, cultures, and enthusiasm. Keeping our parents actively engaged is a necessary component towards achieving our mission and overall student achievement goals.

Advisory Board

ACES Tech will recruit an Advisory Board made up of community professionals who have agreed to support the school and its students. The Advisory Board will assist in creating real world projects aligned to the curriculum, provide mentoring to students with interests in various professional areas, and propose and implement out of school experiences for students.

College and Industry Partnerships

In an effort to promote a college going culture in our school, ACES Tech will seek partnerships with two year and four year colleges to offer college visits and dual enrollment courses. We will also seek out local businesses that can offer internships, certificate programs, and apprenticeship opportunities for our students. Students will have the opportunity to go to the colleges and local businesses to see and learn about those environments first hand. In addition, some college courses may be taught onsite and our industry partners will be invited in for student mentoring opportunities and events such as career days.

¹ Willis, Judy. "The neuroscience of joyful education." *Educational Leadership* 64.9 (2007).

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1.2 Process

1.2.1 Data Gathering Process

Contact Name

The individual that is authorized to address any issues and questions related to this submission is Jeron Campbell, the lead founder of ACES Technical Charter School. Dr. Campbell can be contacted via any of the following means:

Jeron T. Campbell, Ed.L.D.

Phone: (313) 506-3677

Email: jtc274@mail.harvard.edu

Postal Mail: 300 Menaul Blvd. NW, Suite A #444
Albuquerque, NM 87107

Capital Planning Process and Decision Making

Finding, acquiring, and preparing a facility for students are among the most important, and challenging, items that a charter founding team needs to address. In order to begin the process early, the lead founder has initiated interviews with local commercial real estate agents, and conducted building walk-throughs, prior to our school being authorized. If our school is successfully authorized, the governing board will provide input regarding the desired facility characteristics and the lead founder will work with the facility steering committee to locate a viable facility. Once one or more potential facilities are identified, the lead founder will present the relevant facility information to the governing board finance committee. Once a building has been vetted to fit our educational plan and timeline, and is deemed financially viable, the full board will vote on the acquisition of the facility.

Community Input

Technology and health are two career sectors with strong growth potential in New Mexico. ACES Tech will provide STEM pathways for our students, with particular emphasis on the engineering and health fields. In discussions with Albuquerque community members regarding our school, several themes have been expressed consistently. Parents want a school with strong mathematics, English, and science instruction that will prepare students for jobs of the future. Many people mention a desire for hands on learning opportunities and team projects. We have collected a sampling of community input via a one page survey and over 80% of responders feel that it is important the students are prepared for fields like engineering and medicine. Over 90% have felt that students should be able to complete work training or certification programs while in high school. These are core components of the program that we are proposing for our school.

All students are welcome to apply to attend ACES Tech. However, in an effort to increase racial and economic diversity, we have identified ZIP codes 87106, 87108, and 87123 as target areas for student recruiting. Our lead founder has attended dozens of community events and meetings in those ZIP codes, introducing the school and gathering objective and subjective input from the local residents. Neighborhood association meetings that we have attended and presented at include Kirtland, Singing Arrow, and La Mesa. We have spoken to parents and students during open gym at the Cesar Chavez community center and during youth soccer matches at the Manzano Mesa

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Multi-Gen center. We have collected over 140 surveys from Albuquerque residents, the majority of whom live in the three ZIP codes. Several citizens have recommended potential sites in their neighborhoods for the school. This includes large buildings that are currently empty and will preferably be revitalized with a positive initiative like a school.

Facility Steering Committee

The facility steering committee for ACES Tech will consist of a joint effort, consisting of the lead founder, a proposed governing board member, a volunteer community advocate, and a commercial realtor. The members are Dr. Jeron Campbell, Dr. Finnie Coleman, Mr. Alex Horton, and Ms. Debbie Dupes, respectively. Community member Mr. Horton was raised in the southeast side on Albuquerque and recently acquired a commercial building in the target ZIP code area. These four individuals will work together to research facilities, arrange site visits with the CBRE commercial realtor, and consider the benefits and drawbacks of potential sites. If the school proposal is authorized, the lead founder will prepare a status report for each subsequent Governing Board meeting.

2. PROJECTED CONDITIONS

2.1 Educational Programs and Delivery Methods

2.1.1 Programs Overview

ACES Tech will provide an exciting and challenging academic program which will prepare each of our students for the college and career of their choice. Our sixth through twelfth graders will experience a comprehensive curriculum that is STEM focused, but will also offer opportunities in music, arts, and athletic pursuits. Our students will receive excellent and relevant instruction from our highly qualified and motivated team of teachers. We will provide a safe and inspirational educational environment where the entire community will be welcomed and engaged. ACES Tech students will be challenged to develop a variety of their personal intelligences, and we will ensure that multiple layers of support are available for the students who need them. Our school's master schedule will include built-in time for teachers to work collaboratively to improve instruction and students to work together on hands-on projects. Additionally, we will develop partnerships with individuals, companies, and community institutions to foster mentoring, out of school experiences, college credit, and employment opportunities for our students.

The ACES Tech steering committee is working with Debbie Dupes of CBRE in our search for a viable school facility. We have conducted site visits at a few locations in our within our target ZIP code area. One in particular is the SAHQ building at 1404 Lead Ave SE., Albuquerque, NM 87106. This building has an e-occupancy certification and is the facility that we will use as an exemplar for this plan.

Potential Shared/Joint Use Facilities

ACES Tech is open to exploring the option of a shared or joint use facility. One possibility for this would be to share a facility with an existing APS school that is underutilized. Any potential shared or jointly used space would need to meet our total square footage requirements, as well as allow for the implementation of our student activities and

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projects. As of the time this plan was written, there are no potential shared or joint use facilities being evaluated.

Instructional Organization

ACES Tech is proposing a STEM focused school for grades 6 – 12. Each grade level will consist of 125 students, with five sections of approximately 25 students. Students will select one of two broad pathways, engineering and healthcare, for their core curriculum, and will have many options in terms of electives. Each day, the school will have a 30 minute common lunch and a subsequent 30 minute Tech Time period during which students will have the opportunity to create and pursue interest based activities and projects. The Tech Time period also allows a time for students to receive academic and behavioral supports as needed.

Scheduling Approach

The ACES Tech master schedule is designed to be both balanced and adaptable in support of our curriculum plan. The daily schedule is based upon an 8 period day, with two different period lengths depending upon the part of the week. On Mondays, Tuesdays, and Wednesdays, students attend eight 50 minute periods. On Thursday and Friday, students attend four 100 minute lab blocks, periods 1 – 4 and periods 5 – 8, respectively. Every day, there will be a combined 30 minute common lunch period and subsequent flexible-use 30 minute period that we call Tech Time. All classes are equal in length, so that teachers and students are assured an equitable amount of time for all subjects. The common lunch is in the middle of the school day, so students will not be required to refuel too early or too late in the day. The lab block days allow teachers more time to complete extended assignments, experiments, or projects. This is important since project based learning and team projects will be important components of our overall program. Lastly, there is a 10 minute homeroom period each day in the morning.

Currently our school day begins at 8am each day, and ends at 4:25pm on Mondays through Wednesdays. Due to the time saved from having fewer class exchanges on lab block days, school dismissal is at 4:05pm on Thursdays and Fridays.

Anticipated Special Curricular and Extracurricular Activities

Being that the ACES Tech curriculum is STEM focused, we anticipate providing our students with a number of project based learning opportunities. This might include labs for building computers and other electronic devices, and running science and healthcare related experiments, among other activities. We anticipate offering music and art electives to our students, which would ideally be in a separate space. We also desire to offer some athletic activities to students, such as track and field and basketball. Thus an ideal facility would have indoor and/or outdoor space for these or we could possibly partner with a close-by facility or community center.

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2.2 PROPOSED ENROLLMENT

2.2 Phasing of Enrollment

2.2.2 Year to Year Enrollment Graph

ACES Tech plans to enroll 125 students per year, every year, beginning with all sixth graders in the fall of 2020. Our enrollment will jump in the following increments over seven years until our capacity is reached: 125, 250, 375, 500, 625, 750, and 875. Our year to year enrollments are displayed in Graph A and Figure 1.

Graph A: Year to Year Enrollment

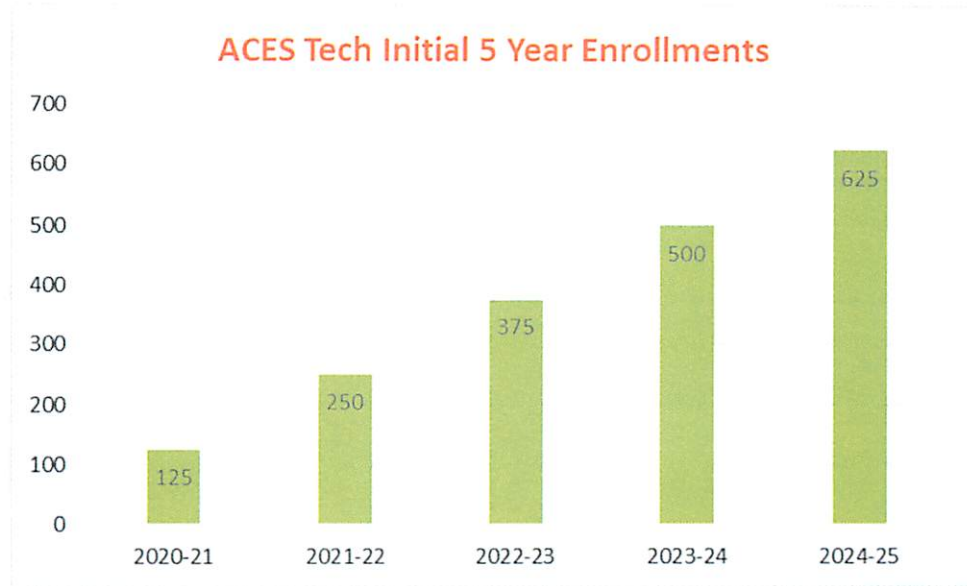


Figure 1: Year to Year Enrollment

Academic Year	Total Enrolled	Grade Levels
Year 1 (2020-21)	125	6
Year 2 (2021-22)	250	6-7
Year 3 (2022-23)	375	6-8
Year 4 (2023-24)	500	6-9
Year 5 (2024-25)	625	6-10
Year 6 (2025-26)	750	6-11
Year 7 (2026-27)	875	6-12
At Capacity (Enrollment Cap)	875	6-12

2.2.3 Classroom Loading Policy

ACES Tech is proposing to enroll 125 students per grade. If we hire eight teachers to cover our eight period schedule, then the student teacher ratio will be 16:1. Presuming we continue to hire eight teachers per year, the ratio will remain 16:1. If we hire fewer teachers in a particular year in order to save some personnel cost, some classes will grow in size and the ratio will increase. We hope to secure enough funding to avoid that scenario, but we will be prepared if that path becomes necessary.

2.2.4 Classroom and Space Needs**Anticipated Number of Classrooms Needed**

ACES Tech anticipates enrolling 125 students each year, beginning with grade six. According to NMAC 6.27.30.13, each classroom for grades six through eight must have at least 28 square feet per student, excluding storage. With 25 students per classroom, this equates to 700 square feet per room. In addition, each classroom for grades nine through twelve must have at least 25 square feet per student. With 25 students per classroom, this equates to 625 square feet per room. ACES will offer a STEM curriculum, and will naturally need a science preparation room with at least 80 square feet of appropriate storage and prep space, per NMAC 6.27.30.14. Figure 2 displays the classroom square footage requirements for ACES Tech. Note that the final row in the figure represents the square footage if all classrooms met the middle school classroom standard, which is a larger space than the required high school room size.

Figure 2: Classroom Square Footage Requirements

School Years	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade Levels	6	6-7	6-8	6-9	6-10
Number of students	125	250	375	500	625
Classroom Square Footage					
Square Footage / Student	28	28	28	25	25
No. Students / Classroom	25	25	25	25	25
Square Footage / MS Classroom	700	700	700	700	700
Square Footage / HS Classroom				625	625
Number of MS Classrooms	6	11	17	16	16
Number of HS Classrooms				6	11
Science room prep space	80	80	80	80	80
Total Classroom Square Footage	4,280	7,780	11,980	15,030	18,155
Classroom Sq Ft if all MS size	4,280	7,780	11,980	15,480	18,980

Additional Spaces for the Educational Program

In order for our school to function at the highest level, ACES Tech will require a number of additional spaces in our facility. Based upon conversations with current charter principals, there are always school functions and activities that take place which necessitate the use of more space. In order to prepare for a number of facility scenarios, the ACES Tech lead founder developed a tiered facility plan. The plan indicates three levels of space usage, Minimal, Greater, and Ideal, which are dependent upon the amount of square footage available in the facility that is secured. The Minimal Square Footage plan contains the general education classrooms, classroom storage, a special education room, a physical education complex, dining area, serving kitchen, administrative offices, faculty workspace, restrooms, and janitorial space. The Greater Square Footage plan adds a science classroom, special education kitchenette, music classroom, a technology aided classroom, physical education dressing rooms, a student health space, and more general storage. Lastly, the Ideal Square Footage plan adds a separate art room, a career education classroom, a library, and a parent workspace.

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Figure 3 displays the ACES Tech three tiered facility plan. The numbers used for each space were guided by the NMAC 6.27.30 and the anticipated needs of the school.

Based upon our grade configuration of six through twelve, we will not reach our full capacity until year 7. At year 5, we anticipate having the following square footage needs: Minimal (34,505 sf), Greater (44,970 sf) and Ideal (52,783 sf). At year 7, we anticipate having the following square footage needs: Minimal (44,555 sf), Greater (58,520 sf) and Ideal (69,458 sf).

Figure 3: ACES Tech 3-tiered School Facility Square Footage Plan

School Years	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade Levels	6	6-7	6-8	6-9	6-10
Number of students	125	250	375	500	625
Minimal Square Footage Facility Plan (Tier 1)					
Number of MS Classrooms	6	11	17	16	16
Number of HS Classrooms				6	11
Total Classroom Square Footage	4,280	7,780	11,980	15,030	18,155
Classroom Sq Ft if all MS size	4,280	7,780	11,980	15,480	18,980
Additional School Spaces					
Classroom Storage	250	500	750	1,000	1,250
Special Education Room(s)	450	450	450	900	900
Physical Education Complex	7,000	7,000	7,000	7,000	7,000
Dining Area (1/3 enrollment)	625	1,250	1,875	2,500	3,125
Kitchen (Serving only)	200	200	200	200	200
Administrative Offices	338	338	338	900	900
Faculty Workspace/Lounge	125	250	375	500	625
Restrooms	500	500	500	500	900
Maintenance/Janitorial Space	125	250	375	500	625
Total Square Footage	13,893	18,518	23,843	29,480	34,505
Greater Square Footage Facility Plan (Tier 2)					
Science Classroom	0	1,000	1,500	2,000	2,500
Special Education Kitchenette	15	15	15	15	15
Music Classroom	500	1,000	1,500	2,500	3,125
Technology Aided Classroom	375	750	1,125	1,500	1,875
Physical Education Dressing Rooms and Offices	1,700	1,700	1,700	1,700	1,700
Student Health Space	125	250	375	500	625
General Storage	125	250	375	500	625
Total Square Footage	16,733	23,483	30,433	38,195	44,970
Ideal Square Footage Facility Plan (Tier 3)					
Art Classroom	500	1,000	1,500	2,500	3,125
Career Education Classroom	500	1,000	1,500	2,000	2,500
Library	375	750	1,125	1,500	1,875
Parent Workspace	63	125	188	250	313
Total Square Footage	18,170	26,358	34,745	44,445	52,783

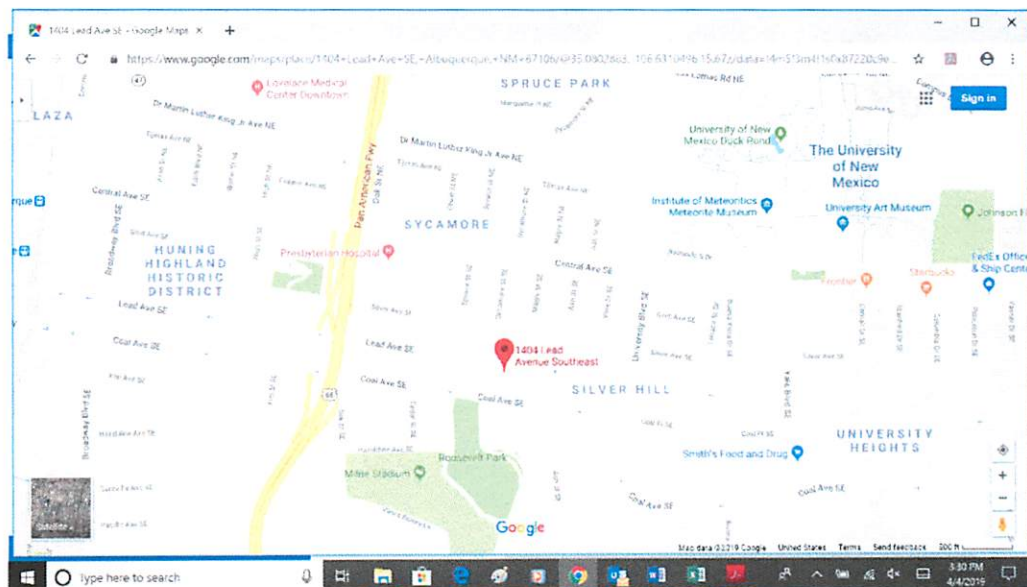
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2.3 Site and Facilities

2.3.1 Location / Site

The ACES Tech lead founder has begun the process of identifying potential facilities for our school. We have searched commercial real estate websites for current listings, and Ms. Debbie Dupes of CBRE has been actively supporting the early phase of facility acquisition as well. One facility that has been identified is at 1404 Lead Ave. SE in the 87106 ZIP code of Albuquerque. Not only is the building located in one of our target ZIP codes, it is well situated near the University of New Mexico campus and the main location for Presbyterian Hospital. The facility is just blocks away from the major intersection of Central Ave and interstate 25, which makes the location more accessible for students, families, and community partners. The map of the property is displayed in Figure 4.

Figure 4: Map of Prospective Location: 1404 Lead Ave SE



Description of Proposed Site

The 1404 Lead Ave. site is currently a multi-use facility that houses an after-school sports training program. The space listed as available for lease measures 8,000 to 20,000 square feet. The building is the site of the former SAHQ charter school, whose charter ended in 2018. The building is advertised as having the e-occupant certification, which helps to significantly reduce any renovation needs and timing. The building contains open work areas, modern classroom spaces, an auditorium, serving kitchen, and is partially furnished. The building also has amenities such as a full size weight room and basketball courts which allow us to offer sports and recreation opportunities to our students to balance the rigorous academic schedule.

Reasons for Desired Area

All students in the Albuquerque area will be encouraged to apply and attend ACES Tech and will have equal opportunity through our lottery process. However, the recruiting emphasis for the school will focus on three southeast Albuquerque ZIP codes: 87106, 87108, and 87123. This area was selected due to the range of population diversity and the lead founder's desire to serve students in low income neighborhoods. The data

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indicates that the median income for residents in all three ZIP codes is below the city average. The percentage of families and overall population who are below the poverty level also exceed that of the overall city. The racial demographics of these three ZIP codes are among the most diverse in the city. 87106, 87108, and 87123 represent the ZIP codes with the three highest percentages of both African Americans and Native Americans in Albuquerque. They also represent two of the three ZIP codes with the highest percentages of Asians in Albuquerque.

In addition to demographics, ACES Tech will be a school that increases the academic performance of our students in our target area. Among the twelve Albuquerque Public Schools elementary schools in our target ZIP codes which end at grade 5, the percentage of students who achieved proficiency in 2018 was 23% in ELA and 23.5% in math. Among the four APS grades 6-8 middle schools in our target ZIP codes, the percentage of students who achieved proficiency in 2018 was 18% in ELA and 11.25% in math. The data clearly shows a need for improved academic outcomes in the area.

2.3.4 Facility Evaluation

The facility at 1404 Lead Ave. has a current e-occupancy certification and been inspected by the PSFA in the past.

3. PROPOSED FACILITY REQUIREMENTS

3.1 Facility Goals and Concepts

3.1.1 Goals to be Met by School Facility

The goal of our school facility is to provide a safe and inspirational learning environment for our students, parents, staff, and community partners. Our mission is for all students to graduate prepared for the college and career of their choice, and the physical learning environment that our students experience each day is an important part of accomplishing that objective. Overall, the facility should provide the space to implement our comprehensive curriculum, in terms of instruction, interventions, projects, and activities.

Ideally, the facility will contain a variety of rooms suited to instruction and student development. The facility will need to contain an adequate number of classrooms, including spaces for general education, special education, and specialized courses. The facility should also have rooms suitable for student assemblies, physical education activities, and the pursuit of music and the arts. Another important factor is that the building should have up to date wiring and technology capabilities so that our students can utilize high speed internet for their projects and studies.

ACES Tech will enroll 125 students per year, for seven years, until capacity is reached. Thus, we will need to secure a facility that has room for growth, or plan to move into new facilities as we grow. The facility that we are considering in this plan is suitable for our first year, but unless renovations are made it may not be adequate beyond that.

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3.1.2 **Concepts**

Safety and Security

ACES Tech will prioritize creating and maintaining a safe and secure learning environment for all students and staff. Safety starts with people, and we will provide safety policy training for staff and promote safety awareness for everyone on our campus. The ACES Tech team will meet or exceed all fire and safety codes, and we will ensure that an adequate sprinkler system is in place. We will also make sure that all safety related signage is in place throughout the building. For security, we will utilize a modern camera-based system at strategic places outside the building and in common areas such as the entry lobby. We will also have a controlled access process in place where doors are locked or monitored during school hours.

Sustainability

ACES Tech will be a STEM focused school, and we will expect our students and staff to think about the impact that they can have on sustaining energy and life on the earth. To do our part, we will encourage staff to be as energy efficient as possible. Simple no cost practices such as turning off lights, closing doors while heating and cooling systems are operating, and adjusting thermostats when needed can lead to reductions in overall energy use and utility expenses. We will also encourage recycling throughout the school whenever possible.

Flexibility

Implementing the ACES Tech educational program with fidelity will require that all spaces be utilized in a variety of ways. General education classrooms will also be utilized for projects and activities during our daily Tech Time period. Common spaces will be utilized for student assemblies, athletic practices, and community resource fairs. The administrative offices will be available for parent meetings, special education meetings, or professional learning communities (PLCs) whenever needed. The purpose of all spaces will be serve the needs of our students and our mission of preparing them for colleges and careers.

Community Use

ACES Tech will host parent and community events and seminars in our school facility. These will include college readiness sessions, community resource fairs, and holiday fundraising events. We will also create a community use policy where outside organizations might use our space for approved purposes.

Utilities

ACES Tech will maintain an effective working environment while managing our energy and water use as efficiently as possible. Given New Mexico's often unpredictable weather patterns, heating and cooling are important features in a building. We will need to monitor our use of heating and cooling use while not sacrificing the comfort of our students and staff. We will need adequate electrical capacity to sustain our lighting, computer, wireless network, and server systems. We will have a serving kitchen and thus will need utility and water capacity to run the appliances for that in-school operation on a daily basis.

Conceptual Building Layout

The ACES Tech founding team has not attempted to create a conceptual layout for our school. We have read the statewide adequacy standards for capital outlay (NMAC 6.27.30) and will ensure that our future facility meets or exceeds those requirements.

4. CAPITAL PLAN

During this pre-authorization phase, ACES Tech is in the early stages of reviewing possible facilities for locating our school. The facility steering committee is actively working with CBRE to identify and tour facilities in our target area of Albuquerque. If we are successfully authorized, then the governing board will become engaged in securing and financing a facility in earnest.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

Table XX: Summary of the characteristics of site and facilities.

Characteristic	Site Information
Name of Facility	ACES Technical Charter School
State Identification Number	Not authorized as of submission
Physical Address	Not determined as of submission
Date of Opening	Thursday, August 6, 2020
Dates of Major Additions and Renovations	Not determined as of submission
Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI)	Not determined as of submission
Site Owned or Leased	Not determined as of submission
Total Building Area Gross Sq. Ft.	Not determined as of submission
Site Acreage	Not determined as of submission
Total Number of Permanent Classrooms	Not determined as of submission
Total Number of Permanent Specialty Classrooms	Not determined as of submission
Total Number of Portable Classrooms	Not determined as of submission
Total Number of Classrooms	Not determined as of submission
Percentage of Portable Classrooms Compared to Total Number of Permanent Classrooms	Not determined as of submission
Total Enrollment Current Year (40th Day Count)	Not determined as of submission
Number of Gross Sq. Ft. per Student per School Facility	Not determined as of submission

5.2 Site Plan

There is no site plan to submit as no facility has been acquired as of the date of this submission.

5.3 Floor Plan

There is no floor plan to submit as no facility has been acquired as of the date of this submission.

Appendix E

5.8 Detailed Space and Room Requirements (Ed Spec)

5.8.1 Technology and Communications Criteria

ACES Tech will require a computer lab and/or laptop cart plan to support our blended learning initiatives, as well as computers for staff and student data management. Lab and/or carted computers will also be used for computer based assessment and student projects. ACES Tech will need a robust network infrastructure to support our educational program and administrative activities. This will ideally include a fiber optic connection to support high speed connectivity. We will also need affordable internet access and bandwidth. There should be access points in every classroom to support a high quality digital learning environment and a large number of devices. Our telephony system needs to be reliable and secure so that we can communicate with families and implement our school safety plans. We will consider the benefits of plain old telephones (POTs) lines versus modern voice over IP (VoIP) options. The goal will be to meet all state requirements related to communication capabilities while taking advantage of costs savings that vendors may be able to offer.

5.8.2 Power Criteria

The ACES Tech team will evaluate the power capabilities needed to align to the educational uses of our spaces. Once the final uses are determined for each space, we will attempt to customize the power system to that use. Electrical outlets will need to be placed in appropriate areas to support the power load. Adequate power backup will be required for any on-site servers as well.

5.8.3 Lighting and Day Lighting Criteria

The ACES Tech team will ensure that all state requirements for lighting are met, including the capability of maintaining 50 foot candles of well distributed light, or more, per NMAC 6.27.30.12. There are many customizable options for lighting available to schools. We will ensure that there is proper lighting for various modes of space usage such as general instruction, STEM projects, administering assessments, and arts activities. Maximizing the use of daylight and implementing automatically dimming lighting will be considered as energy efficient measures.

5.8.5 Classroom Acoustics Criteria

The ACES Tech team will ensure that all state adequacy requirements are met for background noise levels, including the capability of maintaining 55 decibels or less per NMAC 6.27.30.12. Exterior noise sources such as street traffic and interior noise sources such as the HVAC system will be taken into account. Areas where students are engaged in physical education or music activities will be properly isolated from general and special education classrooms.

5.8.6 Furnishing and Equipment Criteria

ACES Tech classrooms will contain furniture and resources for 25 students and one teacher. We will consider modern classroom furniture that is ergonomic, durable, and designed for flexible instructional use. Ideally, student desks will be configurable for individual or group use and chairs should be comfortable and stackable. We will select a thoughtful and vibrant color scheme as well. Each classroom should contain adequate supplies and technology to support learning, including white boards, projectors, computers, and other items specific to the curriculum taught in the class.

Appendix E

5.8.9 Criteria Sheets

6th - 8th Grade Classrooms	
Quantity of Spaces Required	Year 1: 6 rooms; Year 5: 16 rooms
Square Footage per Space	700 square feet or more
Communications	2 way system, ethernet, wifi
Flooring	Laminate Tile
Power and Technology	Duplex outlets, computers, curriculum specific technology
Equipment	Whiteboard, projector, screen, bulletin board, curriculum specific supplies
Furnishings	25 student desks, 25 student chairs, teacher desk and chair, supply table
Other	Storage area, Trash can, Recycle can

9th - 12th Grade Classrooms	
Quantity of Spaces Required	Year 1: 0 rooms; Year 5: 11 rooms
Square Footage per Space	625 square feet or more
Communications	2 way system, ethernet, wifi
Flooring	Laminate Tile
Power and Technology	Duplex outlets, computers, curriculum specific technology
Equipment	Whiteboard, projector, screen, bulletin board, curriculum specific supplies
Furnishings	25 student desks, 25 student chairs, teacher desk and chair, supply table
Other	Storage area, Trash can, Recycle can

Special Education Classrooms	
Quantity of Spaces Required	Year 1: 1 room; Year 5: 2 rooms
Square Footage per Space	Year 1: 450 sq ft; Year 5: 900 sq ft
Communications	2 way system, ethernet, wifi
Flooring	Laminate Tile
Power and Technology	Duplex outlets, computers, curriculum specific technology
Equipment	Whiteboard, bulletin board, curriculum specific supplies
Furnishings	10 student desks, 10 student chairs, teacher desk and chair, supply table
Other	Trash can, Recycle can

Criteria Sheets

Science Room Prep Space	
Quantity of Spaces Required	1 room
Square Footage per Space	80 square feet or more
Communications	2 way system, ethernet, wifi
Flooring	Laminate Tile
Power and Technology	Duplex outlets, curriculum specific technology
Equipment	Curriculum specific supplies
Furnishings	Shelving and secure cabinets
Other	Trash can, Recycle can

Administrative Offices	
Quantity of Spaces Required	1 room, sectioned
Square Footage per Space	Year 1: 338 sq ft; Year 5: 900 sq ft
Communications	2 way system, ethernet, wifi
Flooring	Laminate Tile
Power and Technology	Duplex outlets, administration specific technology
Equipment	Whiteboard, bulletin boards, copiers, printers, administration specific supplies
Furnishings	Tables, shelving and secure cabinets
Other	Trash can, Recycle can

Physical Education Complex	
Quantity of Spaces Required	1 room
Square Footage per Space	7,000 sq ft
Communications	2 way system, ethernet, wifi
Flooring	Vinyl
Power and Technology	Duplex outlets
Equipment	Whiteboard, bulletin boards, Curriculum specific supplies
Furnishings	Tables, shelving and secure cabinets
Other	Trash can, Recycle can

Dining Area (1/3 enrollment)	
Quantity of Spaces Required	1 room
Square Footage per Space	Year 1: 625 sq ft; Year 5: 3,125 sq ft
Communications	2 way system, ethernet, wifi
Flooring	Laminate Tile
Power and Technology	Duplex outlets
Equipment	Whiteboard, bulletin boards, dining specific supplies
Furnishings	Tables, shelving and secure cabinets
Other	Trash cans, Recycle cans

Appendix E

Criteria Sheets

Kitchen (Serving only)	
Quantity of Spaces Required	1 room
Square Footage per Space	200 sq ft
Communications	2 way system
Flooring	Laminate Tile
Power and Technology	Duplex outlets
Equipment	Whiteboard, bulletin boards, appliances, serving specific supplies
Furnishings	Tables, shelving and secure cabinets
Other	Trash cans, Recycle cans

Faculty Workspace/Lounge	
Quantity of Spaces Required	1 room
Square Footage per Space	Year 1: 125 sq ft; Year 5: 625 sq ft
Communications	2 way system
Flooring	Laminate Tile
Power and Technology	Duplex outlets
Equipment	Whiteboard, bulletin boards, appliances
Furnishings	Tables, chairs, shelving
Other	Trash can, Recycle can

Restrooms	
Quantity of Spaces Required	2 or more rooms
Square Footage per Space	Year 1: 500 sq ft; Year 5: 900 sq ft
Communications	N/A
Flooring	Laminate Tile
Power and Technology	N/A
Equipment	Restroom stalls, toilets, sinks, restroom specific supplies
Furnishings	N/A
Other	Trash can, Recycle can

Maintenance/Janitorial Space	
Quantity of Spaces Required	1 or more rooms
Square Footage per Space	Year 1: 125 sq ft; Year 5: 625 sq ft
Communications	2 way system
Flooring	Laminate Tile
Power and Technology	Duplex outlets
Equipment	Janitorial sink, equipment, and supplies
Furnishings	Shelving and secure cabinet
Other	Trash cans, Recycle cans



Jeron Campbell <jtc274@mail.harvard.edu>

Re: Request regarding facilities available for Charters

Reedy, Raquel M <reedy@aps.edu>

Fri, Mar 29, 2019 at 12:22 PM

To: Jeron Campbell <jeron_campbell@mail.harvard.edu>, "Wijenje, Kizito" <wijenje@aps.edu>, "Halpin, Elizabeth M" <elizabeth.halpin@aps.edu>, "Elder, Scott" <elder_s@aps.edu>, "Escobedo, Joseph D" <escobedo_j@aps.edu>

Hello Mr. Campbell

This will be looked into.

Thank you

Raquel M. Reedy

Superintendent

Albuquerque Public Schools

From: Jeron Campbell <jeron_campbell@mail.harvard.edu>

Date: Friday, March 29, 2019 at 11:09 AM

To: Raquel Reedy <reedy@aps.edu>, Kizito Wijenje <wijenje@aps.edu>, "Halpin, Elizabeth M" <elizabeth.halpin@aps.edu>

Subject: Request regarding facilities available for Charters

Dear Superintendent Reedy,

On behalf of the ACES Technical Charter School proposed Governing Board, I am writing to inquire about the possibility of housing our school in an existing Albuquerque Public Schools owned facility. ACES Technical Charter School is proposing a school serving students in grades 6 – 12 and we anticipate opening in the fall of 2020. In accordance with the New Mexico Public School Facilities Authority (PSFA), I would like to request a list of all Albuquerque Public Schools owned facilities which are, or will be, unoccupied or partially occupied between now and July 1, 2020.

Thank you very much and I look forward to your response.

--

Sincerely,

Jeron T. Campbell, Ed.L.D.



Jeron Campbell <jtc274@mail.harvard.edu>

Public Records Request - School Building Capacity and Usage Percentages

1 message

Jeron Campbell <jeron_campbell@mail.harvard.edu>
To: custodianofrecords@aps.edu

Wed, Apr 3, 2019 at 11:21 AM

TO: Albuquerque Public Schools Custodian of Public Records

FROM: Jeron T. Campbell, Ed.L.D.

10000 Avenida Vista Sol NW

Albuquerque, NM 87114

(313) 506-3677

I would like an electronic copy of the following records for my inspection:

1. Total Student Capacity for all buildings owned by Albuquerque Public Schools which are used to provide primary or ancillary educational instruction to students.

2. Total Number of Students being educated in all buildings owned by Albuquerque Public Schools which are used to provide primary or ancillary educational instruction to students.

3. Total Percentage of Total Capacity which is currently being used in all buildings owned by Albuquerque Public Schools which are used to provide primary or ancillary educational instruction to students.

If the data for requests #1, #2, and #3 exist, or could be placed, in one excel document, that would be great.

Per Section 14-2-9: part B of the New Mexico Inspection of Public Records Act Compliance Guide, I would like to specifically request that all of the records being requested be provided electronically. Unrestricted Microsoft Excel files are the preferred format if possible.

If your agency does not maintain these public records, please let me know who does, and include the proper custodian's name and address. If there is any fee associated with this request, I would like to make an appointment to review the public records in person in lieu of receiving paper copies.

I understand, per the New Mexico Attorney General's Compliance Guide, that I will receive an electronic response within 3 days and that I should receive a status update regarding my request within 15 days. Thank you for your prompt attention to this matter.

—

Sincerely,

Jeron T. Campbell, Ed.L.D.
(313) 506-3677 cell

Albuquerque Public Schools 2018-19 District Capacity and Enrollment



ALBUQUERQUE PUBLIC SCHOOLS

Capital Master Plan

****Tres Volcanes K-8 is in its first year with 6 of expected 8 grades over the next 2 years**

LOC	NAME	LEVEL	2018-19 40TH DAY ENROLLMENT	2018-19 CAPACITY *	Seats Made Available for Student Transfers	Open Seats Available
203	DENNIS CHAVEZ	ES	559	650	25	66
206	ADOBE ACRES	ES	473	650	96	81
207	ALAMEDA	ES	256	454	44	154
210	ALAMOSA	ES	518	650	89	43
213	ALVARADO	ES	296	486	127	63
214	APACHE	ES	325	486	64	97
215	ARMJO	ES	332	625	92	201
216	ATRISCO	ES	319	465	65	81
217	JOHN BAKER	ES	499	545	66	-20
219	EG ROSS	ES	484	528	78	-34
221	HUBERT HUMPHREY	ES	477	589	20	92
222	BANDELIER	ES	520	524	87	-83
225	BARCELONA	ES	410	610	68	132
227	ONATE	ES	257	484	37	190
228	BEL-AIR	ES	278	475	56	141
229	BELLEHAVEN	ES	360	388	96	-68
230	GOV BENT	ES	411	688	21	256
231	KIT CARSON	ES	418	650	77	155
234	CHAPARRAL	ES	789	660	0	-129
236	CHELWOOD	ES	508	610	109	-7
237	COCHITI	ES	289	388	29	70
240	COLLET PARK	ES	376	405	67	-38
241	COMANCHE	ES	371	466	79	16
243	CORONADO	ES	306	296	60	-70
244	DOLORES GONZALES	ES	375	481	111	-5
249	DURANES	ES	172	443	47	224
250	MA BINFORD	ES	679	660	0	-19
252	E SAN JOSE	ES	417	676	120	139
255	EMERSON	ES	458	610	31	121
258	JANET KAHN	ES	475	441	70	-104
260	MANZANO MESA	ES	701	660	0	-41
261	EUGENE FIELD	ES	197	353	103	53
262	EDWARD GONZALES	ES	543	572	0	29
264	VENTANA RANCH	ES	796	660	0	-136
265	SEVEN BAR	ES	696	660	0	-36
267	GRIEGOS	ES	314	336	73	-51
268	NORTH STAR	ES	630	593	5	-42
270	HAWTHORNE	ES	364	526	79	83
273	HODGIN	ES	491	633	26	116
275	PAINTED SKY	ES	721	660	0	-61
276	INEZ	ES	363	528	89	76
279	KIRTLAND	ES	223	458	113	122
280	SR MARION	ES	618	660	0	42
282	LA LUZ	ES	181	359	108	70
285	LA MESA	ES	479	660	127	54
288	LAVALAND	ES	547	713	66	100
291	LONGFELLOW	ES	266	357	84	7
295	CHAMIZA	ES	419	637	22	196
297	LOS PADILLAS	ES	208	395	77	110
300	LOWELL	ES	258	507	81	168
303	MACARTHUR	ES	231	405	68	106
305	MATHESON	ES	248	338	26	64
307	MCCOLLUM	ES	350	452	92	10
309	MISSION AVE	ES	373	543	42	128
310	MITCHELL	ES	333	445	48	64
312	MONTE VISTA	ES	484	443	78	-119
315	MONTEZUMA	ES	392	511	89	30

Albuquerque Public Schools 2018-19 District Capacity and Enrollment



ALBUQUERQUE PUBLIC SCHOOLS

Capital Master Plan

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LOC	NAME	LEVEL	2018-19 40TH DAY ENROLLMENT	2018-19 CAPACITY *	Seats Made Available for Student Transfers	Open Seats Available
317	PETROGLYPH	ES	657	660	0	3
321	A MONTOYA	ES	463	451	0	-12
324	MOUNTAIN VIEW	ES	260	483	160	63
327	NAVAJO	ES	486	660	95	79
328	GEORGIA O'KEEFE	ES	651	678	0	27
329	ARROYO DEL OSO	ES	387	485	73	25
330	REGINALD CHAVEZ	ES	294	380	39	47
332	OSUNA	ES	533	483	36	-86
333	PAJARITO	ES	415	623	48	160
336	LOS RANCHOS	ES	293	369	56	20
339	CARLOS REY	ES	650	660	0	10
345	SAN ANTONITO	ES	364	401	39	-2
348	SANDIA BASE	ES	501	505	55	-51
350	DOUBLE EAGLE	ES	566	528	13	-51
351	CORRALES	ES	376	466	48	42
356	SIERRA VISTA	ES	650	660	0	10
357	SOMBRA DEL MONTE	ES	311	486	97	78
360	SY JACKSON	ES	552	509	27	-70
363	TOMASITA	ES	329	488	52	107
364	MARK TWAIN	ES	386	382	45	-49
365	MARIE HUGHES	ES	511	547	35	1
370	VALLE VISTA	ES	470	660	141	49
373	LEW WALLACE	ES	208	234	76	-50
376	WHERRY	ES	406	485	91	-12
379	WHITTIER	ES	285	523	99	139
385	ZIA	ES	317	487	85	85
388	ZUNI	ES	345	486	70	71
389	TIERRA ANTIGUA	ES	928	660	0	-268
392	RUDOLFO ANAYA	ES	729	660	0	-69
393	SUNSET VIEW	ES	698	660	0	-38
395	HELEN CORDERO PRIMARY	ES	558	735	45	132
405	JOHN ADAMS	MS	517	650	85	48
407	CLEVELAND	MS	627	700	80	-7
410	GARFIELD	MS	380	633	60	193
413	GRANT	MS	467	750	160	123
415	HARRISON	MS	416	650	100	134
416	HAYES	MS	363	650	100	187
418	HOOVER	MS	563	600	150	-113
420	JACKSON	MS	535	650	180	-65
425	JEFFERSON	MS	841	900	100	-41
427	KENNEDY	MS	466	600	267	-133
430	DESERT RIDGE	MS	1,014	1050	0	36
435	MADISON	MS	774	800	153	-127
440	MCKINLEY	MS	438	600	150	12
445	JIMMY CARTER	MS	1,008	1150	0	142
448	POLK	MS	286	557	150	121
450	ERNIE PYLE	MS	606	650	90	-46
452	ROOSEVELT	MS	358	637	75	204
455	TAFT	MS	367	600	110	123
457	TAYLOR	MS	378	600	70	152
460	VAN BUREN	MS	517	650	70	63
465	WASHINGTON	MS	485	650	60	105
470	WILSON	MS	449	656	150	57
475	TRUMAN	MS	990	900	120	-210
480	EISENHOWER	MS	840	1141	80	221
485	LBJ	MS	753	1050	150	147

Albuquerque Public Schools 2018-19 District Capacity and Enrollment



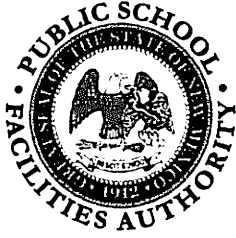
ALBUQUERQUE PUBLIC SCHOOLS

Capital Master Plan

****Tres Volcanes K-8 is in its first year with 6 of expected 8 grades over the next 2 years**

LOC	NAME	LEVEL	2018-19 40TH DAY ENROLLMENT	2018-19 CAPACITY *	Seats Made Available for Student Transfers	Open Seats Available
490	JAMES MONROE	MS	1,040	1122	23	59
492	TONY HILLERMAN	MS	1,207	1180	0	-27
496	GEORGE I SANCHEZK-8	K-8	1,627	1420	0	-207
497	TRES VOLCANES K-8**	K-8	574	1420	0	846
514	DEL NORTE	HS	1,085	1348	210	53
515	ELDORADO	HS	1,756	1950	170	24
516	NEXGEN ACADEMY	HS	317	350	105	-72
517	eCademy	SCHOOL OF CHOICE	3	3		0
518	BLENDED	SCHOOL OF CHOICE	374	374		0
520	HIGHLAND	HS	1,131	1754	175	448
525	LA CUEVA	HS	1,763	1902	100	39
530	MANZANO HS	HS	1,512	1800	205	83
540	RIO GRANDE	HS	1,558	1950	175	217
549	NEW FUTURES	SCHOOL OF CHOICE	92	92		0
550	SANDIA HS	HS	1,774	1812	225	-187
560	VALLEY	HS	1,089	1800	200	511
570	WEST MESA	HS	1,704	1800	75	21
575	VOLCANO VISTA	HS	2,223	2202	0	-21
576	ATRISCO HERITAGE ACADEMY	HS	2,427	2250	0	-177
580	CIBOLA	HS	1,849	2100	50	201
590	ALBUQUERQUE HS	HS	1,819	1950	195	-64
591	COLL & CAREER HS	SCHOOL OF CHOICE	168	168.00	0	0
592	CAREER ENRICH CTR	SCHOOL OF CHOICE	5	5.00	0	0
593	EARLY COLL ACADEMY	SCHOOL OF CHOICE	193	193	0	0
596	FREEDOM	SCHOOL OF CHOICE	147	147	0	0
597	SCH ON WHEELS	SCHOOL OF CHOICE	85	85	0	0
611	HIGHLAND AUTISM CENTER	SCHOOL OF CHOICE	17	17	0	0
612	AZTEC	SCHOOL OF CHOICE	43	43	0	0
900	DESERT WILLOW FAMILY SCHOOL	SCHOOL OF CHOICE	294	294	0	0
952	COYOTE WILLOW FAMILY SCHOOL	SCHOOL OF CHOICE	215	240	0	25

80,941	96,886	9,570	6,375
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State of New Mexico
Public School Facilities Authority

Jonathan Chamblin, Director; Martica Casias, Deputy Director

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

April 9, 2019

RE: ACES Technical Charter School

Dear Mr. Campbell,

You have requested that the Public School Facilities Authority (PSFA) conduct initial assessment of a potential facility for your charter school.

The facility you are considering is located at 1404 Lead Ave. SE in Albuquerque, NM, 87106. The facility was the site of a former NM Charter School (SAQH). Therefore, the building does meet requirements for E Occupancy.

When PSFA last assessed the facility in 2016 it was measured at 27,734 gross square feet and had a weighted New Mexico Facility Condition Index (wNMCI) of 24.46%. The facility would meet the needs of the school in its growing years, but would not meet the space requirements for the schools eventual desired capacity of 875 students. Our 2014 assessment noted 10,168 sf of classroom space, and per Adequacy Standards at 25 sf per high school student, this facility could house up to 406 students.

PSFA has not currently assessed the facility condition, but will do so as you progress through the chartering process, and if you determine to use this facility.

If you have any questions, please feel free to contact me at 505.468.0295.

Best Regards,

Jo Eekhoff, MArch, LCSW
Planning & Design Manager
Public School Facilities Authority
Office Phone: 505.468.0295
Email: jeekhoff@nmpsfa.org