



March 19, 2024

Ms. Mercy L. Herrera, Founder
Equip Academy New Mexico
Via email (mercyh0506@gmail.com)

Dear Ms. Herrera:

The New Mexico Public School Facilities Authority (PSFA) has received and reviewed the Facilities Master Plan/Educational Specifications 2025-2030 (FMP/Ed Specs) for Equip New Mexico Academy. 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 Equip New Mexico FMP/Ed Specs, PSFA understands:

- Equip New Mexico Academy proposes a cap of 450 students serving grades K-5th.
- The school will employ an inquiry based curriculum that teaches active listening, encourages open ended questioning, and engages in academic discourse.
- The school has not secured a building but is working with Homewise to research, identify, and eventually locate a suitable facility that meets the needs of its educational program. This process includes monthly meetings between the proposed school and the Homewise Commercial Development Project Manager.
- Equip New Mexico Academy is prioritizing Albuquerque's Westside and has identified 15 potential sites, including two that meet NMAC 6.27.30 e-occupancy.
- Homewise has inquired about six of these properties, which the master plan identifies in Figure 10 on page 11. Two of the facilities housed charter schools in the past and hold e-occupancy status. One of the facilities, however, is outside the school's preferred target location.



- Equip New Mexico has established a Facilities Task Force to work on securing a facility. The Facilities Task Force meets regularly to work on building acquisition.
- The school plans to open with three classes of kindergarten students with 25 students in each class. As those students move into first grade, the school will enroll another class of kindergarteners until the initial kindergarten cohort reaches fifth grade.
- By year five, the school intends to enroll 375 students, which requires 15 homeroom classrooms. Eventually, the school hopes to reach its cap of 450 in year six.
- The proposed school has identified the number and estimated size of the spaces it requires to deliver its educational program. These spaces include:
 - 18 K-5th grade general classrooms
 - 2 elective classrooms
 - 2 special education classrooms
 - OT/PT/SLP support spaces
 - Cafeteria/Multi-purpose room with warming kitchen. The school will utilize the multi-purpose room for physical education and dance
 - Administrative suite
 - Student Health
 - Building Support and storage
- The school estimates its facility will total 32,555 SF to support its full enrollment. The school could potentially locate initially in a smaller facility and move to a larger facility as it comes close to reaching its cap.
- The school does not intend to use alternative methods for educational program delivery at this time.
- The school anticipates it will require \$815/Student for lease assistance from the PSCOC.
- Figure 14 of the plan provides an Action Plan for operation including securing a facility and renovation of the space to meet the educational program and grade level configuration. The Action Plan proposes an April 2025 date for the building to be ready for August 2025 school year.



If you are a successful applicant, please let PSFA know so we can update our database. In addition, if you are successful, this FMP/Ed Specs becomes the school's master plan over the next five years. Please do not hesitate to reach out if you have any questions or desire additional information.

Sincerely,

John Valdez

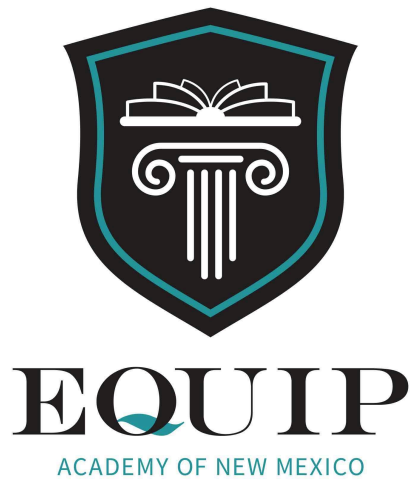
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John Valdez, AICP, Facilities Master Planner

C: Iris Romero, Executive Director, PSFA
Amy Smith, Programs Analyst, PSFA
Alyce Ramos, Programs Manager, PSFA
Larry Tillotson, Maintenance and Operations Manager, PSFA



Equip Academy of New Mexico
5-Year Facilities Master Plan/Educational Specifications
2025-2030



Submitted on behalf of Equip Academy of New Mexico by
Mercy L. Herrera
March 15, 2024

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I. EXECUTIVE SUMMARY: CHARTER SCHOOL OVERVIEW

A. Year of the Application: 2024

B. Charter School Cap: 450

C. Grade Levels the School Will serve: K-5

D. Site/Building/Location Status:

- a. Proposed School has secured location/building: **No**
- b. Proposed School started search process: **Extensive Research Conducted in Conjunction with Homewise.** We have conducted considerable research to identify and locate existing facilities with the support of Homewise, a nonprofit organization with experience partnering with New Mexico charter schools to identify and acquire facilities. Jen Mulliniks, the Commercial Development Project Manager at Homewise, and Equip Academy of New Mexico Lead Founder, Mercy L. Herrera, have been meeting monthly to align on site criteria and review potential spaces. We are prioritizing the Westside of Albuquerque, which encompasses neighborhoods west of the Rio Grande and south of Paseo del Norte. Ms. Mulliniks and Homewise have inquired about 6 facilities in total. During the process, Ms. Herrera has identified and sent 15 potential properties to Ms. Mulliniks for consideration. Two of the facilities considered already meet NMAC 6.27.30, e-occupancy. We will continue to research potential sites for Equip Academy of New Mexico and the Westside.
- c. Proposed school has not started search process: **NA**

II. EDUCATIONAL PROGRAM, CURRICULUM AND DELIVERY METHOD

A. Programs Overview

Mission: By providing a top-tier, inquiry-based, college-preparatory education, Equip Academy of New Mexico ensures K-5 students master the knowledge and skills to dream audaciously, engage deeply, and pursue a life of purpose. purpose.

Vision: Every child has the opportunity to live out their greatness; our commitment is to equip them to do so. Our joyful, engaging, high-expectation approach prioritizes measurable academic learning, celebrates student curiosity and community, and reimagines what a successful literacy-rich K-5 school can be.

General Educational Philosophy. Equip Academy of New Mexico (“Equip Academy”) is founded on four core beliefs. 1) All students are deserving of a high quality education option that is both literacy- and resource-rich. 2) Equip Academy has a firm belief that all students are innately curious and innately want to learn. 3) All students can meet the demands of a high performing school curriculum because of the belief in students and the educational support that surrounds them. 4) It is the job of the administration and teaching staff to (a) be prepared at a high level, (b) bring students into the center of learning, (c) consistently measure, monitor and reflect on student performance, and (d) systematically respond to be laser-focused on students’ specific learning needs. Equip Academy is designed to measurably accelerate the achievement of an historically under-served, under-performing student population. We prioritize powerful and measurable academic learning, celebrate student curiosity, and champion determined young minds and spirits as we work with our community and engage with our families to reimagine what a data-driven, student-centered school can do. Our educational philosophy will be brought to life in the following five ways:

(1) Inquiry-Based, Engaging Instruction. Students will experience inquiry-based instruction in all core subjects, ensuring that students do the thinking, talking, debating, and sense-making. We will: (a) teach and expect active listening; (b) ask high-leverage, pre-planned and responsive open-ended questions; and (c) engage students in academic discourse so that they can use evidence to develop deeper understandings and make well-reasoned conclusions. This approach will ensure students gain a higher level of understanding in each core subject as required by our state’s academic standards and as aligned with families’ ambitious goals for their children’s future. This instructional approach stands upon our firm commitment to creating spaces for collaborative and authentic learning.

(2) College Preparatory Culture. We believe that every New Mexican has what it takes to earn a place in the college or career of their choosing, and that every child deserves the academic foundation to engage deeply, dream audaciously, and pursue a life of purpose. Starting in kindergarten, every student will be introduced to careers and universities; in our budget, we have prioritized taking each grade level on annual field trips to various college campuses across the region, with invitations for our families to join us. Each year, to nurture the connection between life dreams and school success, we will expose students to the plethora of options for education and career paths so they can find and pursue their interests and passions.

(3) Comprehensive, Systematic Educator Training. For every student to learn, every teacher must be trained, coached, and supported at a high level. We believe that increasing student achievement must come from the top - from committed educational leaders – guiding the quality educational practices of teachers, and ultimately the quality of instruction for students. Therefore, comprehensive and systematic job-embedded cycles of professional development are a unique hallmark of our design. Teacher professional development will ensure that all teachers internalize and implement our curriculum and inquiry-based instructional approach and have strong classroom systems and routines to support strong learning in every classroom. All teachers and leaders will be trained in the use of data for instructional planning and accelerating student growth, and all teachers will receive daily feedback and coaching.

(4) Comprehensive Literacy and Language Acquisition Programs. We will ensure an intensive and extensive literacy focus, aligned with the Structured Literacy Initiative in New Mexico. We follow the research- and evidence-based Science of Reading, with daily instructional time devoted to phonological awareness, phonics, fluency, vocabulary and comprehension. The goal is to dramatically increase the number of students reading at or above grade level and reduce the number of students requiring reading intervention or special education services. Given the deep reading deficits that have persisted in our community, we will devote extended time to providing a multi-modal approach to Literacy instruction, with a total of five blocks for Read Aloud, Small Group Reading, Writing, Phonics, and Independent Reading each day - each shown to be critical for all learners, particularly English Learners (ELs) and students with disabilities.

(5) Rigorous Curriculum with National Record of Success. We will offer state-of-the art, evidence-based, nationally-normed, and vertically-aligned curriculum for English Language Arts (ELA), Mathematics, Science, and Social Studies. As access to high-quality grade-level content is critical to student success, our curriculum is thought-provoking, engaging, hands-on, and infused with joy. Mission-aligned and community-responsive, these curricular resources and approaches will measurably grow academic achievement and ultimately equip students to dream audaciously and pursue a life of purpose.

Taken together, our scientifically-informed and empirically-proven instructional approaches detailed above as well as our plan to ensure educator excellence and a data-driven culture will allow us to be more effective as educators and our children to be more successful as students. We will provide more professional development (PD) opportunities for teachers than the average school: teachers will have three weeks of summer PD and weekly PD half-days throughout the academic year. Teachers will be trained in instructional planning that drives student outcomes and they will be observed daily and receive feedback and coaching daily to continually improve practice and grow achievement. We will root decisions in student data to ensure students are progressing throughout the year and across all school years. We will implement quarterly assessment cycles in English Language Arts (ELA) and Mathematics to benchmark student progress, inform instructional plans and teacher coaching, and evaluate our effectiveness. We will invest students in their own growth by establishing and pursuing class, small-group, and individualized goals, and meet frequently to discuss progress. Each of these priorities is designed to measurably accelerate the achievement of the historically under-performing student population Equip Academy exists to serve.

1. Educational Programs, Subjects & Method of Instruction

Equip Academy will provide a research-based curriculum, data-driven academic program, and an inquiry-based instructional model that combined are specifically designed to accelerate the achievement of a historically under-served and under-performing student population. We know that content to which our students have access is crucial to academic growth. In advancing our school mission, we require demonstrated student mastery of New Mexico Common Core Standard and New Mexico Content Standards; we do this through implementation of a curriculum that is robust and supportive of student achievement and aligned to our teacher development program. Our curriculum identification, selection, and development process has ensured that it is reasonable, research-based, aligned with New Mexico Common Core State Standards and New Mexico Content Standards, and aligned to our mission. Our approach to curriculum ensures that each grade level, each content area, each student subgroup including English Language Learners and students with disabilities have the curricular materials needed to access rigorous and appropriate learning experiences. In our primary grades, we ensure that we build strong foundations in all content areas, with a prioritized focus on our students’ literacy development.

Figure 1: Educational Programs (K-5)

Educational Programs & Subjects		
ELA	Math	Specials
Read Alouds Close Reading Guided Reading Phonics: Success for All (SFA) Writers Workshop Social Studies Science	Math Routines Problem Stories Math Workshop No Hesitation Math (NHM)	Dance Physical Education

A brief description of our curricular components:

Phonics Programming (K-2). Our comprehensive literacy and language acquisition program begins at kindergarten. Our multiple-modality approach to reading instruction unites the five scientifically-based core principles of learning to read - phonological awareness, phonics, fluency, vocabulary, and comprehension. **Small, Homogeneous Group Guided Reading (K-5).** Small group guided reading is a vital opportunity for teachers to “direct teach” and model, as well as lead inquiry-based learning by asking high-leverage, open-ended questions, having students answer fully with evidence. **Pleasure Reading**

(K-5). Pleasure Reading also fosters a love of reading, and while the teacher is leading a small guided reading group, students are independently reading. Pleasure Reading is a time for students to apply skills acquired from Guided Reading, Read Aloud, and Close Reading to independently and confidently read for meaning each day. **Read Aloud (K-5).** Teachers read texts aloud to students to model what fluent reading sounds like and to ask text-dependent critical thinking, inferential, and factual questions. **Close Reading (K-5).** Close Reading builds on the principles of Read Aloud as it is inquiry-based and student-centered. Teachers prepare with a road-map of high-leverage, open-ended questions that support student thinking and ground student answers in textual evidence. Students focus on a range of disciplinary-rich topics such as science and social studies. **Writing.** Our writing block is also our authors block. Students are supported with a mini-lesson and strong teacher model to support students in their writing. Students learn to develop and produce sophisticated genre-based writing pieces; teachers teach students how to use the correct writing conventions when producing opinion, informational, and narrative writing as a part of our social studies units. **Math (K-5).** We intend to implement Cognitive Guided Instruction (CGI) for Problem Stories for Math and Math Workshop. Both are heavily supported through an inquiry-based and hands-on approach. **Science.** Science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. **Social Studies** curriculum dives into an array of topics such as civics, economics, geography, history, inquiry and ethnic, cultural and identity studies. Our **Dance** and **Physical Education** special area classes will give students the opportunity to explore a variety of dance forms across cultures, learn and develop healthy habits, and engage in physical fitness activities that support teamwork, collaboration, and their overall well-being.

Figure 2: Methods of Instruction (K-5)

Instructional Pedagogy	
Inquiry-Based	Engaging Approach
<p>Students experience inquiry-based instruction which ensures they do the thinking, talking, debating, and sense-making. Teachers are trained facilitators who ask high-leverage, open-ended questions and engage students in discourse so they can use evidence to develop their own conclusions and gain a higher level of understanding. This engaging approach inspires a love of learning and the inquiry-based approach equips students to become critical, independent thinkers. These two approaches support students to internalize content and take ownership over their learning. Our methods directly support our vision: Every child has the opportunity to live out their greatness; our commitment is to equip them to do so.</p>	<p>Authentic engagement starts with the teacher. Teachers use specific strategies to bring all students into the learning process. These methods keep students engaged and support students in maintaining focus on the task at hand. These methods naturally increase student motivation and maximize achievement. These methods come from the nationally-known Teach Like a Champion techniques, and specifically its focus on Engaging Academics. There are over 63 techniques that can be used to engage students and bring them into the center of learning. Instructional methods we will utilize include: Ratio, Wait time, Cold Call, and Everybody Writes. When implemented purposefully, strategies from Academic Methods: Strong Systems and Routines ensure students complete recurring tasks correctly and with efficiency. They provide the foundation for an orderly, positive, and rigorous classroom so that time spent learning is maximized. Academic Systems are those that help students complete tasks that directly support learning and are aligned to our focus on Habits of Attention and Habits of Discussion (e.g., taking notes, Turn and Talk, reading interactively, etc.).</p>

2. General Instructional Organization:

Equip Academy of New Mexico plans to open with 3 classes of kindergarten, with 25 students in each class, for a total of 75 students. In year two, those students will move up to 1st grade, and we will enroll 75 new kindergarten students. We will continue with this progression, enrolling 75 additional students and adding one grade level each year until we have reached 5th grade. At full capacity, Equip Academy intends to enroll 450 students in grades K-5. This is detailed in Figure 5 and Figure 8 below.

3. Scheduling Approach:

Equip Academy’s hours of operation will be from 7:25am-3:45pm for students. Staff hours will be from 7:00am-4:15pm.

Figure 3: Equip Academy Sample Schedule

Hours of Operation	
Group	Time-frame
Staff: Hours of Operation	7:00am-4:15pm
Students: Hours of Operation	7:25am - 3:45pm
K-2 Teacher to Student Ratio	1:13, 1 lead teacher and 1 educational assistant
3-5 Teacher to Student Ratio	1:18, 1 lead teacher and 1 shared educational assistant per-grade

Figure 4: Sample Student Schedules

Monday, Tuesday, Thursday & Friday Sample Schedule		Wednesday Sample Schedule	
7:25-8:00am	Arrival & Breakfast	7:25-8:00am	Arrival & Breakfast
8:00-8:20am	Opening Circle	8:00-8:40am	Opening Circle 2.0
8:20-9:50am	Literacy Blocks	8:40-10:10am	Literacy Blocks
9:50-10:00am	Snack	10:50-10:00am	Lunch
10:00-10:45am	Enrichment	10:00-10:45am	
10:45am -12:05pm	Math Block	10:45am -12:05pm	Math Block
12:05-12:30pm	Lunch	12:15-12:30pm	Closing Circle
12:30-1:00pm	Recess	12:30-12:45pm	Dismissal
1:00-2:30pm	Science/Social Studies*	1:30-4:15pm	Educator Institute
2:30 -3:05pm	Enrichment		
3:05-3:15pm	Math Fluency		
3:15-3:30pm	Closing Circle		

3:30-3:45	Dismissal		
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*Science & Social Studies will be integrated through our Close Reading, Read Aloud & Writing components

4. Anticipated Special Curricular and Extracurricular Activities

As part of our instructional program, Equip Academy will provide special area classes for students. We plan to offer physical education and dance. In accordance with the Physical Education 6.27.30.15¹ requirement, we will provide a multi-purpose room that is 2,400 net sf that students could use as a PE space. This space will have a multi-purpose use in accommodating other educational program activities such as our dance performances, professional development, in-door recess space, and a family/community meeting space. In alignment to the Fine Arts Education Act, Equip Academy will offer opportunities for elementary school students to participate in fine arts activities, including dance.²

5. Classroom Loading Policy

Figure 5: Classroom Loading Policy

	Y1 2025-26	Y2 2026-27	Y3 2027-28	Y4 2028-29	Y5 2029-30
K	75	75	75	75	75
1st		75	75	75	75
2nd			75	75	75
3rd				75	75
4th					75
5th					
Total Students	75	150	225	300	375
Total # of homeroom classrooms needed	3	6	9	12	15

Figure 6: Staff Support Loading Policy

Staff Support	Y1 2025-26	Y2 2026-27	Y3 2027-28	Y4 2028-29	Y5 2029-30
# of Teachers	3.5	6.5	10	14	17
# of EAs	3	6	8	8	9
# of Admin	1	1	2	2	3
# of Support Staff	1	1	1	2	2

¹ Statewide Adequacy Standards, [6.27.30 NMAC](#).

² The State of New Mexico, Fine Arts Education Act, [School report \(Butterfly design\) \(state.nm.us\)](#).

B. Curriculum Delivery Overview

Figure 7: Curriculum Delivery Classroom and Space Design Sample

Grade	Component	Space Overview
K-2	Read Alouds, Close Reading, Writers Workshop, Math Routines, Problem Stories, Math Workshop	Taught in general education classrooms by homeroom and assistant teachers. Space will include a lesson space with an area rug, 2 u-shape tables for small group work, space for leveled library, and desks/pods for independent work.
	Small Group Reading/Support Space	Teachers and students will engage in flexible small group reading. Students are grouped based on reading levels.
	Phonics: Success for All (SFA)	
	Pleasure Reading	
3-5	Read Alouds, Close Reading, Writers Workshop, Math Routines, Problem Stories, Math Workshop	Taught in general education classrooms by homeroom and supported by one EA (across each grade). 1 kidney table for small group work, space for leveled library, and desks/pods for independent work.
	Small Group Chapter Book Study	Teachers and students will engage in flexible small group reading. Students are grouped based on reading levels.
	Pleasure Reading	
K-5	P.E.	A multi-purpose space is needed for Equip Academy’s specific components.
	Dance	
	Community Events	
	Educator Institute	

III. ENROLLMENT

A. Proposed Enrollment

1. Enrollment Cap: 450

2. Phasing of Enrollment: Enrollment will be phased incrementally until we reach our cap. Equip Academy’s enrollment is projected to reach our proposed cap of 450 students at year 6. Equip Academy’s school design model is to roll out grade by grade every year, with 3 classes of 25 kindergarten students entering each year.

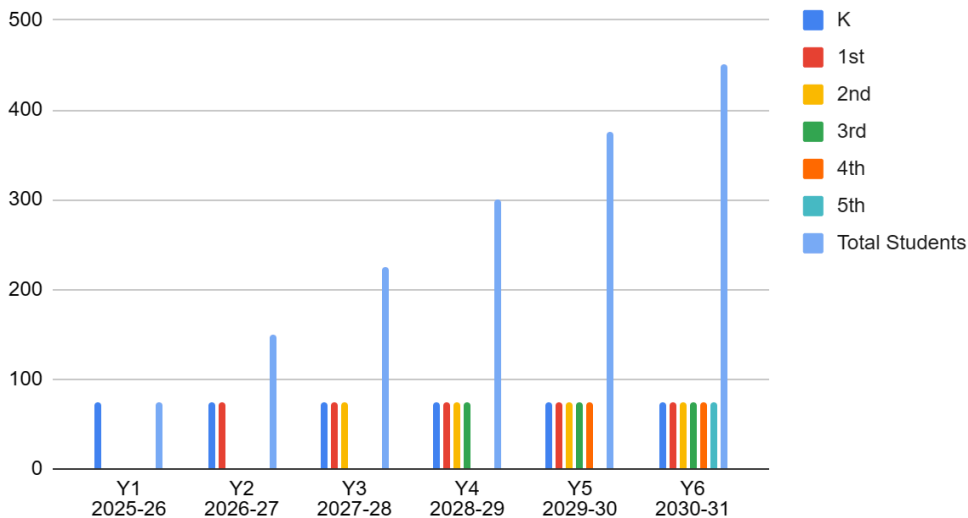
Figure 8: Phasing of Enrollment Until Cap is Met

	Y1 2025-26	Y2 2026-27	Y3 2027-28	Y4 2028-29	Y5 2029-30	Y6 2030-31
K	75	75	75	75	75	75
1st		75	75	75	75	75
2nd			75	75	75	75
3rd				75	75	75
4th					75	75
5th						75
Total Students	75	150	225	300	375	450

a) **Graph of projected enrollment by year by grade level**

Figure 9: Projected Enrollment Until Capacity

Equip Academy Projected Enrollment



IV. LOCATION/BUILDING SEARCH OVERVIEW

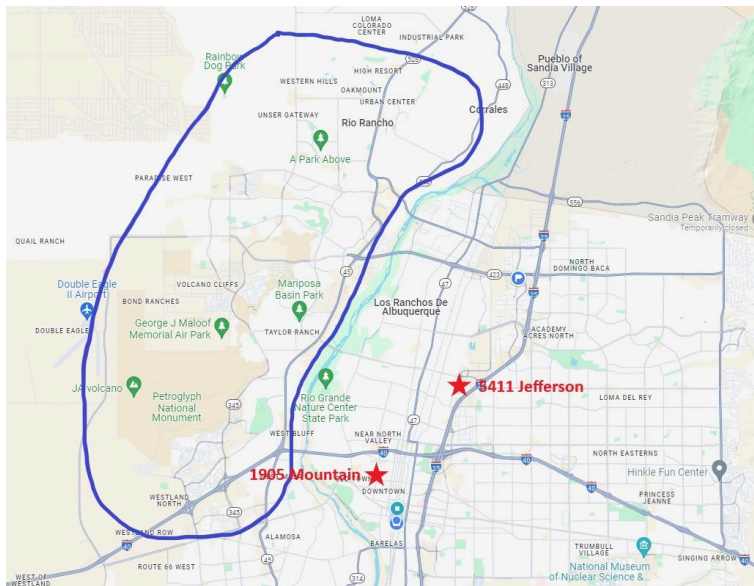
Facilities Task Force

Equip Academy of New Mexico is working closely with Homewise, a non-profit whose mission is to strengthen New Mexico neighborhoods so that individuals and families can improve their quality of life. One of their initiatives is responsive community development approaches, including supporting charter schools with their facilities needs. They do this by helping to remove the logistical and economic barriers to securing a purpose-built educational facility. The Equip Academy Facilities Task Force consists of Mercy L. Herrera, Lead Founder and Proposed Head of School; Jen Mulliniks, Homewise Commercial Development Project Manager; and Paul Aguilar, Budget Support Specialist. Together we are working to identify appropriate facilities that will suit the needs of our educational programming and be financially

feasible. Pending the Public Education Commission’s authorization of a charter for Equip Academy of New Mexico, during the planning year of 2024-2025, Equip Academy will rely on the Facilities Task Force to continue the process of identifying potential facilities. The Facilities Task Force will meet regularly to review progress and next steps in the facilities search and acquisition process, and provide facility information and updates to the Governing Board at monthly board meetings. Equip Academy’s Proposed Founding Board is: Janet Leung, Director of Business Development at UNM Hospitals; M. Alejandra Grijalva-Becerra, Business Intelligence Analyst at Centro Savila; Maximillian Sanchez, Field Account Manager for HP; Dr. Renee Delgado-Riley, Dir. of Assessment & Research, Division of Student Life at Univ. of Oregon; Sara Fitzgerald, SVP Communications and Education Policy at the Greater Albuquerque Chamber of Commerce; Vaadra Chavez, Chief Human Resources Officer for Securin.

A. Preferred Location for School

Location Description: The preferred location for Equip Academy is the Westside of Albuquerque, West of the Rio Grande, South of Paseo del Norte, and North of Central Avenue.



B. Building Search/Location Efforts to Date 1. For potential charter schools with a building - Has PSFA evaluated the proposed facility for code and adequacy? If so, provide date and facility index score (contact PSFA to provide the score). NA

C. Potential Buildings

We have identified six prospective sites to date. The table below summarizes the status of each. Two sites are of particular interest currently because they are most aligned with our prioritized location and square footage needs: 1905 Mountain NW and 5411 Jefferson St. NW. Please find more details on each of those sites below Figure 10.

Figure 10: Building Search/Location Efforts to Date

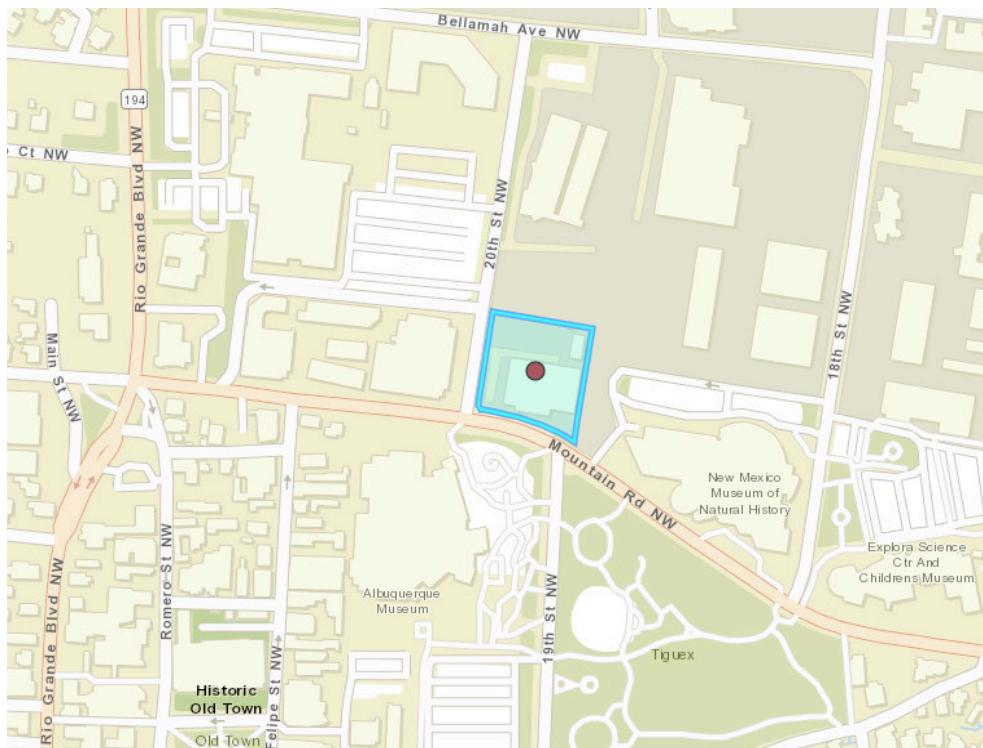
Building Address	Location	Benefits	Constraints	Next Steps
5200 Sequoia Rd NW Albuquerque, NM, 87120	Within desired location	Available for acquisition immediately; great location; proper zoning; suitable site for a school	Significant tenant improvement needed for e-Occupancy (2 of the 3 buildings would need to be demolished) and educational programming	Schedule feasibility meeting with architect
7445 Pan American Fwy NE Albuquerque, NM, 87109	Outside desired location, but reasonably accessible	First floor available immediately for Tenant Improvements; proper zoning, great visibility and 25k SF.	Needs to be brought up to e-Occupancy, not much room for playscape/field	Schedule site tour
2600 American Road NW Albuquerque, NM, 87124	Within desired location	Newer class B office building with modern aesthetic and lots of natural lighting	Site is very small and may be prohibitive for bus access; only 13k sf available in time for Tenant Improvements (TI); Other tenants are occupying some space with long lease terms and space is not ideal for a school	No longer considering because of square footage limitations
1900 Randolph SE Albuquerque, NM, 87106	Outside of desired location	e-Occupancy classification; formerly occupied by a charter school; budget friendly; ready immediately	Likely too far out of desired location; Just 25k sf and little room to grow	Develop property pro forma
1905 Mountain NW, Albuquerque, NM 87104	Downtown Albuquerque (on Mountain, near Rio Grande)	Formerly Alice King Community School; already has e-Occupancy; available immediately; next door to Explora Children’s Museum and Learning Center	For lease only with no option to purchase in the future; max 5-year lease; at risk of being leased prior to need	Checking with landlord on lease start date; schedule site tour
5411 Jefferson St. NE, Albuquerque, NM 87109	Off Jefferson between Singer and Pan American Freeway	Well-kept office facility on 4+acres with Centria Autism as a co-tenant; 38k sf available immediately with option to request space as needed; spacious site for buses; light TI needed	Asking price is high; may be too far out of desired area	Need to fine-tune pro forma to understand if this is financially feasible, schedule a site tour

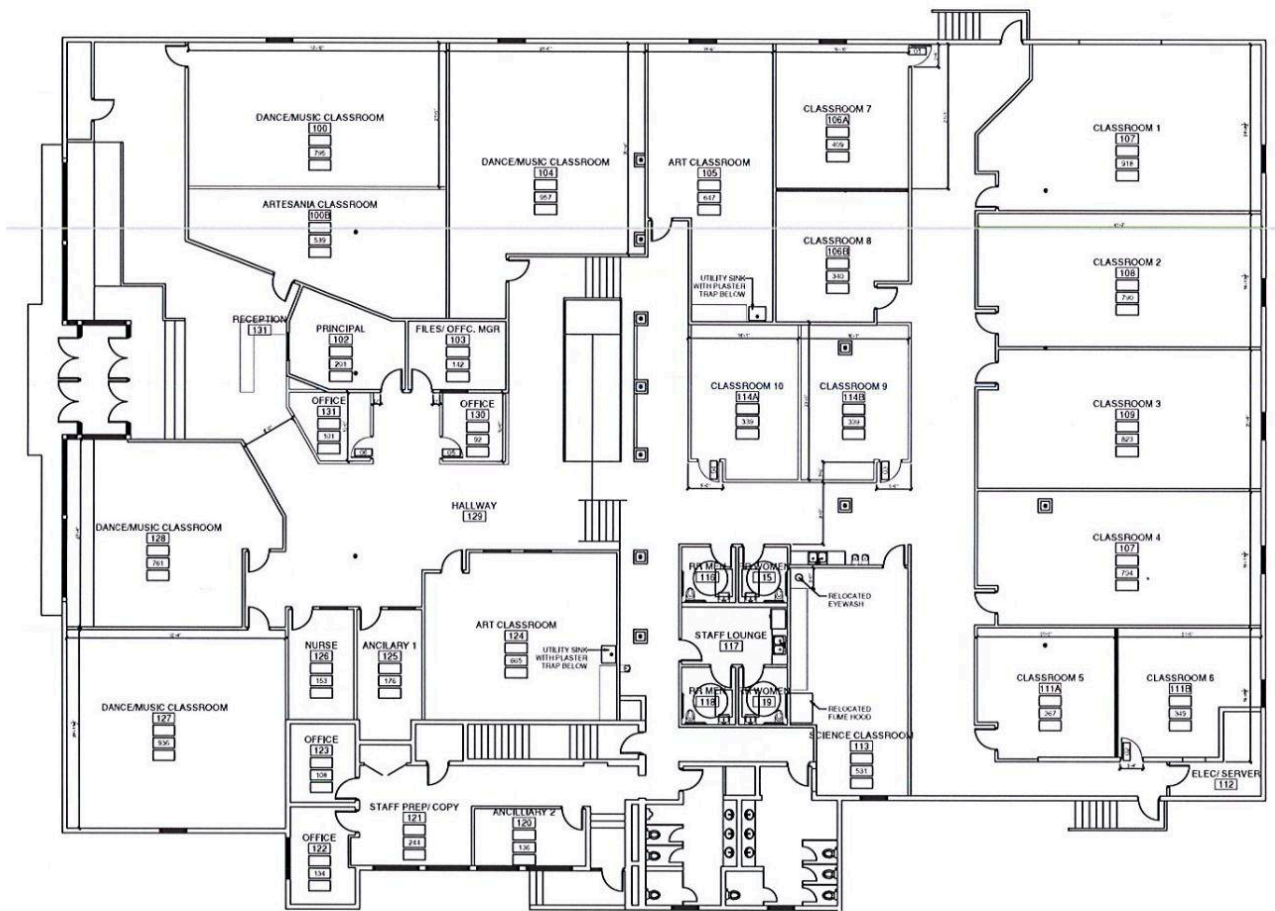
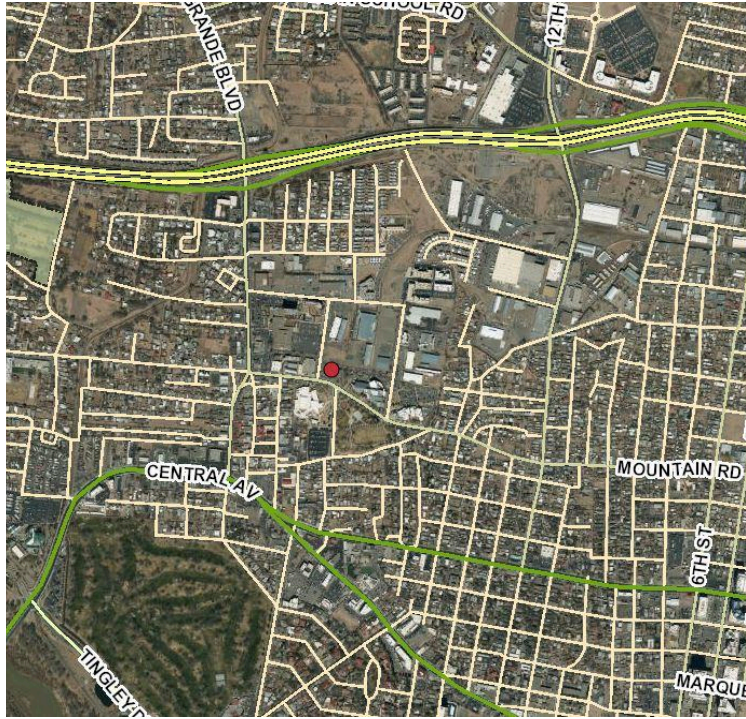
Potential Location Examples

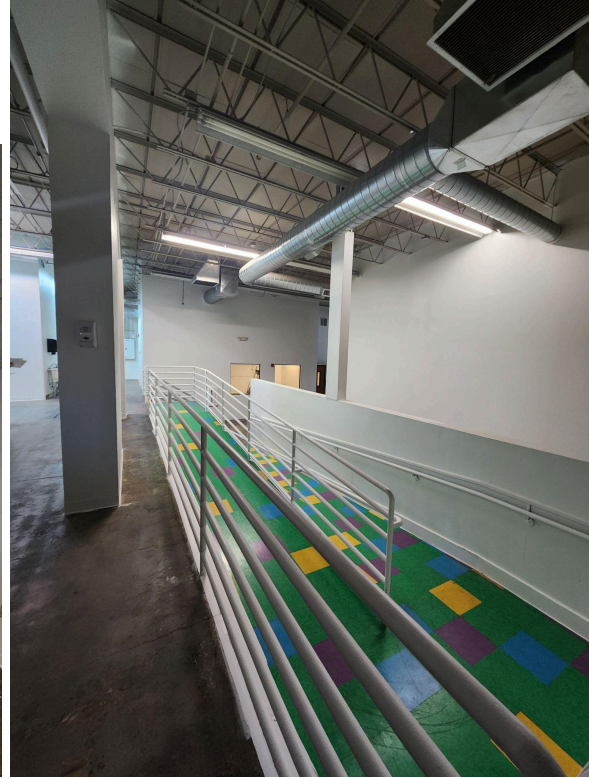
Potential Site #1 Images: 1905 Mountain NW, Albuquerque, NM 87104

Total square footage: 22,000 SF

Price: \$22.50/SF

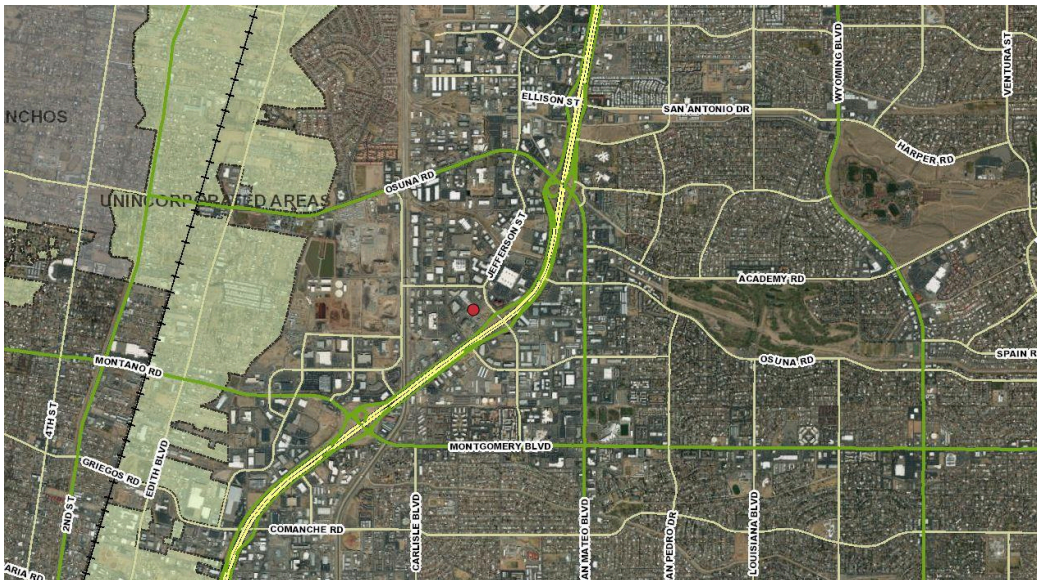
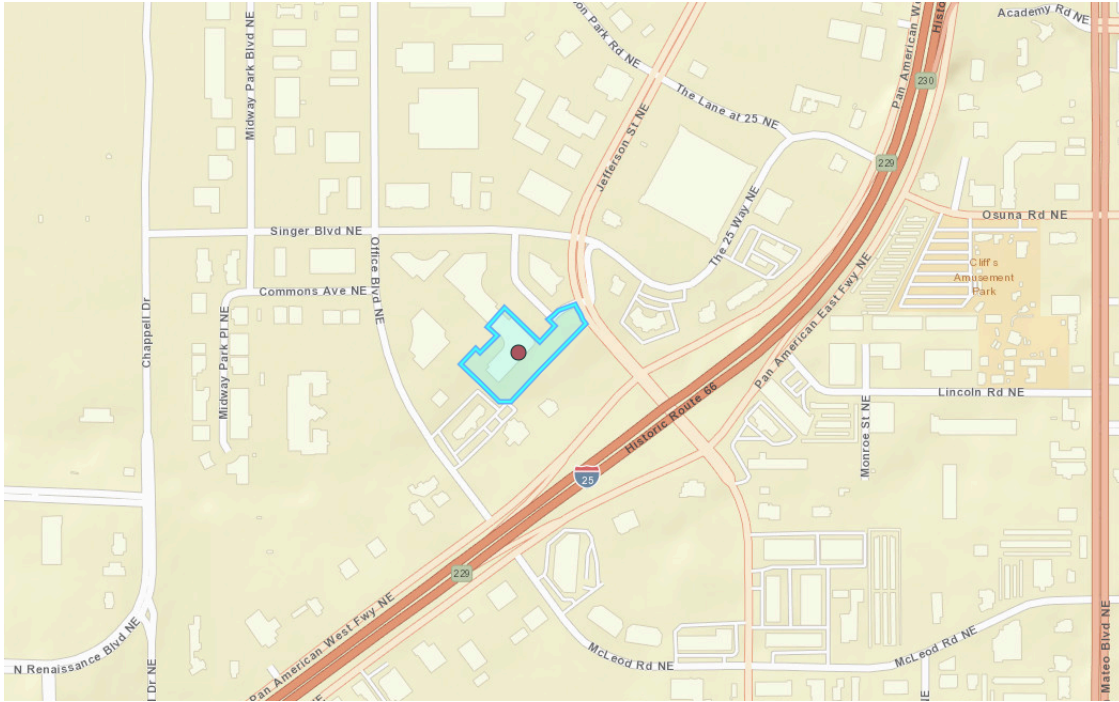


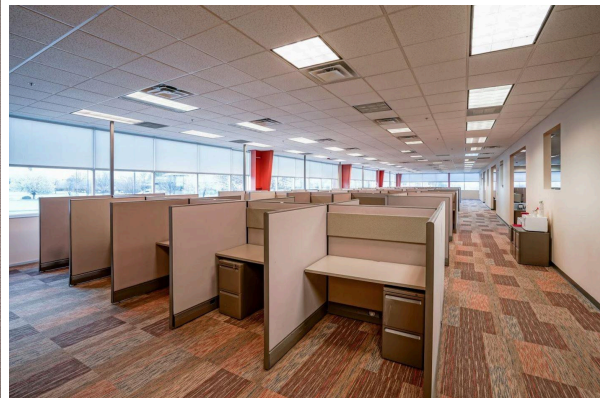
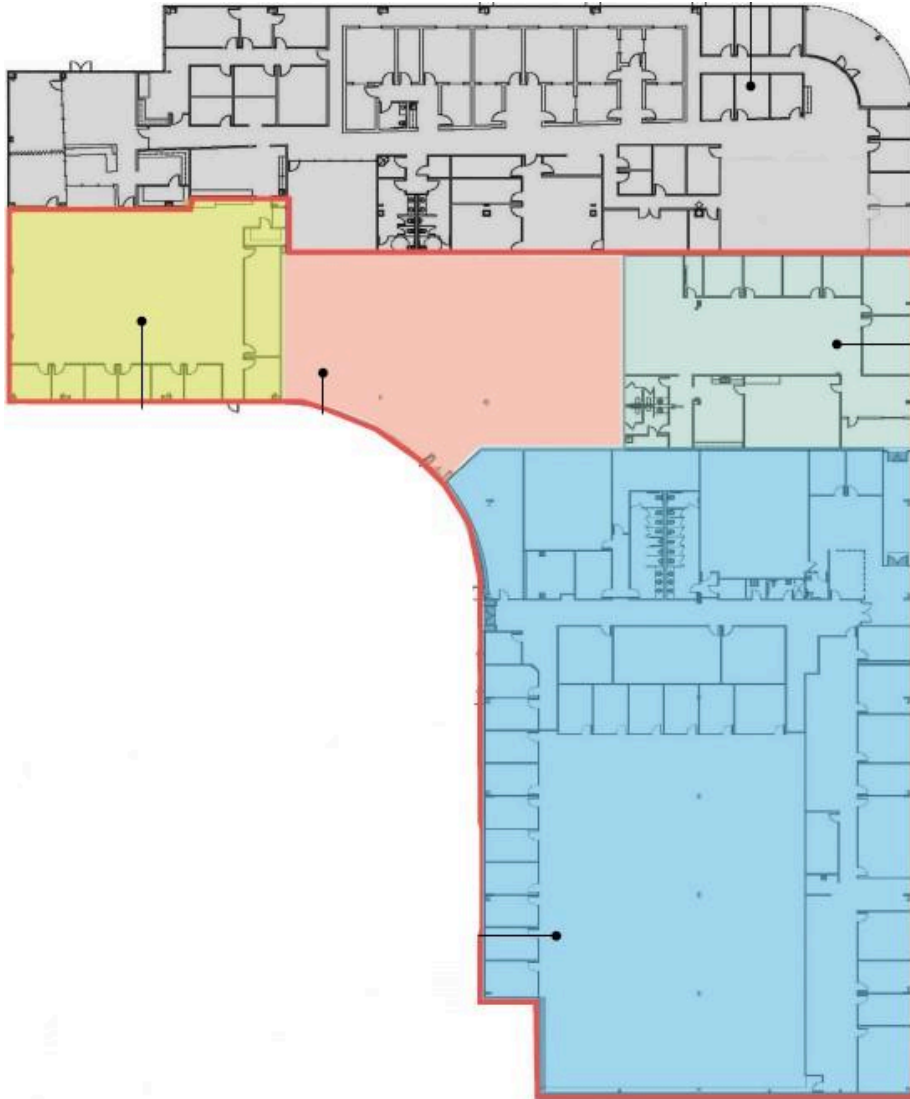




Potential Site #2: 5411 Jefferson St. NE Albuquerque, NM 87109
Total square footage: 38,000 SF
Price: \$22/SF







V. PROGRAM OF SPACES

A. Program of Spaces

As our cap of 450 students will not be reached until year 6, we will aim to phase our facility usage to coincide with enrollment. We may need to lease a smaller site for the school's first years and then relocate to a larger, long-term site as enrollment and operational funding grow.

B. Alternative Methods – If the school does not intend to utilize space within its proposed building but will utilize alternative methods, please discuss (for example, school intends to use public library for library, community center for physical education, or other methods) NA

Figure 11: Program of Spaces and Square Footage Needed

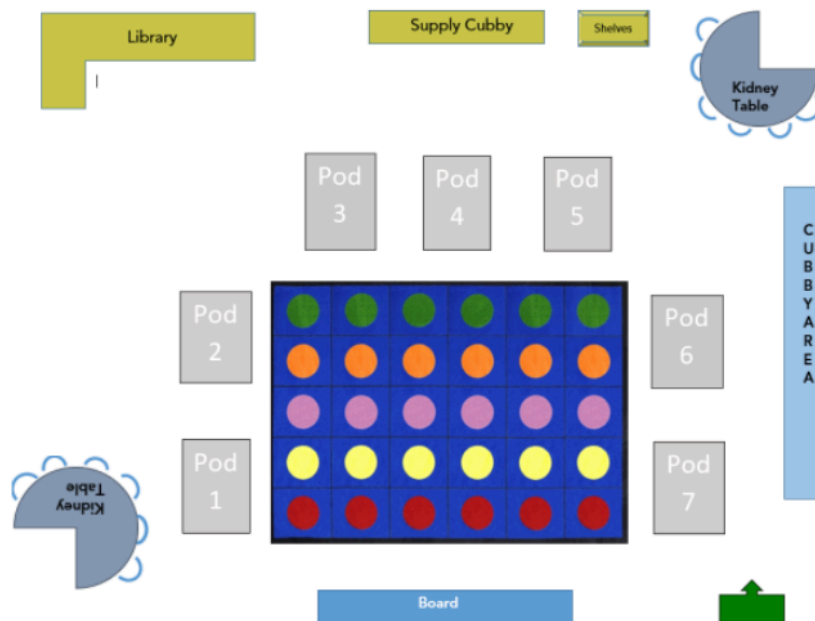
*These measurements adhere to the “Title 6 Adequacy Planning Guide” and are adjusted to Equip Academy’s specific needs.³

Space Description	Estimated # of spaces	Approximate Size	Special Space Features	Alternate Method Description
Kindergarten Classrooms	3	1,250 SF each = 3,750 total		NA
1st-5th Classrooms	15	900 SF each = 13,500 total		NA
Other Elective Classrooms	2	1,250 SF each = 2,500 total		NA
Special Education Classrooms	2	450 SF each = 900 total		NA
Support Spaces (OT/PT/SLP)	1	725 SF		NA
Technology Storage	1	60 SF	Adequate electrical outlets	NA
Literacy Storage	1	600 SF		NA
Cafeteria/Multi-Purpose Room/PE/Educator Institute	1	2,700 SF	Sink and adequate electrical outlets for warmers	NA
Administration Suite (offices, reception, conference rooms)	4	240 SF each = 960 SF		NA
Janitorial & Supplies Storage	3	70 SF each = 210 SF	Custodial sink	NA

³ New Mexico Public School Facilities Authority, Adequacy Planning Guide, [TITLE 6 \(nmpsfa.org\)](http://TITLE6(nmpsfa.org))

Faculty Work Space	1	440 SF	Adequate electrical outlets	NA
Health Space/Nurse	1	210 SF	Hand-washing sink & bathroom	NA
Additional SF: Bathrooms, hallways, lobby	-	6,000 SF		NA
Total Square Footage Needed At Full Enrollment	32,555 SF			

Kindergarten-2nd Grade Classroom Sample Layout



K-2 Classroom Features: 25 desks or a number of tables that total to 25 student work spaces (5 tables with 5 seats), 37 chairs (25 student chairs for desks + 12 chairs for small group stations), two kidney tables for small group work, 3 teacher chairs (two for small-group tables, one for front of room near whiteboard), 7'8" x 10'9" carpet, leveled library area, supply area, whiteboard, backpack station.

3-5 Classroom Features: 25 desks or a number of tables that total to 25 student work spaces (5 tables with 5 seats), 37 chairs (25 student chairs for desks + 12 seats for small group stations), two kidney tables for small group work, 3 teacher chairs (two for small-group tables, one for front of room near whiteboard), leveled library area, supply area, whiteboard, backpack station.

C. Other Desirable Site Features: Community safety is important. Equip Academy will have smart-tech security features where students, families and visitors will need to be buzzed in and securely checked. There will be a designated bus/family drop off/pick-up on the premises.

VI. CAPITAL PLAN

Figure 12: Current and Future Financial Resources Available or Expected

Year	Students	Type of Funding	Per Student Amount	Total Lease Assistance Funding
2025-26	75	Lease Assistance	\$815	\$61,125
2026-27	150	Lease Assistance	\$815	\$122,250
2027-28	225	Lease Assistance	\$815	\$183,375
2028-29	300	Lease Assistance	\$815	\$244,500
2029-30	375	Lease Assistance	\$815	\$305,625

*Note: Initial facility funding will include PSFA lease reimbursement funding as well as other start-up and operational funds. In subsequent years, enrollment growth and associated funding will allow for additional use of operational funds to meet lease and lease-purchase opportunities. The table above reflects lease reimbursement only as additional amounts needed and available will be determined by the facility selected and associated enrollment numbers.

VII. MASTER PLAN SUPPORT MATERIAL

A. Sites and Facilities Data Table

The below table will be completed upon confirming that we have selected a facility.

Figure 13: Sites & Facilities Data Table

Sites and Facilities Data Table	
Name of facility	
Physical address	
Date of opening	
Dates of major additions and renovations	
Site owned or leased	
Total building area gross sq/ ft.	
Site acreage	
Total number of permanent general classrooms	

Total number of permanent specialty classrooms	
Total number of portable classrooms	
Total number of classrooms	
Percentage of portable classrooms compared to total number of permanent classrooms	
Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)	
Number of gross sq. ft per student per school facility	

B. Site Plan

Figure 14: Planning Year & Year 1 Draft Timeline

Year	Month	Action Steps
2024	March	Mid-March: Submission of Facilities Master Plan Continue to Identify potential facilities
	May	Schedule sight visits & obtain contractor/architect assessments Create timeline of projects in conjunction with assessments
	June	Submission of Charter Application Continue Identify a just-right facility options
	August	Identify facility for first 3-5+ years of operation
	September	Begin lease negotiations with landlord(s)
	October	Finalize lease terms Plan out school layout for occupancy Determine facilities renovations needed, align contractors & architects
	November	Begin facilities renovation projects (to be completed by April 2025)
	January	Mid-process reviews, progress to completion
	February	Continue progress monitoring of facility
	March	Order furniture, ensure adequate technology infrastructure

2025	April	Goal for facility updates completion, order furniture and technology equipment
	May	Prepare for occupancy (move in furniture, prepare facility student and teacher spaces for occupancy, ensure technology capabilities are in place)
	June	Continue process to prepare spaces for occupancy, prepare emergency and operations plans, hang building room signs, schedule inspections, etc
	July	Mid-July: Institute for Educator Excellence begins
	August	Early August: Start of school for students

C. Floor Plan: NA

1. FAD forms will be presented upon final facility selection.

