



New Mexico Public Education Commission (PEC)

Separate Facilities Amendment Instructions

(NMSA 22-8B-4L)

Purpose: To request an amendment to the charter from the Public Education Commission (PEC) when the school is proposing to add a separate facility within the same school district pursuant to NMSA 22-8B-4L.

Submission Deadline: The form must be approved prior to the change being implemented. Amendments completed 28 days prior to the next PEC meeting will be placed on the next agenda.

Information provided by the school:

- Fully completed form

The concise narrative should address how the proposed changes may affect: (1) staffing; (2) enrollment targets; (3) advertising and marketing; (4) the curriculum, assessment, and instruction; (5) resources and budget; (6) the community; and (7) the capacity of the separate facility. Identify the planning and capacity of the school governing board and school administration to provide oversight of the separate facility at a second location.

- Approved board minutes or certification of the vote taken by the board
- Certificate of Occupancy, approved for educational use; OR an assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and an assurance that a copy of the Certificate of Occupancy will be provided to the CSD within 30 days of occupancy
- Letter from PSFA stating that the facility meets the New Mexico Conditions Index (NMCI); OR an assurance that the school will not occupy any space until the school possesses a letter from PSFA stating that the facility meets the New Mexico Conditions Index NMCI and an assurance that a copy of the letter will be provided to the CSD within a 30 days of occupancy
- An assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978

Contact charter.schools@ped.nm.gov with questions about completing or submitting documents.

Separate Facility Amendment Request Form

Submit this form and all supporting documents to charter.schools@ped.nm.gov

The Charter Contract was entered into by and between the New Mexico Public Education Commission (PEC) and Albuquerque School of Excellence, hereafter "the school," effective on 6/12/2020 contract term.

The school requests consideration from the PEC to change the terms of its contract as follows: Allow school to open a new K-12 site at 5200 Sequoia Rd NW, Albuquerque, NM 87120.

Current location: 13201 Lomas Blvd NE, Albuquerque, NM.

Identify the new separate facility building location and school district of the separate facility: 5200 Sequoia Rd NW, Albuquerque, NM 87120, APS.

Certificate of Occupancy: check one

- A Certificate of Occupancy is submitted
- The school representative and governing board chair provide assurances that the school will not occupy any space until the school possesses a Certificate of Occupancy and an assurance that a copy of the Certificate of Occupancy will be provided to the CSD within 30 days of occupancy

New Mexico Conditions Index (NMCI): check one

- A letter from PSFA stating that the facility meets the NMCI is submitted
- The school representative and governing board chair provide assurances that the school will not occupy any space until the school possesses a letter from PSFA stating that the facility meets the New Mexico Conditions Index NMCI and an assurance that a copy of the letter will be provided to the CSD within 30 days of occupancy.

The school representative and governing board chair provide assurances that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978. Yes No

If the school is also submitting a Grade Level Change Amendment Request and/or Enrollment Cap Amendment Request and the information below is provided there, check the appropriate box and do not complete the concise narrative below.

Narrative for the change (see instructions for "narrative"):

The Albuquerque School of Excellence (ASE) proposes a new campus on Albuquerque's west side to meet growing demand and provide a convenient, high-quality STEM and college-prep educational option for families in the area. With a strong track record of academic excellence and a proven program model, ASE is well-positioned to expand and extend our supportive educational environment to more students.

Rationale for Expansion and Community Need

Last year, ASE receives over 1,200 applications for only 280 available seats, showing clear demand for our specialized academic programs. Moreover, 107 of our current students already live closer to the proposed west-side campus, requiring families to make a 30-minute commute each way to reach our existing campus. A second campus would reduce travel time for these

families and bring ASE's well-regarded academic program closer to many other households that value a college-preparatory STEM education.

Enrollment Goals and Community Engagement

ASE's reputation as a high-achieving school reflects our commitment to rigorous academics, and the demand for our programs continues to grow. To support enrollment at the new campus, our experienced Marketing and Enrollment Coordinator will oversee outreach efforts, building on ASE's strong community connections and the robust waitlist that has supported full enrollment year after year. We are confident that our reputation and established demand will allow the new campus to quickly reach and sustain enrollment targets, serving both new and existing families.

Academic Programs and Resources

The proposed campus will offer the same high-quality programs that have contributed to ASE's academic success. Reading and Math Labs, NWEA assessments, and Project Lead The Way (PLTW) are core programs that have proven effective in supporting student growth and achievement, and these will continue at the new location. Through our partnership with PISTCO Education, students will also have access to STEM and career labs, providing them with hands-on learning experiences that build practical skills for both college and career readiness.

Staffing and Operational Preparedness

ASE is well-prepared to ensure the new campus is fully staffed and equipped to serve students effectively. With experience in proactive recruitment, we will attend job fairs, recruit teacher residents, and build partnerships to bring skilled teachers on board. By the 26-27 school year, we aim to hire 26 additional teachers for the new campus, leveraging the same approach that has allowed ASE to remain fully staffed even as our school has grown.

Financial Planning and Facility Capacity

ASE's collaboration with the Vigil Group has led to a carefully prepared five-year financial plan, based on realistic enrollment projections. Additionally, we have applied for the CSP Replication Grant and the Charter School Growth Fund Scale Grant to further secure funding for the campus expansion. The 111,000-square-foot facility planned for the new location provides more than enough capacity to support projected enrollment comfortably, allowing ASE to continue offering a well-rounded educational experience.

Conclusion

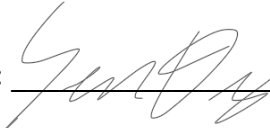
Opening a west-side campus offers ASE an opportunity to meet existing demand and expand access to our proven STEM and college-prep programs. With a clear plan for staffing, financing, and curriculum continuity, ASE is prepared to establish a high-quality school that meets the needs of families in the area. Our goal is to provide a convenient, academically rigorous option that empowers students and prepares them for success. We look forward to bringing ASE's high standards of education to more families in Albuquerque.

- Provided in the accompanying Grade Level Amendment request
- Provided in the accompanying Enrollment Cap Amendment request

Effective date: 7/1/2026

The school's contract amendment is hereby submitted by:

Signature of School Representative:  **Date:** 11/4/2024

Signature of Governing Board Chair:  **Date:** 11/4/2024

For PEC/CSD use only

PEC Meeting Date:

Agenda: Regular required

The school's contract amendment was: Approved Denied (see transcript)

Electronic signature of PEC Chair: _____ **Date:** _____

CERTIFICATE OF GOVERNING BODY VOTE

This document certifies that on Thursday, October 3, 2024, a meeting of the Governing Body of Albuquerque School of Excellence, a New Mexico public charter school, was held. The meeting and all votes were conducted in compliance with the New Mexico Open Meetings Act.

With a quorum of the Governing Body's members present and voting, a motion to approve the Enrollment Cap and Additional Square Footage amendments was passed with 5 votes in favor and 0 opposed.

The members voting in favor were: **Sean Fry, Moriah MacCleod, Yunus Akbas, Necati Sahin, and Angela Lopez.**

The members voting in opposition were: NA

I, the undersigned, certify that this is a true copy.

A handwritten signature in black ink, appearing to read "Sean Fry". The signature is stylized and cursive.

Sean Fry,

Governing Council President



ALBUQUERQUE SCHOOL OF EXCELLENCE

13201 Lomas Blvd. NE Albuquerque, NM 87112 ♦ Phone: 505.312.7711 ♦ Fax: 505.312.7712

Dear New Mexico Public Education Commission (PEC),

This letter provides the following assurances on behalf of Albuquerque School of Excellence:

1. **Certificate of Occupancy:** The school’s Director and Governing Council President assure that the school will not occupy any space until it possesses a valid Certificate of Occupancy. A copy of the Certificate of Occupancy will be provided to the Charter Schools Division (CSD) within 30 days of occupancy.
2. **New Mexico Conditions Index (NMCI):** The school’s Director and Governing Council President also assure that the school will not occupy any space until it possesses a letter from the Public School Facilities Authority (PSFA) confirming that the facility meets the requirements of the New Mexico Conditions Index (NMCI). A copy of this letter will be submitted to the CSD within 30 days of occupancy.

We are committed to complying with all necessary requirements and appreciate your attention to this matter.

Sincerely,

Sean Fry
Governing Council President
Albuquerque School of Excellence
Date: 10/15/2025

Mustafa Ayik
Executive Director
Albuquerque School of Excellence
Date: 10/4/2024

:

Statement of Accessibility: Agenda and Minutes are available on our website.

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter or any other form of auxiliary aid or service to attend or participate in the meeting, please contact Meghan Diaz at (505) 312-7711 or md101@abqse.org at least three (3) days prior to the meeting or as soon as possible. Public documents, including the Agenda and Minutes, can be provided in various accessible formats. Please contact Meghan Diaz at the phone number or email address above if a summary or other type of accessible format is needed.



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DRAFT - Governing Council Special Meeting Minutes

Time/Date: 5:00 pm(MST) on Thursday, October 3, 2024

Location: <https://abqse-org.zoom.us/j/84027719649?pwd=yar1sqgNuas5VflbmQyz5anVaNMpxO.1>

Meeting also streamed live via ASE's YouTube channel.

Agenda Items

I. Attendance

- a. Governing Council (GC) Members in attendance: Mr. Sean Fry, Mrs. Angela Lopez, Dr. Necati Sahin, and Dr. Yunus Akbas, and Ms. Moriah MacCleod
- b. Also in attendance: Mr. Mustafa Ayik
- c. GC Members absent: Mr. Baymuhammet Dadebayev and Dr. Osman Anderoglu.

II. Call to order, the establishment of a quorum

- a. The council members listed above are named the Governing Council of the Albuquerque School of Excellence (ASE) in the Articles of Incorporation and their attendance constitutes a quorum.
- b. Meeting called to order at 5:05pm.

III. Public Comments

- a. No public comment

IV. Consideration of Enrollment Cap Amendment (Discussion/Action)

- a. The Executive Director outlined the plan to increase the school's enrollment cap from **1,199 to 2,300** students, based on a projected enrollment of **2,280** over the next five years. The rationale for the increase is grounded in rising student demand, the school's ongoing success, and its desire to serve a new community by providing high-quality education. It was noted that the school has demonstrated academic growth, with proficiency rates compared to the state average rising from 62% to 70% over three years. The Director also highlighted research showing that the school outperforms other schools in the planned expansion area, many of which have lower state index scores. The cap increase was deemed a safe projection, with the possibility of further increases in future years. No significant concerns were raised, though considerations around enrollment impact, traffic, and continued growth were discussed.

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- b. Dr.Sahin moved to approve Enrollment Cap increase ; Mrs.MacCleod seconded. A vote was taken and the Enrollment Cap Increase from 1199 to 2,300 passed unanimously (5-0).

V. Consideration of Additional Square Footage Amendment(Discussion/Action)

- a. The Executive Director presented the rationale for increasing the school's square footage, citing the demand from families and community growth. The current square footage of the two existing buildings is about 101,000 square feet, and the proposed new location includes about 111,000 square feet of building space on 8.13 acres land with 187 parking spaces, which aligns with the school's future K-12 expansion plans. This amendment would allow the school to accommodate the projected enrollment growth, especially with over 1,200 applications received this year and 434 students on the waiting list. The amendment is also tied to a grant, making early approval important. Assurances were discussed, including not occupying the new space until receiving a certificate of occupancy and clearance from the PSFA.A suggestion was made to change the effective date of the amendment to July 1 2024 to align with the new fiscal year, which was agreed upon.
- b. Ms.MacCleod moved to approve the Additional Square Footage Amendment with revision on effective date to be July 1 2024 , Dr.Sahin seconded. Vote taken with unanimous approval (5-0).

Closing Remarks and Adjournment

- a. Mr.Fry reminded members that the October GC meeting had been rescheduled to October 26th, and encouraged in-person attendance. The meeting will include Kelly Callahan from Public Charter Schools of New Mexico, who will also conduct a Governing Council training session afterward. The Director also mentioned weekly meetings with Building Hope and suggested that it might be beneficial for GC members to attend a presentation on financial proposals. Discussion followed about possibly extending the Finance Committee meeting to review financial items and contract details before presenting to the GC. There was a suggestion to start the meeting earlier to accommodate discussions, and it was noted that Kelly Callahan's training would take place between 10 a.m. and 3 p.m., so the GC meeting should stay within the allotted time.
- b. Meeting adjourned at 5:23 pm.

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ASE - Multi-Layered System of Support (MLSS) Guidelines

The Multi-Layered System of Support (MLSS) is a comprehensive framework used to provide academic and behavioral strategies for students in a systematic way. It involves providing differentiated instruction and interventions to students based on their needs. The MLSS model typically consists of three layers: Layer 1 (universal), Layer 2 (targeted), and Layer 3 (intensive).

Layer 1: Universal Support

Academic Criteria:

1. All students receive high-quality, research-based instruction in the general education classroom.
2. Regular screening and universal academic assessments are conducted to identify students needing additional support.
3. Teachers use differentiated instruction to meet the diverse learning needs of students.

Behavioral Criteria:

1. School-wide behavioral expectations are explicitly taught and consistently enforced.
2. Positive behavior support is provided to all students.
3. Regular screening of DPS (Discipline Point System) data is conducted to identify students who may need additional support (1-29 DPS per semester).

Layer 2: Targeted Support

Academic Criteria:

1. Students not making adequate progress in the core curriculum receive increasingly intensive instruction matched to their needs. Students between 21% and 40 % on the NWEA test may receive Layer 2 Academic support. Teachers can utilize other data to consider students for Layer 2 interventions.
2. Interventions are provided in small-group settings in addition to instruction in the general curriculum. These include students both below and above grade level.
3. Progress is closely monitored to assess students' learning rate and performance level.

Behavioral Criteria:

1. Students at risk of adverse social, emotional, or behavioral outcomes receive additional targeted interventions. Students between 30-50 DPS points per semester may be considered under Layer 2 behavioral interventions. Administrators may view other data to provide Layer 2 intervention to students.
2. Interventions may include social skills groups, self-management, and academic support.
3. Progress monitoring data is used to make decisions about the need for further intervention or the possible need for more intensive intervention.

Layer 3: Intensive Support

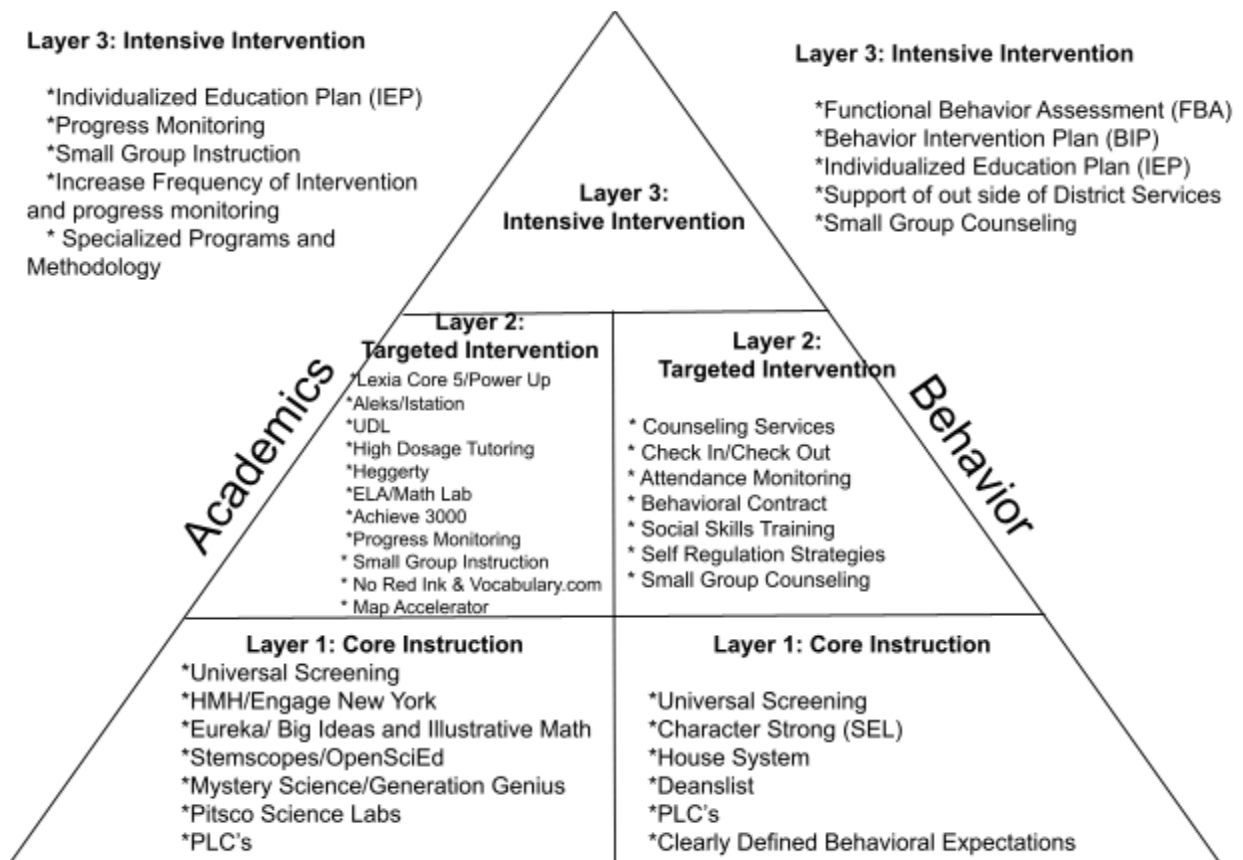
Academic Criteria:

1. Students who continue to show insufficient progress despite interventions at Layers 1 and 2 receive more intensive, individualized interventions. Teachers may qualify students for Layer 3 Academic Intervention if students are below 21% in NWEA score. Teachers can utilize other data to consider students for Layer-3 interventions.
2. These interventions are provided in addition to instruction in the general curriculum.
3. Interventions may be provided in one-on-one settings or small groups.

Behavioral Criteria:

1. Students who continue to show risk despite interventions at Layers 1 and 2 receive more intensive, individualized interventions. Students with over 50+ DPS points may be considered for Layer 3 behavioral interventions. Administrators may view other data to provide Layer 3 intervention to students.
2. These interventions may include individualized behavior plans, crisis intervention, or referral for a comprehensive evaluation.
3. Progress monitoring continues to be an essential component of Layer 3.

In all Layers, collaboration among educators, families, and other stakeholders is crucial for effectively implementing MLSS. Regular communication and data-based decision-making are key components of this collaborative process.



Layer 1 Academic Interventions: Layer 1 academic interventions are typically provided to all students in a general education setting to support their academic success.

Universal Screening: Universal screening is a systematic process that uses appropriate measures for identifying students who may be at risk of poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness.

EXAMPLES: Lexia Core 5 Initial Assessment (grades K-5), ALEKS Initial Knowledge Check (grades 3-12), Beginning of the Year ISIP from Istation (grades K-5), Hearing and Vision Screening, Dyslexia Screening for first grade, Gifted screening for 2nd graders

High-Quality Instructional Materials:

- *HMH/Engage New York for English Language Arts
- *Eureka/Big Ideas and Illustrative Math for Math
- *Stemscopes/OpenSciEd for Science
- *Mystery Science/Generation Genius for Science
- *PITSCO Science Labs

Professional Learning Committees (PLCs): Grade-level and Department-level monthly PLCs offer opportunities to discuss student work and progress, share information and best practices, review data, and discuss MLSS interventions and strategies that work for students.

Layer 1 Behavioral Interventions: Layer 1 interventions are typically provided to all students in a general education setting and are aimed at promoting positive behavior and academic success.

Universal Screening: Universal screening is a systematic process that uses appropriate measures for identifying students who may be at risk of poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness.

EXAMPLES: interest/concerns inventories for students and families at the beginning of the school year.

Character Strong (SEL): This is a curriculum that homeroom teachers use weekly to teach and reinforce grade-level appropriate social-emotional skills; elementary counselor visits and works with each homeroom class on these skills as well. See <https://characterstrong.com/> for more information.

House System: The Ron Clark House System creates smaller communities within the secondary school, allowing students to feel a sense of belonging and connection. This can increase engagement and motivation as students feel a part of something larger than themselves. In addition, the House System emphasizes the development of positive character traits, such as respect, integrity, service, and empathy. Through house activities, students can learn and practice these traits, leading to improved behavior and personal growth. Students are rewarded with House Points for positive behaviors. See <https://rcahousesystem.com/> for more information.

DeansList: This is a platform that is used school wide (K-12) that offers families, students, and teachers clear communication regarding attendance and behavior. Families are encouraged to opt in to the platform. K-5 students are also given PRS (Positive Reinforcement System) points for positive behaviors.

Professional Learning Communities (PLCs): Grade-level and department-level monthly PLCs offer collaboration opportunities, allow teachers to share best practices related to behavior expectations, and discuss MLSS interventions and strategies related to improving student behavior.

Clearly Defined Behavioral Expectations: The student handbook is available in both print and online. Expectations and policies are clearly defined. Parents and students sign an acknowledgment page yearly. The handbook is reviewed and updated annually. All staff are aware of the handbook's expectations and follow them.

Layer 2 Academic Interventions: Layer 2 academic interventions are typically provided to students who require additional support beyond the Layer 1 interventions. These interventions are more targeted and intensive, focusing on addressing specific academic needs.

K-5 interventions include:

- *Lexia Core 5/PowerUp for reading interventions
- *Heggerty for Structured Literacy is a phonics component
- *ALEKS/Istation for math and reading interventions
- *ELA/Math Lab for extended lessons, re-teaching, interventions, small-group work
- *UDL, or Universal Design for Learning, is a Chrome extension that includes Snap & Read, CoWriter, and Equatio that give all students a level playing field
- *High Dosage Tutoring after school tutoring is offered to all students who need it
- *Small Group Instruction to offer more individualized interventions
- *Progress Monitoring with data reviews and interim assessments for both general and special education students

6-12 interventions include:

- *Achieve 3000 for reading and writing interventions
- *No Red Ink & Vocabulary.com for grammar and vocabulary development
- *ALEKS for math interventions
- *NWEA MAP Accelerator for math interventions
- *ELA/Math Lab for extended lessons, re-teaching, interventions, small-group work
- *UDL, or Universal Design for Learning, is a Chrome extension that includes Snap & Read, CoWriter, and Equatio that give all students a level playing field
- *High Dosage after school tutoring is offered to all students who need it
- *Small Group Instruction to offer more individualized interventions
- *Progress Monitoring with data reviews and interim assessments for both general and special education students

Layer 2 Behavior Interventions: Layer 2 interventions are typically provided to students who require additional support beyond the Layer 1 interventions. These interventions are more targeted and intensive, addressing specific behavioral needs. Here is a list of behavioral interventions that can be provided within Layer 2:

- * Counseling Services
- * Check In/Check Out with designated staff as needed for success
- * Attendance Monitoring
- * Behavioral Contract
- * Social Skills Training
- * Self Regulation Strategies
- * Small Group Counseling

Layer-3 Academic Interventions: Layer 3 students often require intensive academic interventions to address their specific learning needs.

- *Individualized Education Plan (IEP) for students who qualify for and receive Special Education Services
- *Progress Monitoring with data reviews and interim assessments for both general and special education students
- *Small Group Instruction to offer more intensified instruction
- *Increase Frequency of Intervention and progress monitoring more often
- *Specialized Programs and Methodology using Orton Gillingham and Language Live for reading in Special Education and Saxon and Map Accelerator for math

Layer-3 Behavioral Interventions: Layer 3 students typically require more intensive and individualized behavioral interventions. Some behavioral interventions that can be provided to Layer 3 students include:

- *Functional Behavior Assessment (FBA) to gather data related to behavior concerns
- *Behavior Intervention Plan (BIP) to develop strategies and ways to address behaviors
- *Individualized Education Plan (IEP) for students who receive Special Education Services
- *Support of outside District Services such counseling, physical therapy, and occupational therapy
- *Small Group Counseling

ASE
Five Year Financial Projection
As of April 15, 2024

	Actual FY23	FY24	FY25	FY26
Student Enrollment	910	942	1004	1096
% increase		104%	107%	109%
Revenue				
Property Taxes	\$ 1,123,309	\$ 1,212,936	\$ 1,255,589	\$ 1,338,228
Federal sources	\$ 2,752,158	\$ 3,073,523	\$ 926,555	\$ 987,539
State sources	\$ 9,258,948	\$ 11,014,041	#REF!	#REF!
County and Local Sources	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Fees	\$ 140,379	\$ 125,000	\$ 125,000	\$ 125,000
Other Revenue	\$ 253,926	\$ 37,500	\$ 37,500	\$ 37,500
Total Revenue	\$ 13,530,220	\$ 15,464,499	#REF!	#REF!
Expenditures				
Instruction	\$ 6,314,553	\$ 7,935,350	\$ 6,961,838	\$ 7,599,775
Support services]students	\$ 1,228,572	\$ 1,340,886	\$ 1,282,944	\$ 1,400,505
Support services]instruction	\$ 24,184	\$ 72,867	\$ 77,239	\$ 84,317
Support services]General Administration	\$ 299,587	\$ 336,328	\$ 356,508	\$ 389,176
Support services]School Administration	\$ 821,261	\$ 955,229	\$ 1,012,543	\$ 1,073,295
Central Services	\$ 335,885	\$ 395,063	\$ 418,767	\$ 443,893
Operation & Maintenance of Plant	\$ 855,234	\$ 924,684	\$ 980,165	\$ 1,038,975
Non-Instructional - Food Services Operations	\$ 500,168	\$ 542,286	\$ 577,978	\$ 630,940
Capital Outlay	\$ 746,680	\$ 524,721	\$ 524,721	\$ 524,721
Debt Service - Interest Payments	\$ 1,022,068	\$ 1,022,068	\$ 1,022,068	\$ 1,022,068
Debt service - Principal Payments	\$ 541,845	\$ 541,845	\$ 541,845	\$ 541,845
Total Expenditures	\$ 12,690,037	\$ 14,591,327	\$ 13,756,615	\$ 14,749,510

Revenues in Excess of Expenditures Available for Debt Service (note 1)	\$	840,183	\$	873,172	#REF!	#REF!
Beginning Fund Balance	\$	2,910,073	\$	3,750,256	\$	4,623,428 #REF!
Ending Fund Balance	\$	3,750,256	\$	4,623,428	#REF!	#REF!

note 1. Revenues in Excess of Expenditures available for debt service does not deduct for required debt service covenants.

Assumptions:

1. Enrollment based on projection provided by the school.
 - a. special ed counts and ancillary services based on a proportional growth as the regular student growth.
2. Revenue projection based on on known facts:
 - a. Used SEG formula as it currently exists.
 - b. PED has not provided 'At risk" factor index. This will change revenues
 - c. PED had not provided additional calculation for additional tier days. This is not included at this time.
 - d. Unit value increased by 4% per year which is lower than the average increase over the last 10 years.
3. The revenues for grants are based on existing budgets adjusted for those that are known to be ending and adjusted by student enrollment
4. FY expenditure projections after FY24 are based on the prior years amount adjusted by the % increase in the student enrollment and decreased with Covid Federal f
5. The projection can be adjusted as requested to address additional issues.
6. The projection amount includes the current rent expenditure within the Capital Outlay line. These funds will also be available for debt service.

	FY27	FY28	FY29	FY30	FY31
1591	1891	2021	2240	2367	
145%	119%	107%	111%	106%	
\$ 1,460,855	\$ 2,120,639	\$ 2,520,508	\$ 2,693,784	\$ 2,985,689	
\$ 1,078,030	\$ 1,564,914	\$ 1,859,996	\$ 1,987,864	\$ 2,203,273	
#REF!	#REF!	#REF!	\$ 33,271,497	\$ 34,766,793	
\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	
\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	
\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	
#REF!	#REF!	#REF!	\$ 38,117,145	\$ 40,119,755	
\$ 11,032,155	\$ 13,112,386	\$ 14,013,819	\$ 15,532,387	\$ 16,413,018	
\$ 2,033,032	\$ 2,416,382	\$ 2,582,500	\$ 2,862,346	\$ 3,024,631	
\$ 122,398	\$ 145,477	\$ 155,478	\$ 172,326	\$ 182,096	
\$ 564,944	\$ 671,470	\$ 717,632	\$ 795,396	\$ 840,492	
\$ 1,137,693	\$ 1,205,955	\$ 1,278,312	\$ 1,355,011	\$ 1,436,311	
\$ 470,526	\$ 498,758	\$ 528,683	\$ 560,404	\$ 594,029	
\$ 1,101,313	\$ 1,167,392	\$ 1,237,436	\$ 1,311,682	\$ 1,390,383	
\$ 915,899	\$ 1,088,602	\$ 1,163,439	\$ 1,289,512	\$ 1,362,623	
\$ 524,721	\$ 524,721	\$ 524,721	\$ 524,721	\$ 524,721	
\$ 1,022,068	\$ 1,022,068	\$ 1,022,068	\$ 1,022,068	\$ 1,022,068	
\$ 541,845	\$ 541,845	\$ 541,845	\$ 541,845	\$ 541,845	
\$ 19,466,595	\$ 22,395,056	\$ 23,765,934	\$ 25,967,698	\$ 27,332,217	

#REF!	#REF!	#REF!	\$ 12,149,447	\$ 12,787,539
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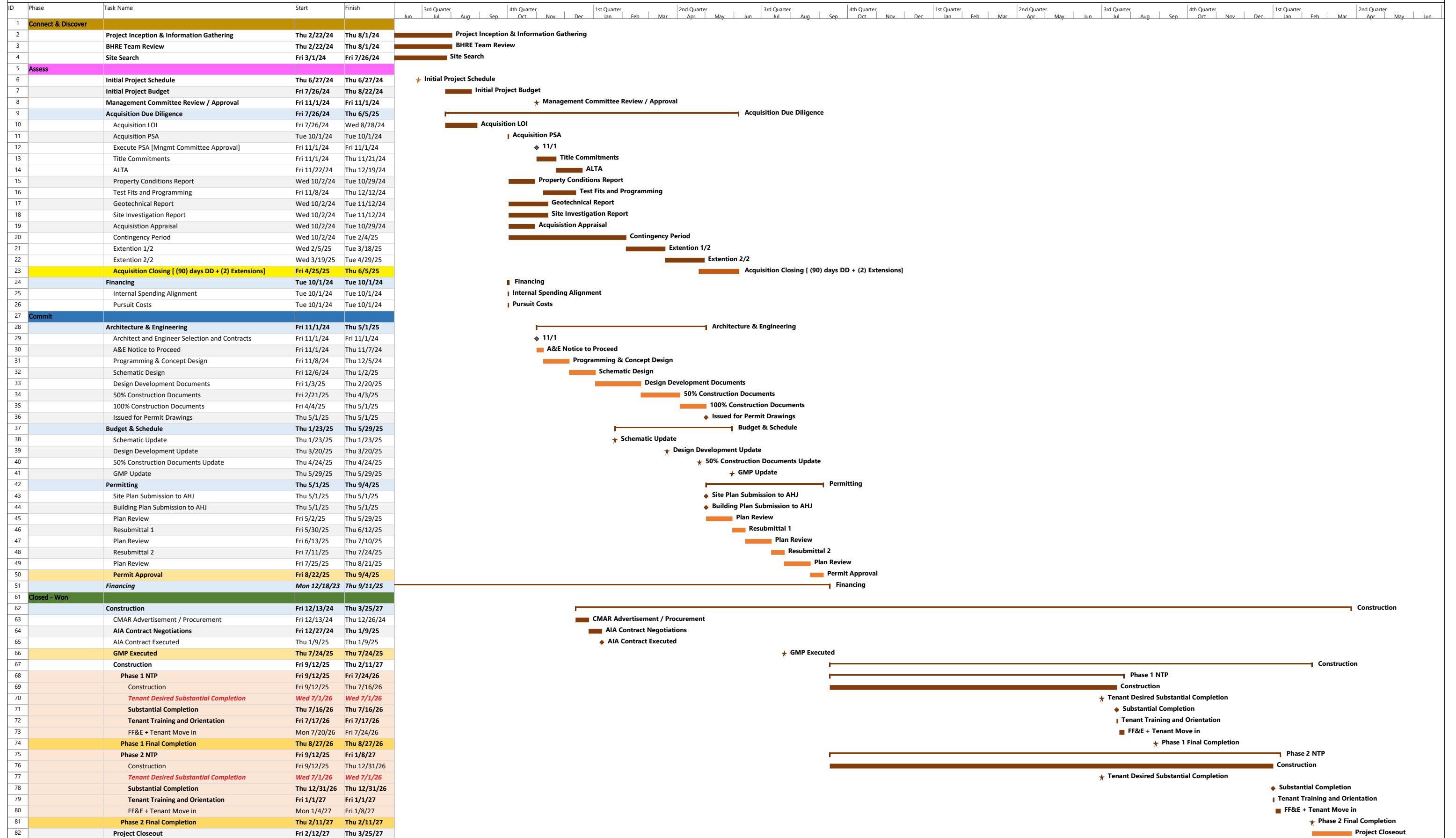
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und reductions



Albuquerque School Of Excellence
Preliminary Development Schedule
PSA Update + Full Reno Concept Plan



School Name	Grade Level	Index Score	School Distinction
Albuquerque School of Excellence	K-12	81.9	Spotlight
Horizon Academy West	Pre-K-5th	75.9	Spotlight
Montesory of Rio Grande Charter School	K-5	75.7	Spotlight
Albuquerque Collegiate Charter School	K-5th	74.2	Spotlight
Griegos Elementary School	K-5	61.2	Traditional
West Mesa High School	9-12	53.3	Traditional
Painted Sky Elementary	Pre-k- 5th	51.7	Traditional
LB Johnson Middle School	6-8	51	ATSI
Duranos Elementary School	Pre-K-6th	47.4	Traditional
Chaparral Elementary School	Pre-K-5	46.9	Traditional
Ace Leadership high school	9-12	44.6	CSI
Albuquerque Talent Development Academy	9-12	42.1	MRI
Cochiti Elementary School	Pre-K-5th	39.6	Traditional
Christine Duncan	Pre-K-8	38.2	Traditional
Reginald Chavez Elementary School	Pre-K-5th	38.1	Traditional
Alamosa Elementary	Pre-K-5th	35.6	CSI
Susie Rayos Marmon Elementary School	Pre-k- 5th	34.9	CSI
La Academia DE Esperanza	6-12	31	MRI
Jimmy Carter Middle School	6-8	30.9	CSI
Lavaland Elementary School	Pre-K-5th	30.8	CSI
John Adams Middle School	6-8	28.2	CSI

From: [Mustafa Avik](#)
To: [Rowe, Cheryl, PED](#)
Cc: [Russell, Brigitte, PED](#); [Chavez, Corina, PED](#); [Schools, Charter, PED](#)
Subject: [EXTERNAL] Re: Amendment request
Date: Thursday, October 31, 2024 4:23:19 PM
Attachments: [ASE-MLSS Guideline.pdf](#)
[ASE 5 year projection - revised 10.30.24a \(1\).xlsx](#)
[24.10.24 ASE Preliminary Dev Schedule Full Reno Concept Plan Summary.pdf](#)
[24.10.24 ASE Preliminary Dev Schedule Full Reno Concept Plan.pdf](#)
[Schools Scores Near 5200 Sequoia Rd \(1\).xlsx](#)

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello Cheryl,

Thank you for your feedback on ASE's amendment request to open a second campus. Please see our responses to the areas of clarification:

1. Staffing:

ASE has maintained a fully staffed team without long-term vacancies, even after the construction of our elementary building in 2019. For the 26-27 school year, we project a need for 26 additional teachers at the new campus. To address this, we plan to hire up to eight teacher residents from high-need areas, attend job fairs, and conduct interviews throughout the upcoming school year. With a proactive approach to hiring, we are confident in our ability to avoid staffing shortages. I will also share our projected enrollment numbers for the first five years after the new site opens. As mentioned previously, ASE received 1,267 applications for the 24-25 school year, with only 300 available seats.

2. Enrollment Targets:

Our success in the proposed location is supported by our track record in college-prep, STEM-focused education. I will provide a comparison of our index scores with schools within a five-mile radius of the new site. ASE's in-house Marketing and Enrollment Coordinator, robust waitlist, and strong academic reputation give us confidence in meeting enrollment targets for the new site.

3. Curriculum, Assessment, and Instruction: Our mission of providing STEM and college-prep education will extend to the new campus, alongside the existing assessment and successful programs we have in-place such as NWEA assessments, Reading and Math Labs, Project Lead The Way (PLTW), and partnerships like PISTCO. We also continue to have the same curriculum resources we have at our existing campus. For the full list of curriculum and resources we have available please see the attached ASE-MLSS guide.

4. Resources and Budget:

Our business office has developed five-year financial projections based on expected enrollment, and we are currently applying for the CSP Replication Grant and the Charter School Growth Fund Scale Grant. Please find attached our five-year financial projections prepared by the Vigil Group. Given our 5 year projections we see no financial challenges to complete this project.

5. Capacity of the Separate Facility:

The new site offers a 111,000-square-foot facility, ample to accommodate our projected

enrollment comfortably. Attached, you'll find 5 year financial projections that include our enrollment and FTE estimates, along with an estimated construction timeline and school score comparison around the proposed side.

Please let me know if this information sufficiently addresses your questions or if you need any additional details.

On Thu, Oct 31, 2024 at 2:55 PM Rowe, Cheryl, PED <cheryl.rowe@ped.nm.gov> wrote:

Dear Mustafa,

I hope you're doing well. I reviewed ASE's Amendment request to open a second campus, and find it lacking certain elements and rather brief considering the scale of the request. We encourage you to strengthen the application and resubmit it by Monday, November 4.

For example, in the instructions it says the narrative should address "how the proposed changes may affect: (1) staffing; (2) enrollment targets; (3) advertising and marketing; (4) the curriculum, assessment, and instruction; (5) resources and budget; (6) the community; and (7) the capacity of the separate facility. Identify the planning and capacity of the school governing board and school administration to provide oversight of the separate facility at a second location." Please elaborate on this in your application.

Let us know if you have any questions.

Thank you,

Cheryl

Cheryl Rowe, M.A. | Authorizing Practices Administrator

Tier III NM Instructional Leader & Administrator

Options for Parents & Families | Charter Schools Division

Email: cheryl.rowe@ped.nm.gov

New Mexico Public Education Department

300 Don Gaspar Ave. | Santa Fe, NM 87501

C: (505) 670-5882 | Options for Parents and Families Help Desk: (505) 827-6909

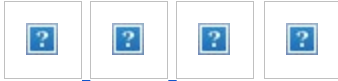
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Mustafa Ayik, M.Ed |Executive Director

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