HealthLeadership
HIGH SCHOOL

Facilities Master Plan & Educational Specifications

2018- 2023









Prepared By

SMPCArchitects

05/15/2018

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Health Leadership High School

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(505) 750-4547
www.healthleadershiphighschool.org

E-Mail:

info@healthleadershiphighschool.org

Contact:

Blanca López, Executive Director
David Vigil, Finance Director

Initial Charter Year: 2012

First Renewal Year: 2018

Current Enrollment Cap: 430 (300 Day and 130 Evening Students)

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Review of Statewide Adequacy Standards NMAC 6.27.30

HLHS meets above standards in the areas listed below, while there are several areas on which the school needs to meet the requirements of a traditional school.

Charter - Alternative School Statewide Adequacy Standards Variance

This document is a combination of the Facilities Master Plan (FMP) and Educational Specifications (Ed Spec) for Health Leadership High School (HLHS), a state-chartered public school for 2018-2023. The Public School Facilities Authority (PSFA) require that all New Mexico public charter schools develop a five-year FMP and Ed Spec as a prerequisite for eligibility to receive state capital outlay assistance under Statewide Adequacy Standards outlined New Mexico Administrative Code NMAC 6.27.30. The purpose of FMP/Ed Spec is to guide in the planning and/or selection of a facility, and use of capital funds to ensure sufficient accommodation of the educational mission and method of instruction per statewide adequacy standards for public charter schools. The application of these standards is intended to support the technology programs and educational curricula to ensure a sustainable operational budget for staffing, maintenance, and full utilization of the facility. The Health Leadership High School FMP and Ed Spec will provide a record of current facility conditions, as well as changes anticipated by a move to a permanent facility.

This document identifies specific current and projected facility needs for accommodating the charter school's anticipated five-year enrollment, and forecasts strategies and required resources for implementing those needs. It is intended to be a living document that the school can revise on a periodic basis as capital, facility, and educational conditions change, and State of New Mexico adequacy standards are updated.

The Facility Master Plan and Educational Specifications is organized by four sections:

1. **Goals / Mission:** Presents the school's educational Mission, desired state of the school's educational programs, and planning process.
2. **Projected Conditions:** Describes the instructional programs and delivery methods, enrollment, and current and proposed facility conditions and utilization.
3. **Proposed Facility Requirements (Ed Spec):** Identifies current and proposed facility goals and concepts for safety, security, sustainability, utilities, flexibility, community use and other considerations that impact space requirements and capital outlay.
4. **Capital Plan:** Identifies plans and financing options for facility maintenance, capital projects, technology systems and equipment purchases, including anticipated funding sources for relocated/additional facilities.
5. **Master Plan Support Material:** Provides information summarizing features of the school's site and facilities.

Overview

District's Request for HLHS

(Health Leadership High School made a request to locate in existing APS district facilities via email on March 13, 2018; no response has been received to date)

From: David Vigil <david.vigil@healthleadershiphighschool.org>
Sent: Tuesday, March 13, 2018 10:48 AM
To: Wijenje@aps.edu
Cc: Sonia Vinajeras-Gallegos; Peggy Favour; Blanca Lopez
Subject: Re: Inquiry for Existing APS Facility for Health Leadership High School

Kizito,

In addition, we also need a library space as well. I added it to the list in below in this thread.

Thank you,

David

On Tue, Mar 13, 2018 at 9:47 AM, David Vigil <david.vigil@healthleadershiphighschool.org> wrote:

> Dear Kizito,
>
> Health Leadership High School is updating our Facilities Master Plan and we are inquiring about existing APS Facilities that may accommodate our needs. The following is a list of our needs:
>
> Location: South Valley of Albuquerque
> Approximately 45,000 square feet
> 14 classrooms
> 1 simulation laboratory
> 1 science laboratory
> 1 Library space
> 1 cafeteria type space
> 430 students at maximum
> 40 teachers and support staff
>
> Please let me know if there is any other information you need for your search.
>
> Looking forward to hearing from you.
>
> Kind Regards,
>
> David Vigil,
> Director of Finance
> Health Leadership High School
>
> --
> **David Vigil**
> Finance Director
> Health Leadership High School
> (505) 750-4547
> david@healthleadershiphighschool.org

Acknowledgments

Governing Board

Dr. Javier Aceves
Adriann Barboa
Chris Brennan
Abuko Estrada
Teri Hogan
Dr. Arthur Kaufman, MD
Chris Rivera

Steering Committee

Blanca Lopez, Executive Director
David Vigil, Finance Director
Victor Chavez, President of Health Leadership Foundation
Amber Reno, Director of Curriculum & Assessment
Gilbert Ramirez, Director of Student Support
Moneka Stevens Cordova, Community Engagement Director
Luis Gonzalez, Instructional Coach

Community Partners

Bob DeFelice, CEO, First Choice Community Healthcare, Inc.
Melissa Manlove, COO, First Choice Community Healthcare, Inc.
Enrico Gradi, Director, Planning & Development, Bernalillo County
Gabriella Gutierrez, Associate Professor, UNM School of Architecture + Planning
Greg Hicks, President, Gregory T. Hicks & Associates
Russ Golightly, Vice-President, Gregory T. Hicks & Associates
Fred Arfman, PE, Isaacson & Arfman
Jon Balis, President, Balis & Company

Public School Facility Authority

Bill Sprick, Facilities Master Planner

FMP & Ed Spec Consultant

SMPC Architects

Acronyms/Definitions

CNM	Central New Mexico Community College
Ed Spec	Education Specifications
FAD	Facility Assessment Database
FCI	Facility Condition Index
FCCH	First Choice Community Healthcare
FMP	Facilities Master Plan
GSF	Gross Square Feet
HLHS	Health Leadership High School
IBC	International Building Code: 2015 edition
NMCI	N.M. Facility Condition Index
NSF	Net Square Feet
PED	Public Education Department
PSCOC	Public School Capital Outlay Council
PSFA	Public School Facilities Authority
SD-IMU	Sector Development Isleta Mixed-Use
SVCC	South Valley Community Commons
UNM	University of New Mexico

Table of Contents

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Goals/Mission 01

1.1 Goals

1.1.1 Mission - Health Leadership High School

The mission of Health Leadership High School is to equip young people who are interested in the health industry with the skills they need to become leaders in developing healthier communities. This requires students to have a deep understanding of the social, economic, and physical conditions of their communities and the people who live there. Developing students as deep and complex thinkers and specifically serving young people who have limited means to have successful careers, HLHS nurtures the intellectual, physical and emotional well-being of their students.

Founded in 2013, Health Leadership High School (HLHS) was the second school created within the Leadership Schools Network (LSN), a component of the larger New Mexico Center for School Leadership (NMCSL). As part of NMCSL's dedication to transform the educational landscape, the incubation of new schools like HLHS is a critical part of their work. At the core of their educational philosophy is the understanding that local communities can inform the way schools are designed to succeed in a rapidly-changing world. Similarly, HLHS engages in the collective mission and vision of the LSN to "improve educational outcomes for marginalized students by sustaining innovative, student centered, community responsive schools aligned to dynamic industries in New Mexico."

"The Mission of Health Leadership High School is to equip young people who are interested in the health industry with the skills they need to become leaders in developing healthier communities...."

To achieve these goals, HLHS prepares vulnerable students from under-served communities for careers in the healthcare field with practical experiences that equip them with the skills and tools needed to succeed both personally and professionally. The approach to achieve this success is built on a three-pillar model of project-based learning or "learning by doing," community engagement, and 360-degree student support. Each pillar contributes to a comprehensive approach to education. As a result, students learn in a safe and healthy environment, while leveraging professional partnerships to help their own communities, and pave a path for their future careers.

1.1.2 General Education Philosophy

Desired Future State of School's Educational Program

Educational programs at HLHS are focused on the future needs of the healthcare sector. With the help from professional partners, Health Leadership High School will teach students what the health industry will need 10 years from now. Future employers who will hire their graduates are invited to help design the school curricula, train and mentor students, then evaluate their progress. The program is focused on projects that will prepare young people for careers in one of the following three domains: Determinants of Health (Public Health), Delivery systems (Clinic/ hospital operations), and Client Services (Nursing). The foundation for the HLHS Education Philosophy is derived from the umbrella organization of the Leadership Schools Network (LSN) or Leadership High School Network (LHSN).

The mission of the Leadership High School Network is to foster school environments that specifically support young people who have not been served by the traditional school system. The network schools focus on the overall well being of our community's young people while also ensuring student success through the development of career-related skills that prepare them for futures in high-wage industries in our state.

Through the three-pillar approach of project-based learning, community engagement, and 360-degree student support, HLHS students receive a holistic education that prepares them to address real-world problems with outside-the-box solutions through professional experiences.

Learning by Doing: All coursework content is learned through hands-on projects, three per trimester for day students and two for re-engagement evening students. Using health experts to ensure relevancy and cutting-edge methods, teachers take a challenging health problem to design student projects. While the focus of student projects is on practical health related applications, coursework must also incorporate a mastery of Common Core, National and State Standards. Students are assessed on both formative and accumulative performance that demonstrates a synthesis of what they have learned through their experiences.

Community Engagement: Health Leadership High School is dedicated to an applied approach to education that draws from the knowledge of industry professionals and professional partnerships to prepare for careers in the healthcare field. These partners are instrumental in developing the school's curriculum, student engagement, providing students access to internships, on-site training, and job opportunities. With an understanding of community assets and connecting HLHS faculty and students to industry professionals, students are able to also take agency within their own communities through advocacy.

360-Degree Support: The objective of "360-degree support" is to provide students with a positive school culture by promoting a structure of holistic wellness that includes supporting mental and physical health, fitness, and nutrition of their students. The foundational philosophies of 360-support are guided by positive youth development, support from graduation through transitioning to adulthood, and comprehensive levels of academic, emotional, social support.

- **Positive Youth Development (PYD):** HLHS cultivates an environment of Positive Youth Development by promoting a school culture that is structured and safe, while emphasizing positive social norms. This approach is critical in preventing youth from engaging in risky behaviors and reach their highest potential.
- **Health Leadership Advisory Program:** HLHS Advisory Program utilizes daily meetings, or Rounds to ensure that students are prepared to do their best school work. Through Advisory, parents, families, caregivers and students foster developmental relationships fostered by the Advisor. As the force in developing school culture, the importance of student advisement is emphasized by earning credit through Learning Outcomes in Advisory classes.
- **Family Meetings:** By holding family meetings every trimester, students and their families are led by an Advisor to discuss any issues or accomplishments that may affect the students growth academically, healthily and socially.

01 Goals/Mission

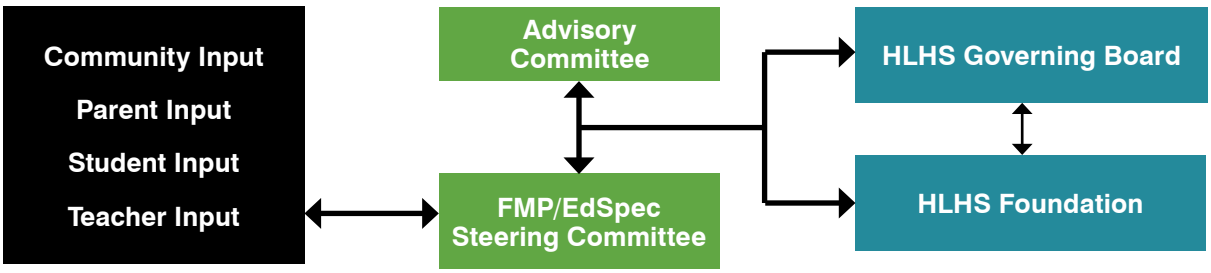
1.2 Process

1.2.1 Data Gathering and Analysis

HLHS collaborates with several entities to inform the process of data gathering, analysis, and decision-making in regards to all aspects of the school's operations. HLHS consults with health professionals on issues related to curriculum, and best practices in health education programs and delivery. Final authority for all facility decisions rests with the HLHS Governing Board which is comprised of industry professionals, health advocates, and community organizers. The school's advisory group is responsible for researching optimal design, location and financing of the proposed future facility based on the programmatic needs and space criteria of the school. Considerations include school organization, success for students, relationships among teachers, effective learning experiences, and connections to the community. This advisory group will make recommendations directly to the Finance Committee of the board.

Authorized contact on issues and questions related this submission:

David Vigil, Health Leadership High School, Finance Director (505) 750-4547
david@healthleadershiphighschool.org



Process for Capital Planning and Decision Making

Step 1 Advisory committee convenes to set finance and design goals and timelines for the new facility completion. Timelines are created understanding the need for a final location in time for school to begin in July 2020. Also, examination of other public/private resources that can be leveraged to support the project.

Step 2 Members are tasked with specific responsibilities: first steps would be to analyze whether sufficient expertise is present and identify additional support if necessary. Special attention will be given to adequacy and safety standards.

Step 3 Member's recommendations are presented to the committee as a whole after which final recommendations are given to the board for review. However, the board representative will be engaged throughout the process as a member of the Advisory Committee. This includes engagement by the Health Leadership Foundation and it's president - the foundation's liaison on the board. The foundation's financial and operational obligations include: debt financing, fundraising, property management/maintenance, and consulting on educational responsibilities and professional development

Step 4 Final approval for capital, financial and facility decisions are made by the governing board.

Community members at FCCH design charrette for the South Valley Community Commons

Identify How Community Input is Considered

Since its inception, HLHS has consistently engaged the community in its decision-making process regarding its mission, curriculum and facilities. Prior to HLHS becoming chartered in 2010, the community-based Board of Directors of First Choice Community Healthcare (FCCH) began purchasing vacant property adjacent to flagship South Valley Family Health Commons with the goal of expanding services to the South Valley community. For FCCH, a principle component of this undertaking was participating in the establishment of HLHS, and dedicating some its acquired land to build a permanent campus.

Since these initial efforts by FCCH, HLHS has completed its first five years of instruction and advanced its endeavor to find a permanent home. While HLHS has been planning and raising funds to realize its move to the South Valley Health Commons from leased property near Albuquerque International Sunport efforts have been made to promote the project through an informed and engaging process involving members of the community.

Hosted by FCCH, HLHS, and UNM, numerous meetings, forums, and charrettes have been attended by professionals, students, parents, and the South Valley community where ideas and concepts for HLHS as a critical component of the self-sustaining wellness ecosystem have been defined and visualized. Meanwhile, the school's curriculum is frequently re-evaluated by staff, professional partners, and students to ensure that HLHS is providing an engaging education that prepares them to be "workforce ready" for current and future healthcare system needs.

Role of Steering Committee

HLHS's steering committee is comprised of staff and teacher representatives. By incorporating input from all administrative entities, the committee provides comprehensive feedback that affect all aspects of the school's structure.

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Projected Conditions 02

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2.1 Programs and Delivery Methods

2.1.1 Programs Overview

Overview of Proposed Educational Programs and Facilities

Currently housed in a 15,800 SF office building in the Albuquerque airport corporate district, Health Leadership High School is planning to move into a permanent facility in July 2020. As enrollment continues to grow, the temporary leased facility lacks adequate size to support their project-based learning programs as outlined in the Facility Master Plan and Education Specification approved by the Public School Facilities Authority (PSFA) in 2012. A permanent new home will support the HLHS mission for high quality instruction and mentorship to be provided in a safe, health-promoting community with opportunities for internships and entry level employment.

Health Leadership High School is a public school dedicated to hands-on, project-based learning through the lens of the health profession. In contrast to traditional models for career academies which utilize electives and core classes as separate subjects, HLHS core coursework is embedded within their health-focused curriculum. HLHS students learn Math, English, and other subjects in the context of real-world, health industry applications. For example, a student will apply their English work toward research and writing for projects, or Math through statistics related to health, or calculating intravenous drips per minute for a patient given one liter of liquid an hour.

Potential Shared/Joint Use Facilities with Public or Private Entities

Among HLHS foremost partners is First Choice Community Healthcare (FCCH), whose mission is dedicated to improving the health, life-skills and well-being of all members of the communities it serves. In fulfillment of its mission, FCCH is committed to the development of the South Valley Community Commons (SVCC), including the future site of the new HLHS facility. Understanding the need for a more comprehensive approach to improving health, SVCC is expanding to not only provide HLHS with a permanent campus, but a workforce training center, early childhood development center, wellness center, administrative space, community garden and a farm-to-table style restaurant in the under-served South Valley community.

- **SVCC-SVHC (South Valley Community/Health Commons)** Early childhood development center, wellness center community garden with indoor teaching facilities and covered farm stands, farm to table style restaurant.
- **Farm-to-Table Style Restaurant** The restaurant is envisioned to offer affordable, healthy food sourced locally to ensure freshness and vitality, while limiting impact on the environment. In addition to employing students from HLHS, the restaurant will also serve as a commissary, supplying prepared meals to the high school and to the SVCC early childhood center. It will also function as a catering business and serve as a commercial kitchen for interested food truck operators.

02 Projected Conditions

HLHS Current Leased Facility

- **The Community Farm** Food Hub project proposes a partnership between First Choice, Bernalillo County and local farmers. This project will turn vacant land adjacent to the South Valley First Choice Health Commons into a garden and indoor/outdoor learning center where patients and their families can plant vegetables, learn about planting, packaging, selling their harvest, as well as preparing and eating healthy organic food. In addition, the space will provide a commercial kitchen, a green house, a produce market and an orchard. Total acreage for this site is approximately four acres. The current use for Bernalillo County land is solely flood control. First Choice Community Healthcare will pursue changing the current land use designation to Multi-Use to accommodate agriculture, food preparation, education and walking trails. First Choice Community Healthcare will be responsible for maintaining the primary function of the site as a food control site with all other uses secondary.
- **Child Development Center** The Child Development Center aims to address a lack of high quality early care and education programs in the South Valley and to connect families with existing health, nutrition and other resources. The Child Development Center takes a multi-generational approach by engaging all caregivers of young children - including those who are young parents and students of Health Leadership High School, grandparents raising grandchildren, and other caregivers. Similarly, students will engage with the nearby Children Youth and Families Department (CYFD) facility to develop skills related to early childhood development. This collaboration is especially useful to HLHS Re-Engagement students who are sometimes young parent's themselves and learning about child development through their own parenting experiences.
- **Workforce Training Center/Administration Building** The Workforce Training Center / Administration Building is replacing an existing workforce training center that is on-site, and modular buildings that are currently serving as temporary administrative space. The Workforce Training Center is envisioned as a place where Health Leadership and other high school students can get a jump start on their pathways to careers in the health sector, while current employees continue to receive job-specific competency training and career ladder opportunities for advancement. In addition, the training center can be opened to unemployed community members to provide training that leads to certificates and job opportunities.
- **Community Engagement Center (CEC)** In order to achieve one of HLHS' core goals of Community Engagement, the school will incorporate a space within it's campus specifically for that purpose. The Community Engagement Center will connect students and teachers of HLHS to outside community members by allowing the community to use the center for functions that purely community oriented. Examples of how the Center would be used include: yoga or martial arts classes, social functions, or non-HLHS related workforce training.

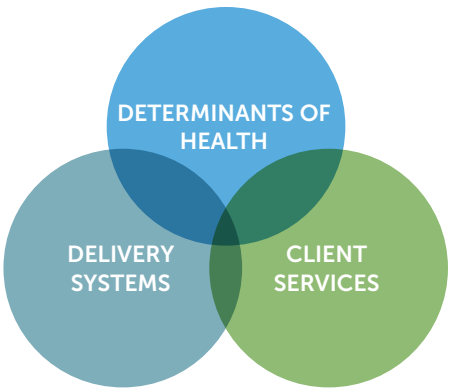
- **CNM** CNM and HLHS utilize a Dual Credit Program where some classes are held at CNM and some at the HLHS campus. Classes include nursing assistant courses, Financial Literacy and Introduction to Social Work
- **Community Centers** HLHS students currently use facilities at community centers for sports, and other activities that the HLHS campus lacks spaces.

Proposed Instructional Program

The unique nature of HLHS approach to education begins before instruction officially begins for the school year. Students, HLHS Curriculum Director, and industry partners participate in what is called an “Industry Cafe”. For three weeks, participants collaborate to determine the content of student projects for that year. Students communicate their personal interests in a particular subject, industry professional advise on tailoring project content toward innovative methods and practical applications, and the Curriculum Director integrates these objectives into projects that satisfy National Common Core standards. Throughout this process every student gains a customized coursework plan, with varying outcomes base on the individual student’s grade, interest and learning style.

The curriculum is focused on teaching all the Common Core standards through the lens of the Health sector with three areas of focus: **Determinants of Health, Health Delivery Systems, and Client Services.** Through Anchor Projects, teachers take a challenging health problem and design student project objectives using health experts to help ensure that what they are teaching is relevant and cutting edge. By embedding core subject material; math, science, social studies, language arts, etc., into health focused projects, students are better prepared to think critically about implementing learned skills into real-world health applications.

By examining **Determinants of Health,** students consider what makes people healthy or unhealthy - the range of personal, social, economic, and environmental factors that influence an individual’s or community’s health status. Examples of Determinants of Health include: poverty, education, employment, neighborhood conditions, culture and diet. Understanding these factors leads to ideas about how changes can be made to create a healthy society in which everyone can live a long, and healthy life.



02 Projected Conditions

When students study **Health Delivery Systems** within the scope of their projects, they are learning how to foster optimal health outcomes by examining how systems like insurance, and clinics/ hospitals operate- their dynamics, challenges, and how optimal health outcomes can be achieved within these systems. Students need to know not only how to work with clients of the health-care system, but they need to know how the systems themselves work, how work is organized, and how medical bills are paid.

Lastly, when student's learn about **Client Services** in health care, the hands-on work really takes root. With amenities like a Simulation Lab, students use real medical equipment, and high-tech mannequin "patients" to practice real-world skills in a real-world setting. Students learn the fundamentals of patient care and how to diagnose and treat health issues.

General Instructional Organization (Grades Levels, Groups, Academies)

Health Leadership High School teaches grades 9th-12th, and offers an evening Re-engagement program for students ages 16-24 who have left previous high schools and not yet graduated. Currently, HLHS serves 180 students combined in their Day and Re-engagement programs.

The school is organized into grades in the day program with four classes assigned to each grade level (Humanities, Math, Science and Spanish). This is the format for all four years (9th-12th). The evening program is also composed of specific classes (Humanities, Math, and Science). Classes are taught in a cross-disciplinary, "differentiated instructional" method and often times classes are combined or separated into sub groups based on the projects being taught (Spanish and Math, Humanities and Science, etc.) Cross-disciplinary curriculum is implemented in both day and evening programs.

HLHS follows a "differentiated instruction and assessment" educational framework. Differentiated learning is an educational philosophy that allows teachers to respond to variance among learners in the classroom. By tailoring content, process, products, and learning environment to the unique learning experience of each student, this approach allows students of different levels and styles to learn in an environment that is more personalized to the individual versus broad instruction given to a range of students.

Older students spend a part of their day earning dual credit through CNM. Currently 35-40 students are receiving dual credits in classes that are held at both HLHS and CNM campuses. Dual credits classes offered through CNM include: Nursing Assistance, Financial Literacy, and plans to add classes in Social Work. This dual-credit program will continue after HLHS moves to new facility.

During their senior year, students are required to explore health careers by completing several hours of mentorship with an industry professional, exposing them to real-world work settings and situations. HLHS focuses on 'positive youth development' through mentorship partnerships with community members and agencies to ensure students are prepared for higher education, and are "workforce ready" once they graduate high school.

At HLHS, Differentiated Instruction is realized by integrating students of different grade levels, including special education students, in the same classroom but with different learning objectives and outcomes for each student. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

Re-engagement Students

Evening Re-engagement (RE) students range in age from16 to 24 years old, and are at various levels in their academic achievements. Classes are held in the evening (Monday-Thursday 3:45pm-8-:15)pm because many of these students hold jobs during the day. These students have typically dropped out of traditional high schools and want to complete their education and achieve a high school diploma.

RE students also participate in work-study programs, and focus heavily on Early Childhood Development. Once HLHS moves to it's new facility in the South Valley, this will includes work with Child Youth and Family Department (CYFD) where students obtain hands-on experience. Many RE students are young parents themselves and benefit personally and professionally from these experiences.

HLHS is dedicated to supporting their students that are young parents and allow both Day and Evening students to bring their children to school if they do not have daycare.

Alternative Methods of Educational Program Delivery

In general, using alternate delivery methods to provide students with public school services are central to the educational philosophy at HLHS.

Besides the basic Project-Based Learning (PBL) model employed in the classroom, students also participate in several health certification opportunities. Some are required for all students, like CPR and First Aid, and others are elective based on students interests and future career goals. These include: Blood Pathogen Certification, Community Health Workers Certification, HIPPA, Shaken Baby Syndrome and Certified Lactation Counselor (CLC) training. This specialized training is intended to prepare students for their higher education endeavors should they choose to pursue professional degrees.

In order to reinforce their job readiness, HLHS practices a **21st Century Learning** framework needed for students to succeed in work, life and citizenship. Instead of merely focusing on Common Core Standards of education, interdisciplinary themes such as "Life and Career Skills", "Learning and Innovation Skills" and "Information, Media and Technology" skills are emphasized to create technologically and socially informed, global citizens.

02 Projected Conditions

The culminations of these skills is demonstrated in student project presentations where students are evaluated and practice “soft-skills” of public speaking/presentations skills, collaboration/ teamwork, critical thinking, problem solving and media/technology skills.

Describe Scheduling Approach (Periods, Block Schedule, etc)

Because the primary goal of HLHS is to prepare students for future employment in the Healthcare Industry straight out of high school, their scheduling approach reflects the motivation to graduate students proficiently and efficiently. For HLHS the most productive way to achieve this is by dividing the academic year into trimesters, and a year-round schedule. By attending school year-round, students graduate sooner than a traditional semester systems.

The first trimester is geared to core coursework (Math, Science, English, Spanish), learning professional skills needed to perform project presentations, gaining confidence for professional careers, and developing into adults. Math is taught all three trimesters to provide maximum opportunities for students to complete math requirements. The second and third trimesters are more directly focused on anchor projects, and preparing students to present their projects to community members. An emphasis is placed on integrating the core class material learned in the first trimester into their projects during the second and third trimesters.

The daily Block schedule at HLHS performs the same purpose as the trimester model at a smaller scale. HLHS schedules classes using a block schedule, replacing a more traditional schedule of six or seven 45-50 minute daily periods, with longer class periods that meet fewer times a day and week. This format is more conducive to the Project Based Learning model, allowing students to spend more time on practical versus theoretical applications of their knowledge and material. The format for each block is based on the “Workshop Model” where blocks are divided into mini lessons, hand’s on learning, and debrief.

Students begin their day with Advisory from 8:45am - 9:45am. Students are assigned to the same advisor for the duration of their education at HLHS, providing consistency and personalized attention for each student. Advisory sessions consist of groups of 15-20 students per advisor, creating a family-like setting that enhances each student's social, emotional, and educational experience at HLHS, improving their chances of being successful academically and professionally in the future.

Bell Schedule

Day Program

8:45 – 9:45 AM	Advisory
9:50 – 11:10 AM	Block 1
11:15 – 12:30 PM	Block 2
12:30 – 1:00 PM	Lunch
1:05 – 2:25 PM	Block 3
2:30 – 3:45 PM	Block 4

Evening Program

3:45 - 4:20 PM	Advisory
4:20 - 5:30 PM	Period 1 & working dinner
5:30 - 7:00 PM	Period 2
7:00 - 8:20 PM	Period 3

Anticipated Special Curricular and Extracurricular Activities to be Accommodated in the Facility

Currently, HLHS provides some extracurricular activities, and intends to add more programs once the school is moved to its permanent location in the South Valley. Since HLHS does not have any athletic facilities on their existing campus, and does not have any planned for the new campus, athletic programs like their girl's volleyball, and the future soccer team will hold activities off campus at nearby community centers. The girl's volleyball team currently uses the facilities at Thomas Bell Community Center.

Other extracurricular activities planned for the future include: student council; cooking and nutrition classes; and fundraising. Some of these activities will occur in collaboration with FCCH by using their available resources and facilities including a Cooking Lab and use of the SVCC community garden.

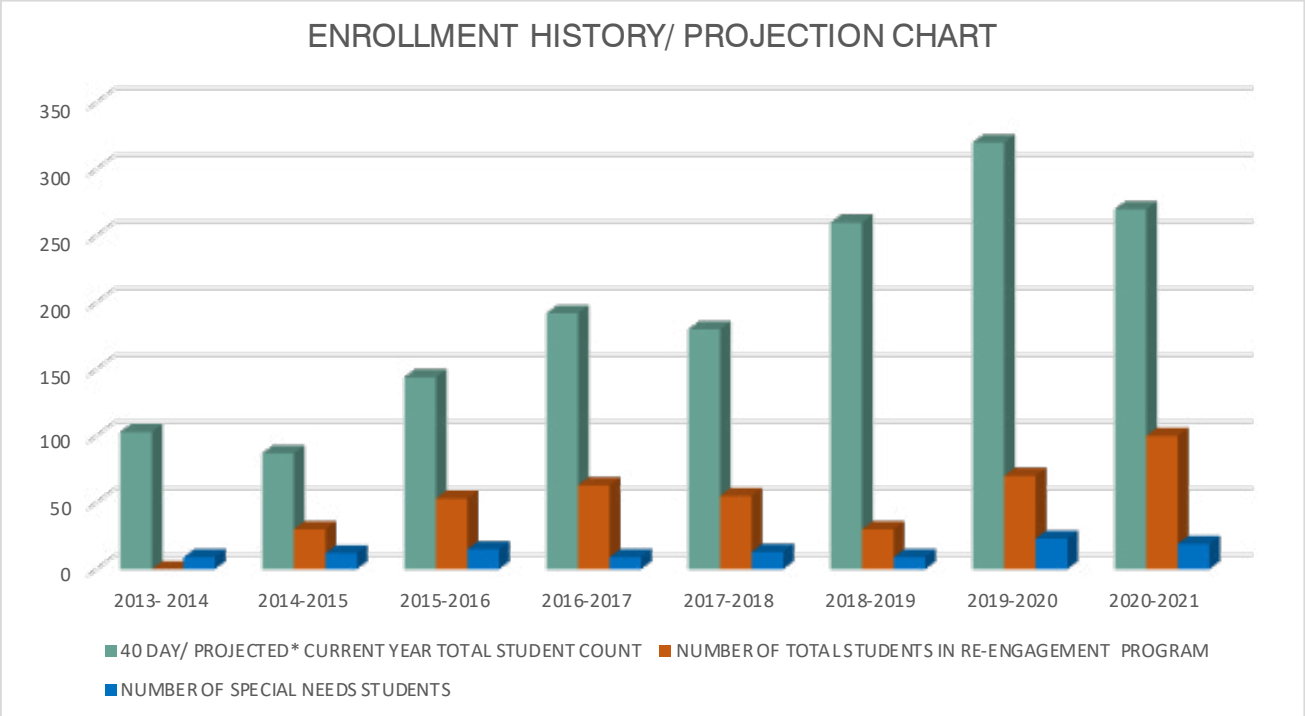
2.2 Proposed Enrollment

2.2.1 Describe Any Plans for Phased Enrollment

Enrollment for HLHS is based on acceptance by lottery for 9th, 10th, and 11th graders in their day program and re-engagement evening program. HLHS anticipates a maximum of 430 students at its new facility: 300 day-time students and 130 evening students.

HLHS enrollment will be capped at 430 students: 300 day students and 120+ evening students. It is anticipated that school enrollment will initially drop with the move of HLHS to the new site to about 270 students.

Projected Enrollment Cap



Five-year Post Occupancy Projection of Attendance By Grade Level to be Accommodated by Proposed Facility

ENROLLMENT HISTORY AND PROJECTION TABLE		
School Year	40 Day/ Projected* Current Year Total Student Count	Number Of Total Students In Re-Engagement Program
2013- 2014	103	NONE
2014-2015	87	30
2015-2016	144	53
2016-2017	192	63
2017-2018	180	55
2018-2019	260	30
2019-2020	320	70
2020-2021	270	100

2017-2018 ENROLLMENT TABLE			
Grade Level	40 Day Student Count	Number Of Special Needs Students Per Grade - C Level	Number Of Special Needs Students Per Grade - D Level
9	46	3	
10	48	2	2
11	48	1	
12	38	1	
RE-ENGAGEMENT PROGRAM	55		
TOTAL	235	7	2

2.2.2 Classroom Loading Policy

Anticipated Class Loading Policy (Student Teacher Ratio - PTR)

Health Leadership High School anticipates a 1:20 minimum Student to Teacher Ratio at the school's new facility. As enrollment grows the PTR will fluctuate based on the inherent structure of the educational program, ie co-teaching in classrooms / Learning Labs, differentiated instruction, etc. HLHS currently has 11 teachers for the 180 students enrolled for the 2017-2018 school year, and anticipates that number to grow to 20 as the school reaches it's cap at 430.

2.2.3 Classroom Needs

Anticipated Classroom Needs, Including Number of Classrooms to Accommodate the Projected Enrollment. Provide supporting analysis.

Below is a general formula of how HLHS anticipates it's capacity for classroom loading based on projected enrollment. This calculation allows for the growth the student body population as HLHS moves toward it's enrollment cap projection after the school is established at it's new location. The average class size (per Learning Lab) is anticipated at 50 students. Because HLHS utilizes other spaces besides the classrooms for teaching, like the Simulation Lab, the new building will incorporated flexible spaces to support the school's unique educational model.

1 Learning Lab = 2 classrooms

6 Learning Labs = 12 classrooms

20 students/classroom= 240 day-students

B. Itemize the Quantity and Sizes of Other Spaces Required to Accommodate the Instructional Program.

Health Leadership High School
North Centro Familiar SW
Albuquerque, New Mexico 87105

HLHS Facility MP/Ed Specs (2012) plans for cap of 430 students, 9-12th grade, 16 classrooms, goal of 20:1 student-teacher ratio = 430:22
ACE projected 430 student (320 day and 110 night) and 32 FTE staff (provided 56 parking spaces - (48 required for 31,100 SF or 16 classrooms) Parking=1.5 space/1 staff FTE and 1 space per 4 students, or 3 spaces per classroom, or 1 space per 400 sf. 4 ADA spaces total (1 van + 3). Bicycle parking 1/50 or 8.

NET ASSIGNABLE SPACES	NASF	Qty	Sq.Ft.	level	occup	total	Definitions
Commons	6000	1	6000	1	A		*Exhibition Gallery/Multipurpose Space/Great Hall/Dining/Lobby/Reception*
Conference Room	360	1	360	1	A		*Twenty-person*
Meeting Room	240	1	240	1	A		*Twelve-person*
Consult Room	120	1	120	1	A		*Six-person*
			6720			448	*15 NET ASSEMBLY*
Serving Kitchen	460	1	460	1	B		*Food service that is catered with staff office, toilet, janitor closet, storage*
Office - Executive Director (Blanca Lopez)	160	1	160	1	B		*space for small meeting*
Office - Finance Director (David Vigil)	140	1	140	1	B		*space for small meeting*
Office - Registrar (Viviana Mota)	120	1	120	1	B		*office typical*
Office - Bookkeeper (Lorraine Gutierrez)	120	1	120	1	B		*office typical*
Office - Director of Student Support (Gilbert Ramirez)	120	1	120	1	B		*office typical*
Office - Director Curriculum & Assessment (Amber Reno)	120	1	120	1	B		*office typical*
Office - Director of Community Engagement Center (Moneka Stevens Cordova)	120	1	120	1	B		*office typical*
Office - Instructional Coach (Louis Gonzalez)	120	1	120	1	B		*office typical*
Office- Transition Coach (Monika Monje)	120	1	120	1	B		*office typical*
Office - Director of Special Education (Steve Siciliano)	120	1	120	1	B		*office typical*
Office - IT (Mario de la Huergo)	120	1	120	2	B		*office typical with repair and storage area*
Office - Facility Manager	120	1	120	2	B		*office typical with flat file and document storage*
Office - Nurse (Veta Nakai)	120	1	120	2	B		*office typical within Health Clinic Suite*
Office - Social Worker (Anna Aguilera + 2)	120	3	360	2	B		*office typcial within Social Work Suite*
Health Clinic Suite	240	1	240	2	B		*with unisex toilet room*
Social Work Suite	360	1	360	2	B		*connecting social work offices*
Teacher Home Base 1- workroom, copy/print, mailroom, storage	640	1	640	2	B		*with kitchenette,toilet rooms, teacher touchdown (Re-engagement teachers)*
Teacher Home Base 2- lounge, collaboration	640	1	640	1	B		*with kitchenette,toilet rooms*
General Storage	100	6	600	1 + 2	B		*PSFA 1 NSF/student building total (LESS THAN 100 SF AS ACCESSORY TO B)*
			4920			50	*100 (GROSS) BUSINESS +*

B. Itemize the Quantity and Sizes of Other Spaces Required to Accommodate the Instructional Program.

Health Leadership High School
North Centro Familiar SW
Albuquerque, New Mexico 87105

HLHS Facility MP/Ed Specs (2012) plans for cap of 430 students, 9-12th grade, 16 classrooms, goal of 20:1 student-teacher ratio = 430:22
ACE projected 430 student (320 day and 110 night) and 32 FTE staff (provided 56 parking spaces - (48 required for 31,100 SF or 16 classrooms) Parking=1.5 space/1 staff FTE and 1 space per 4 students, or 3 spaces per classroom, or 1 space per 400 sf. 4 ADA spaces total (1 van + 3). Bicycle parking 1/50 or 8.

NET ASSIGNABLE SPACES	NASF	Qty	Sq.Ft.	level	occup	total	Definitions
Simulation Lab & Storage	1680	1	1680	1	E		*with laundry room, toilet room/shower*
Science Lab & Storage	1680	1	1680	1	E		*PSFA specialty SCIENCE clsrm= 4 NSF/student=4x320=1280NSF*
Learning Lab & Storage	1680	6	10080	1 + 2	E		*PSFA specialty CAREER clsrm= 4 NSF/student=4x320= 1280 NSF, min. 650 NSF*
Fitness & Physical Therapy Lab & Storage	840	1	840	2	E		*exercise equipment room, yoga*
Learning Resource Center (media lab/library/workroom/office/storage)	1680	1	1680	1	E		*PSFA 3 NSF/student=3x320=960 NSF, add office/wkrm and storage*
			15960			798	*20 NET CLASSROOM (OR CONSIDER 50 NET VOCATIONAL=320)*
	NASF Total:		27600			1296	*OCCUPANCY TOTAL : LAVS AND TOILETS = 1 PER 50 =26; M= (13) F=(13)*
	TARE Total:		11829				*Tare space is limited to 30% of the GSF on PSCOC-funded projects*
	GSF Total:		**39429**				*Max GSF for adequacy based on 430 students is 81700 GSF*

TARE SPACES	Qty		level	Quantities & Considerations
Entry Vestibule				
Public Rest Rooms	1		1	*5 M + 5 F*
Public Rest Rooms	1		2	*5 M + 5 F*
Simulation Lab toilet room (1) with shower	1		1	*1 UNI*
Health Clinic toilet room (1)	1		2	*1 UNI*
Teacher Homebase toilet rooms (2)	2		1+2	*2 M + 2 F*
Custodial / janitorial closet with mop sink and storage	2		1+2	*PSFA 0.5 NSF/student*
Egress Stairs x 2 and Elevator				
Mechanical & Electrical & Server Rooms				
Corridors				*Corridors to be 8' minimum width per IBC*
EXTERIOR SPACES				
Outdoor learning space with shade structure, outdoor dining				*HLHS Ed Specs (100 capacity)*
Plaza, courtyard, balcony				
Bike rack, running track?				
Parking spaces (auto, motorcycle, accessible auto and van, service)				
Pick-up/Drop-off Queue/fire lane/vehicular circulation/no bus lane				
Drainage ponds, garden (vegetable, herb, native plants)				

2.3 Site and Facilities

2.3.1 Location/Site

Existing Site

Proposed Site

Location of Existing and Proposed Facilities

Existing Site & Facility

Today, Health Leadership High School is temporarily housed in a 15,800 square foot office building. The lease for this facility extended through the 2016-2017 school year, with an option for a one-year renewal. The lease has been renewed until it's anticipated move to the South Valley. The interior spaces include six general classrooms, a large commons and cafeteria space, seven offices, a conference room, two restrooms, and a simulation lab. The State charter allows for up to 430 students.

In a unique partnership with FCCH, HLHS will purchase a portion of the 5.41-acre FCCH-owned site to become the anchor for the envisioned South Valley Community Commons (SVCC) that will include services to support the surrounding community. The architectural firm of Gregory T. Hicks & Associates is working on a master plan concept integrating the school into a health community, the vision of creating a "wellness ecosystem" is reinforced as a foundational goal of the collaborative project.

Proposed Site & Facility

Located in an unincorporated area in the South Valley, the proposed site for HLHS sits on a portion of a 5.41-acre property on Highway 314 (Isleta Blvd) about .5 miles south of Arenal Rd. As an unincorporated area, the site is still subject to Bernalillo Country Zoning, and Sector Development Plan Zone Subcategories, specifically the Isleta Boulevard Mixed-Use Zone (SD-IMU). It is anticipated that HLHS will require a 40,000 square foot building on an approximately 2.5 acre site. The HLHS site is bordered by residential zones with homes directly to the north, and the Bernalillo County Sheriff's Department to the south. To the west of the site are YDI Head Start, UNM, and First Choice Community Healthcare.

Description of Sites and Facilities, Existing or Proposed

HLHS is negotiating a land purchase in the South Valley area of the Greater Albuquerque Metropolitan Area. Property development is controlled by the Isleta Boulevard and Village Centers Sector Development Plan, adopted by the Bernalillo County Board of Commissioners on June 24, 2008, amended February 2, 2011. The property is zoned SD-IMU per the county zoning ordinance. The property owner, First Choice Community Healthcare is responsible for development of a Site Development Plan which would be approved by the county.

School use on the property will require a Conditional Use Permit. Conversations with the Bernalillo County Director of Planning have confirmed that approval of the school use will be through the Zoning Hearing Examiner, and subject to the approval of the Site Development Plan.

Automobile parking, traffic circulation and access to the property will be part of the Site Development Plan approval process. The County zoning ordinance requires 3 parking spaces per classroom, and one space for each staff member.

Water and sewer are provided by the Albuquerque Bernalillo County Water Utility Authority, and both are available in Isleta Boulevard. The Site Development Plan will indicate the general distribution of water and sewer.

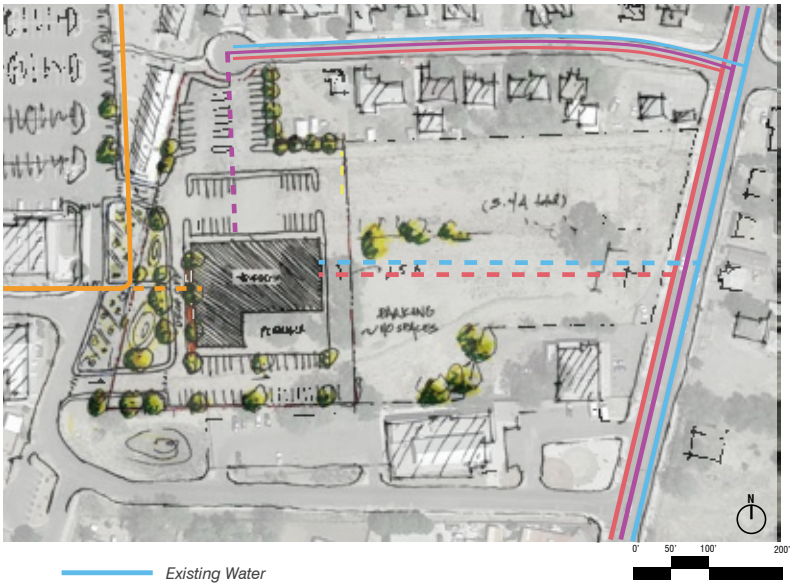
Isleta Boulevard Mixed-Use Zone

The Isleta Boulevard Mixed-Use Zone (SD-IMU) is designed to create self-sustaining areas within the community that complement historical land use patterns and provide an option for landowners who may want more flexibility than their current zoning provides. The Mixed-Use Zone will be available for those parcels zoned C-1 and R-1 between the Village Center Zones. Pedestrian accessibility is important in the Mixed-Use Zone, which is intended to facilitate interaction and synergy.

02 Projected Conditions

Natural Gas is provided by the New Mexico Gas Company and there is a line in McEwen Court that feeds the existing FCCH facilities. Availability, routing and size of service will need to be coordinated through the design process.

Electricity is provided by the Public Service Company of New Mexico and there are overhead lines along the western boundary of the property which service the FCCH facilities. Availability, routing and size of service will need to be coordinated through the design process.



Storm drainage will be required for the property, and will generally be part of the Site Development Plan approval. The property is currently undeveloped, therefore the storm runoff from impervious areas will need to be retained on site.

Arrows denote direction of storm drainage flow.

2.3.2 Facility Evaluation

A. Summary of the Facility Condition Evaluation (FAD Executive Summary Report)

Executive Summary Report

District: **State Chartered Schools** School: **Health Leadership Charter High School - TO MOVE TO ABQ 2019** School ID: **553001**

High Level Overview

General Information

Location:	Albuquerque, NM 87106	**Ed. Adequacy Model:**	Charter School Educational Adequacy
School Type:	High	**Ed. Adequacy CCI:**	100.00%
School Category:	Charter	**School CCI City:**	RSMEANS2018:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	180	**Number of Buildings:**	1
Growth Factor:	1.00	**Number of Portables:**	0
Total Gross Square Feet:	16,124	**Building Square Feet:**	16,124
Site Size (Acres):	0.01	**Portable Square Feet:**	0

NMCI School Metrics

Replacement Cost:	$3,147,082		
Weighted Repair Cost:	$771,845	**Unweighted Repair Cost:**	$1,905,796
Weighted Educational Adequacy Cost:	$0	**Unweighted Educational Adequacy Cost:**	$0
Total Weighted Cost:	$771,845	**Total Unweighted Cost:**	$1,905,796
Weighted NMCI Score:	24.53	**Unweighted NMCI Score:**	60.56

NMCI Facility History

Last Assessment Date:	09-07-2017	**Previous Award, Yes or No, Year if Yes:**	No
Closed:	No		

District: **State Chartered Schools** School: **Health Leadership Charter High School - TO MOVE TO ABQ 2019** School ID: **553001**

Facility Description

2/7/2018 CJA Indicated they are planning to move back to ABQ chartered in 2019 Per John V.

District: **State Chartered Schools** School: **Health Leadership Charter High School - TO MOVE TO ABQ 2019** School ID: **553001**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
Main Building (1984)	Middle School Building	$1,657,855	$667,655	1984	16,124	Building	Educational
Site	Middle School Site	$247,940	$104,190	1984	16,124	Building	Site
Building Totals		**$1,905,796**	**$771,845**				
Educational Adequacy Need	Charter School Educational Adequacy	$0	$0				
School Totals		**$1,905,796**	**$771,845**				

District: **State Chartered Schools** School: **Health Leadership Charter High School - TO MOVE TO ABQ 2019** School ID: **553001**

Asset Detail

Building Name: Main Building (1984) **Cost Model:** Middle School Building **Size:** 16,124

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Ceiling Finishes	$6.18	30	110%	2014	2044	13%	33.25%	$14,615	9	.25	$3,654	TL 9/7/2017 Majority is 2014 with multiple stained tile due to roof leaks.
Communications and Security	$2.19	15	90%	2006	2021	80%	33.25%	$25,424	9	.25	$6,356	Per 9/12/08 Assessment: Updated last renovation date. (TD-9/18/2008)
Drain, Waste, and Vent	$5.52	30	100%	1984	2014	100%	33.25%	$89,004	4	.625	$55,628	
Exhaust Ventilation System	$3.17	30	100%	2006	2036	40%	33.25%	$20,445	9	.25	$5,111	
Exterior Doors	$3.19	30	100%	1984	2014	100%	33.25%	$51,436	4	.625	$32,147	...eals and sweeps on exterior doors need to be replaced. Steel frames Fading on west side. Beyond expected life.
Exterior Walls	$14.08	100	100%	1984	2084	34%	33.25%	$77,189	9	.25	$19,297	Some damage to synthetic stucco on door stoop West side. Grade level damage on east side.
Exterior Windows	$3.19	30	100%	1984	2014	100%	33.25%	$51,436	4	.625	$32,147	TL 9/7/2017 Windows are sealed.
Fire Detection/Alarm	$2.19	15	90%	2006	2021	80%	33.25%	$25,424	9	.25	$6,356	Per 9/12/08 Assessment: Updated last renovation date. (TD-9/18/2008)
Fire Sprinkler	$4.00	50	130%	2006	2056	24%	33.25%	$20,123	9	.25	$5,031	...storing stuff within the clearances for the fire riser. Fire sprinklers being added second floor during visit.
Floor Finishes	$6.02	12	110%	1999	2011	100%	33.25%	$106,773	4	.625	$66,733	...and appears to be original to building date, carpet shows major wear and staining . Age has to be around 1999.
Foundtion/Slab/Structure	$25.16	100	100%	1984	2084	34%	33.25%	$137,931	9	.25	$34,483	
HVAC	$24.98	30	100%	2006	2036	40%	33.25%	$161,111	9	.25	$40,278	Per 9/12/08 Assessment: Updated last renovation date. (TD-9/18/2008)
HVAC Controls	$3.17	20	110%	2006	2026	60%	33.25%	$33,735	9	.25	$8,434	Per 9/12/08 Assessment: Updated last renovation date. (TD-9/18/2008)
Institutional Equipment	$3.79	30	100%	2016	2046	7%	33.25%	$4,074	9	.25	$1,018	TL 9/7/2017 New classroom desks very little case work and white boards 2016.

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Interior Doors	$11.15	50	90%	1984	2034	68%	33.25%	$110,027	9	.25	$27,507	...9/7/2017 Interior wood doors show wear. Not fire rated doors. Partition doors being installed in 4 classrooms.
Interior Walls	$8.14	60	90%	1984	2044	57%	33.25%	$66,937	9	.25	$16,734	
Lighting/Branch Circuits	$12.21	30	90%	1984	2014	100%	33.25%	$177,187	4	.625	$110,742	
Main Power/Emergency	$1.47	30	90%	1984	2014	100%	33.25%	$21,332	4	.625	$13,333	TL 9/7/2017 Emergency lighting updated in 2012
Other Equipment	$10.15	60	110%	2000	2060	30%	33.25%	$54,007	9	.25	$13,502	
Plumbing Fixtures	$5.52	30	100%	1984	2014	100%	33.25%	$89,004	4	.625	$55,628	TL 9/7/2017 new water heater installed 2016.
Roof	$11.41	20	120%	1999	2019	95%	33.25%	$209,731	9	.25	$52,433	...er. Estimate date of install 1999. Appears to be modified bitumen. TL unable to access roof at time of visit.
Technology	$0.32	10	90%	2014	2024	40%	33.25%	$1,857	9	.25	$464	05/05/14: Technology and phones upgraded 2014. BAJ
Wall Finishes	$3.73	12	100%	2014	2026	33%	33.25%	$20,048	9	.25	$5,012	...dition. Some ares in need of repainting. 05/05/14 BAJ All walls being painted and repaired as needed in 2014.
Water Distribution	$5.52	30	100%	1984	2014	100%	33.25%	$89,004	4	.625	$55,628	
Total:								**$1,657,855**			**$667,655**	

District: **State Chartered Schools** School: **Health Leadership Charter High School - TO MOVE TO ABQ 2019** School ID: **553001**

Asset Detail

Building Name: Site **Cost Model:** Middle School Site **Size:** 16,124

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Electrical Distribution	$0.52	50	100%	1984	2034	68%	33.25%	$5,701	9	.25	$1,425	
Fencing	$0.60	100	110%	1984	2084	34%	33.25%	$3,618	9	.25	$905	...CJA Category override was set to Life/health/safety. Removed, charter school can have no fence if they choose.
Landscaping	$2.15	30	110%	2000	2030	60%	33.25%	$22,928	9	.25	$5,732	...ing in satisfactory condition. Minor upgrade in landscaping drainage area 2011. Typical for office building.
Parking Lots	$5.11	20	80%	1984	2004	100%	33.25%	$65,947	4	.625	$41,217	... is not Category 3 condition. Removing category 3 mitigate additional damages. System is beyond expected life.
Sanitary Sewer	$2.75	50	120%	1984	2034	68%	33.25%	$36,182	9	.25	$9,046	
Site Domestic Water Utility	$2.18	50	120%	1984	2034	68%	33.25%	$28,727	9	.25	$7,182	
Site Lighting	$2.79	40	100%	1984	2024	85%	33.25%	$38,238	9	.25	$9,560	TL 9/7/2017 two exterior lights one by each door. No parking lot lighting. Recommend more exterior lighting.
Walkways	$2.63	30	110%	1984	2014	100%	33.25%	$46,598	4	.625	$29,124	9/27/2012 CJA In good condition TL 9/7/2017 Walkways in fair condition, beyond expected life.
Total:								**$247,940**			**$104,190**	

District: **State Chartered Schools** School: **Health Leadership Charter High School - TO MOVE TO ABQ 2019** School ID: **553001**

Educational Adequacy Detail

Population

Growth Factor:	1	**Number of Kindergarten Students:**	0
Number of Staff:	10	**Number of 1-5 Students:**	0
Number of Students:	180	**Number of 6-8 Students:**	0
Number of Special Education Students:	0	**Number of 9-12 Students:**	180

Square Footage

Permanent GSF:	16,124	**General Storage NSF:**	417
Portable GSF:	0	**Maintenance or Janitorial Space NSF:**	56
Admin NSF:	2,096	**Media Center NSF:**	808
Art/Music NSF:	0	**Parent Work Space NSF:**	506
Assembly NSF:	991	**Physical Ed NSF:**	0
Career Ed NSF:	0	**Science Classroom NSF:**	878
Computer Lab NSF:	0	**Science Storage NSF:**	0
Faculty Work Area NSF:	180	**Special Education Classroom NSF:**	782
Food Service NSF:	991	**Student Health NSF:**	121
General Classroom NSF:	5,404		

Classrooms

Number of Classrooms:	10	**Number of Special Education Classrooms:**	1

Parking

Number of Paved Parking Spaces:	43	**Number of Bus Drop Offs:**	0
Number of Handicap Parking Spaces:	2	**Number of Student Drop Offs:**	1
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	0	**Number of Multi-Use Playgrounds:**	1
Playground Equipment:	N/A		

District: **State Chartered Schools** School: **Health Leadership Charter High School - TO MOVE TO ABQ 2019** School ID: **553001**

EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Categoy Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	1	0	$11,436	$11,436.30	$0	8	.5	$0
Insufficient Total Parking	43	0	$1,322	$1,321.66	$0	6	1	$0
Insufficient Student Health Square Footage	121	0	$80	$80.00	$0	7	3	$0
Insufficient Student Drop Off	1	0	$21,000	$21,000.00	$0	6	1	$0
Insufficient Special Education Square Footage	782	0	$80	$80.00	$0	7	3	$0
Insufficient Science Storage Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Science Square Footage	878	0	$80	$80.00	$0	7	3	$0
Insufficient Physical Education Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Parent Work Space	506	0	$80	$80.00	$0	7	3	$0
Insufficient Media Center Square Footage	808	0	$80	$80.00	$0	7	3	$0
Insufficient Janitorial Square Footage	56	0	$80	$80.00	$0	7	3	$0
Insufficient General Storage	417	0	$80	$80.00	$0	7	3	$0
Insufficient General Classroom Square Footage	5,404	4,500	$80	$80.00	$0	7	3	$0
Insufficient Food Service Square Footage	991	0	$80	$80.00	$0	7	3	$0
Insufficient Faculty Workspace	180	0	$80	$80.00	$0	7	3	$0
Insufficient Computer Lab Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Career Ed Square Footage	0	0	$80	$80.00	$0	7	3	$0
Insufficient Bus Drop Off	0	0	$20,800	$20,799.69	$0	6	1	$0
Insufficient Administrative Square Footage	2,096	0	$80	$80.00	$0	7	3	$0
Insufficient Art and Music Square Footage	0	0	$80	$80.00	$0	7	3	$0
Inadequate Number of Handicap Spaces	2	0	$144	$143.52	$0	6	1	$0
Inadequate Number of Chemical Storage Units	0	0	$1,464	$1,464.30	$0	8	.5	$0
Total					**$0**			**$0**

2.4 Utilization Analysis

2.4.1 Facility Utilization - Special Factors that influence facility use and itemize how each room in the facility is used.

Strategies to Meet Space Needs, including the Need for Additional Lease Space, Facility Additions, or Schedule Changes

As HLHS moves toward the design of their new facility, architectural programming will be critical for determining the most efficient spatial layouts that support the school's academic program. Flexibility, as a general concept for the facility will ensure spaces are not redundant or superfluous. By allowing classrooms and common areas to be reconfigured according to that day's activities, one space can accommodate different functions depending on the need. This can be achieved in a variety of ways including: moveable furniture, operable partitions, and curriculum scheduling to name a few.

Under-Utilized Spaces and/or Possible Options to Reduce Square Footage

Most spaces at the current HLHS campus are either over-utilized, or insufficient for the school's specialized curriculum. For this reason, HLHS will construct its own permeant facility tailored to the school's academic needs. Utilizing shared facilities with FCCH, local community centers, and other surrounding organizations will help HLHS reduce the need for extra square footage, while offering some if its own space to the community.

Facility Phasing and Time-Line for Accommodating the School's Full Enrollment Cap

Facility phasing for the new HLHS campus is not anticipated. If necessary, construction could be phased, prioritizing academic spaces in the first phase and supplemental support spaces in the second phase. In the case that the building would be constructed in two phases, Phase 1 would allow the school to operate effectively and be a showcase to encourage funding for Phase 2.

If necessary, the HLHS construction could be phased, prioritizing academic spaces in the first phase and supplemental support spaces in the second phase

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Table 2.4.1 Current Utlizaton Chart

The Utlizaton Table below is for the schools daytme enrollment

Rm #	Clrm NSF	Max # of St./ Sq Ft	PED MAX PTR / Clm	A. S. Y /N	ADVISORY Time:8:45 - 9:45 # of St.	% Rm Occ.	Grade	Teacher Name	Subject	BLOCK 1 Time: 9:45 - 11:10 # of St.	% Rm Occ.	Grade	Teacher Name	Subject	BLOCK 2 Time: 11:15- 12:30 # of St.	% Rm Occ.	Grade	Teacher Name	Subject
101	518	21	27		17	82%		Jennifer Prye	ADVISORY		0%								
102	518	21	27		15	72%		Numair Latif	ADVISORY		0%								
103 A+B	836	33	27		16	59%		Jonathan Koeling	ADVISORY	15	56%		Jonathan Koeling	P4 Core Math IMP II	21	78%		Jonathan Koeling	P9 Core math IMP III
201	726	29	27		16	59%		Steve Siciliano	ADVISORY	24	89%		Steve Siciliano	Media Literacy- English 12	19	70%		Steve Siciliano	P10-CWP(Media Lit)
202A	407	16	27		8	49%		Yolanda Shoemate	ADVISORY	23	141%		Yolanda Shoemate	P1 History of Healthcare	13	80%		Yolanda Shoemate	P7 Inside Out (Biology)
202B	407	16	27		8	49%		Yolanda Shoemate	ADVISORY	23	141%		Yvonne Valenzuela	P1 History of Healthcare	13	80%		Yvonne Valenzuela	P7 Inside Out (Biology)
203A	420	17	27		9	54%		Sienna Bonner	ADVISORY	21	122%		Jennifer Prye	PREP	22	128%		Jennifer Prye	P6- medical Terminology/ Pt3 (Med terms/English 9-10-11)
203B	420	17	27		8	48%		Sienna Bonner	ADVISORY	20	119%		Sienna Bonner	P3- East Smart Play Hard	21	125%		Sienna Bonner	PREP
204	504	20	27		9	45%		Yvonne Valenzuela	ADVISORY	21	102%		Rikki Rice	PREP (Testing Coordinator)	0			Rikki Rice	PREP
205	504	20	27		9	45%		Yvonne Valenzuela	ADVISORY	20	99%		Tricia Grajeda	P3-Eat Smart, Play Hard (PE)	0			Tricia Grajeda	PREP
206	485	19	27		17	88%		Rikki Rice	ADVISORY	21	108%		Numair Latif	P2 - Disaster Relief (contemporary world issues)	17	85%		Numair Latif	P8- Garden Ladnscapes (IMP II)
207	485	19	27		16	83%		Tricia Grajeda	ADVISORY	19	98%		Louis Gonzales	IC/PREP/FLEX	0	0%		Louis Gonzales	IC / PREP/FLEX
Sciene Lab*	675	27	27		0	0%				0	0%				0	0%			
Simulation Lab*	660	26	27		0	0%				0	0%				0	0%			
						61%					90%					81%			

Rm #	BLOCK 3 Time: 1:05 - 2:25 # of St.	% Rm Occ.	Grade	Teacher Name	Subject	BLOCK 4 Time: 2:30 - 3:45 # of St.	% Rm Occ.	Grade	Teacher Name	Subject	4 Tot. St.	5 PED Max. PTR /Day	6 Tot. % Rm Occ. / Day	7 Occ # of Pd.'s / Day	8 % Pd. / Day
101		0%					0%				17		21%		0%
102		0%					0%				15		18%		0%
103 A+B	21	78%		Jonathan Koeling	P14- Core Math IMP III	18	67%		Jeanette Paiz	P18-Women's studies (ESI/ESL 9/ESL 10//Spanish I)	91		67%		0%
201	0	0%		Steve Siciliano	Prep / SE Director	0	0%		Steve Siciliano	Prep / SE Director	59		44%		0%
202A	16	98%		Yolanda Shoemate	Prep	11	68%		Yolanda Shoemate	P 16- High Sugar (Spanish I/ Spanish II)	71		87%		0%
202B	16	98%		Yvonne Valenzuela	Prep	11	68%		Yvonne Valenzuela	P 16- High Sugar (Spanish I/ Spanish II)	71		87%		0%
203A	11	65%		Jennifer Prye	P11-Camp Adventures (Special Needs Health Education)	20	116%		Jennifer Prye	P15-SEX ED. PT.3 (ENGLISH 11)	82		97%		0%
203B	11	65%		Sienna Bonner	P11-Camp Adventures (Special Needs Health Education)	20	116%		Sienna Bonner	P15-SEX ED. PT.3 (ENGLISH 11)	80		95%		0%
204	24	117%		Rikki Rice	P13-Sugar v Salt (Integrated Physics and Chemistry)	17	84%		Rikki Rice	P17-Surgery Pt 2 (Anatomy & Physiology/ Biology)	70		87%		0%
205	23	114%		Tricia Grajeda	P13-Sugar v Salt (Integrated Physics and Chemistry)	17	84%		Tricia Grajeda	P17-Surgery Pt 2 (Anatomy & Physiology/ Biology)	69		86%		0%
206	19	98%		Numair Latif	P12 Community Health Workers	19	98%		Numair Latif	PREP	93		95%		0%
207	19	98%		Louis Gonzales	P12 Community Health Workers	0	0%		Louis Gonzales	IC/ PREP/ FLEX	54		56%		0%
Sciene Lab*	0	0%				0	0%				0		0%		0%
Simulation Lab*	0	0%				0	0%				0		0%		0%
		69%					58%				771		70%		0%

1) Max # of St./Sq. Ft.= The maximum number of students allowed per the Statewide Adequacy Standards square feet.
2) PED Max PTR/Clm = PED's maximum pupil / teacher ratio per class period.
3) % Rm Occ. = The number of students column divided by either the PED Max./PTR/Clm column or the Max #of St./Sq ft column, which ever column is the smaller maximum allowed by A.S. or PED.
4) Tot. St. = The total number of students in the specific instructional space throughout the day.
5) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.
6) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)
7) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)
8) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT	NUMBER OF / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF TEACHING SPACES
Grade 9-12 Day	140	N/A	Shared	Shared
Grade 9-12 RE	55.5	N/A	Shared	Shared
C Level Gifted		9	Shared	Shared
D level Gifted		4	Shared	Shared
TOTALS	195.5	13	11	13

* Occupied as needed on daily basis

Number of Lunch Turns Per Day	0
Number of Dinner Turns Per Day - RE PROGRAM	1

Table 2.4.1 Current Utlizaton Chart

The Utlizaton Table below is for the schools evening - Re Engagement program enrollment

Rm #	Clrm NSF	Max # of St./ Sq Ft	PED MAX PTR / Clm	A. S. Y /N	ADVISORY RE Time:3:30-4:25 # of St.	% Rm Occ.	Grade	Teacher Name	Subject	CORE RE Time: 4:20 - 5:30 # of St.	% Rm Occ.	Grade	Teacher Name	Subject
103 A	418	17	27		18	105%		Jeanette Paiz	ADVISORY	10	60%		Jeanette Paiz	Media Literacy / English 12
103 B	418	17	27		17	102%		Louis Gonzales	IC/PREP	10	60%		Louis Gonzales	Media Literacy / English 12
101	518	21	27							13	60%		Amber	P 19 A- Core Support
102	518	21	27							13	60%		Moneka	P 19 A- Core Support
						103%					60%			

Rm #	Project RE Time: 5:30 - 7:00 # of St.	% Rm Occ.	Grade	Teacher Name	Subject	Project RE Time: 7:00 - 8:20 # of St.	% Rm Occ.	Grade	Teacher Name	Subject	Tot. St.	PED Max. PTR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s / Day	% Pd. / Day
103 A	47	281%		Jeanette Paiz	Health (IMP I-III/ English 9-11/ PE)	14	84%		Jeanette Paiz	P 21 Community Health Workers	89		132%		0%
103 B	17	99%		Louis Gonzales	Health (IMP I-III/ English 9-11/ PE)	19	114%		Louis Gonzales	P12 Community Health Workers	63		93%		0%
101											13		60%		0%
102											13		60%		0%
		190%					99%				176		87%		0%

1) Max # of St./Sq. Ft.= The maximum number of students allowed per the Statewide Adequacy Standards square feet.
2) PED Max PTR/Clm = PED's maximum pupil / teacher ratio per class period.
3) % Rm Occ. = The number of students column divided by either the PED Max./PTR/Clm column or the Max #of St./Sq ft column, which ever column is the smaller maximum allowed by A.S. or PED.
4) Tot. St. = The total number of students in the specific instructional space throughout the day.
5) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.
6) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)
7) Occ. # of Pd.'s / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)
8) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

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03 Proposed Facility Requirements

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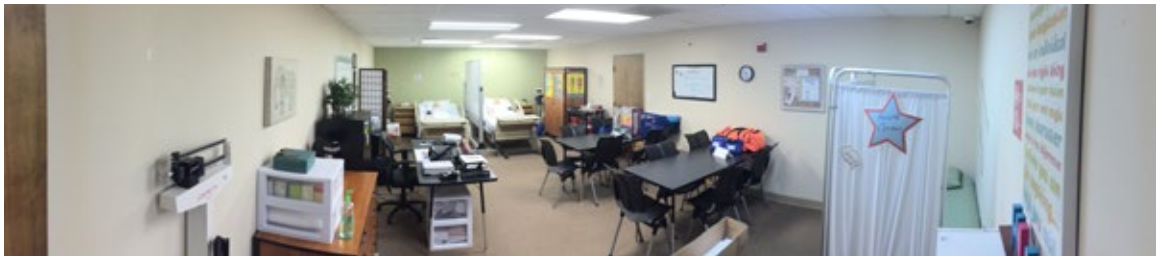
3.1 Facility Goals and Concepts



Existing conditions are cramped, poorly lit and inefficient

3.1.1 Facility Goals

Through the process of HLHS Governing Board, steering committee and community input following goals were established:

Existing Facility

Since HLHS's initial charter, the school has always intended on moving from a leased space to a permanent facility adjacent to and in collaboration with First Choice Community Health in the South Valley. The school currently occupies an office building in a corporate district of the city located near Albuquerque International Airport at 1900 Randolph Road SE. Because this facility was designed as an office building and not a school, it does not perform in a manner that is conducive to education and learning. It lacks the adequate size and types of spaces required of an educational facility, especially one with a specialized curriculum like HLHS.

03 Proposed Facility Requirements

Future Facility

Inherent in the vision of creating a “wellness ecosystem” the partnership between FCCH and HLHS requires that this concept be manifested in the architecture and overall design of the SVCC site. Imagined as the anchor to the project, the HLHS campus should not only emerge as a formal architectural landmark but as an expression of cultural identity and exchange. For areas like Albuquerque’s South Valley, where cultural identity is ingrained in the history and pride of the residents, the design of HLHS campus is a unique opportunity to impart the values of FCCH, HLHS, and the South Valley community.

To effectively realize these goals, the design must consider the immediate and broader context of the site. Drawing from local architectural precedents, The National Hispanic Cultural Center and UNM’s School of Architecture and Planning provide two examples of how traditional architecture can be modernized while remaining sensitive to the cultural and environmental context. By following some of the same design principles as these buildings, HLHS will similarly stand out as a model of local architecture while remaining authentic to its setting.

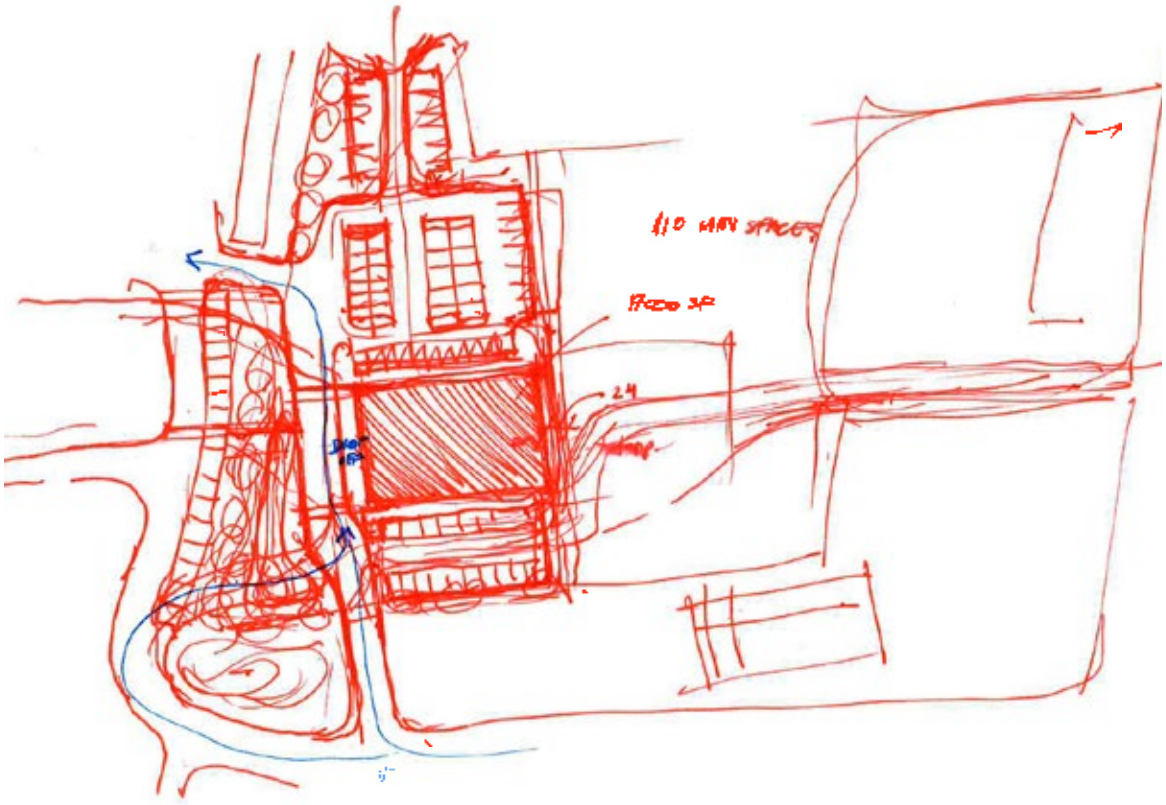
Though notable architecture does exist in the neighborhood, few exceed one-story. This presents a design challenge since a product of this analysis is the understanding that HLHS will need to be at least two-stories to achieve the programmatic and budgetary requirements of the school. To address this issue of scale, it is recommended that the HLHS building utilize qualities of local architecture to its advantage.

An effective design should utilize stepped or terraced massing both as a pragmatic move to address the scale of the surrounding neighborhood, and as an aesthetic pronouncement of New Mexico’s vernacular architecture. To reinforce these ideas, utilizing a color and material palette that is sensitive to traditional local architecture is important. It is recommended that the design prioritize daylighting as a component that is critical to learning environments, and overall wellbeing of the building’s users.

Similarly, by incorporating outdoor spaces for learning and siting the building footprint at the southwest corner, parallel to east-west, and with vehicular entrance from North Centro Familiar Boulevard, HLHS becomes the anchor and an important connection to the Community Commons. Collaborating with the First Choice Community Healthcare architects, Gregory T. Hicks & Associates, it is determined that a viable solution is for HLHS to purchase the west 2.38 acre portion of the FCCH site which will give space for parking, drainage ponding, vehicular & pedestrian circulation, and a 2 story building. Connections to the Community Commons will need to be explored in design as the Commons master plan is further developed.gathering, the design should encourage engagement by the school and the community.

"...the HLHS campus should not only emerge as a formal architectural landmark but as an expression of cultural identity and exchange."

Critical to the move-in date of Fall 2020, HLHS will need to work immediately with FCCH to replat, survey, and purchase the building site; obtain County approval for a conditional use permit; engage design professionals to develop design and prepare construction documents; and identify a construction team to meet a 12-13-month construction schedule. Some of this work is already underway, as HLHS works with multiple entities to realize its facility goals and time-line. With support from the health care industry and community leaders, the HLHS vision will become a long-awaited and well-deserved reality.



3.1.2 Facility Concepts

Site Concepts

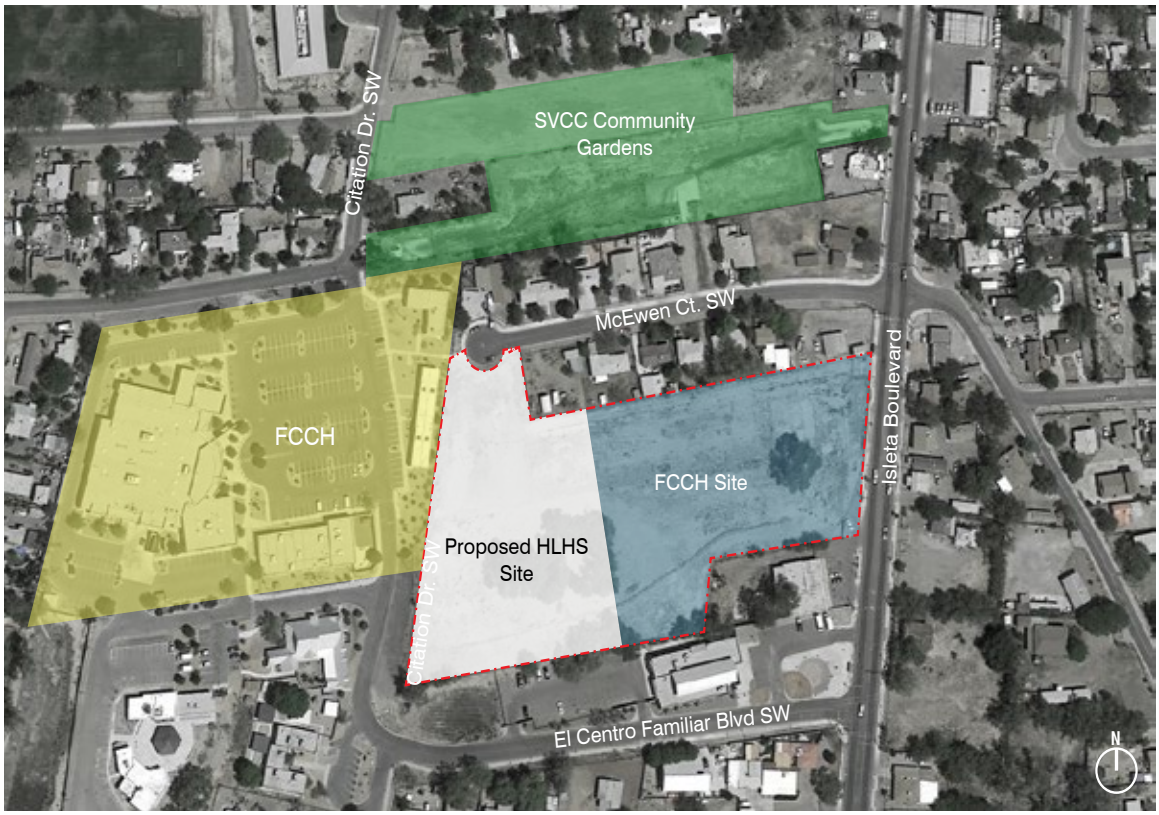
Nested between residential, commercial, and mixed-use zones, the HLHS building needs to be sensitive to its surroundings, both aesthetically and culturally. Considerations include total building height, location of building on site, building materiality, and massing that reflects the local architectural vernacular.

Proposed access to the future HLHS campus is at the southwest corner of the site, near the intersection El Centro Familiar Blvd and Citation Dr. Entrance to a future phase of the site will be accessed directly from Isleta.

Locating the HLHS building on the west side of the site, off Citation Dr., will allow convenient access for queuing and student drop-off. The site is relatively flat and designing drainage ponds will need to be thoughtfully calculated and situated.

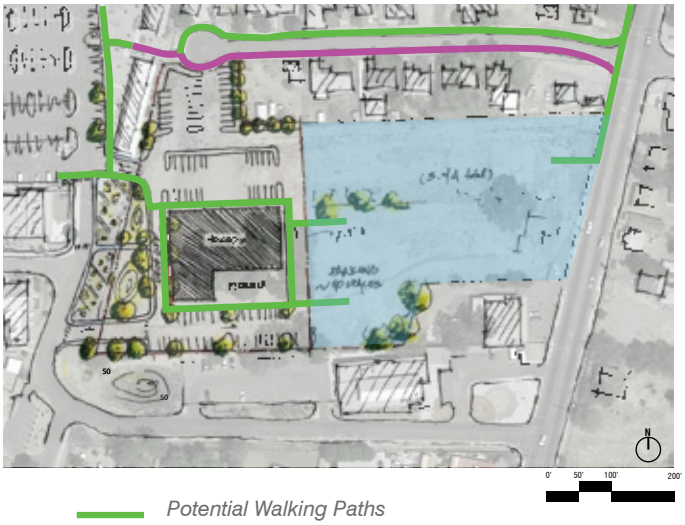
As per Bernalillo County Zoning Regulations and Section 5- Isleta Blvd. Mixed-Use Zone (SD-IMU) parking standards table, and a Public Schools Facilities Authority (PSFA) exception, it is estimated that the school will need 110 parking spaces. This number is determined by a calculation of 1 space per 100 SF of building (estimated 40,000 GSF) and an additional 10% increase.

This arrangement allows for separate traffic circulation and parking between HLHS and the future phase of the SVCC, providing safety and security for both the SVCC development and the surrounding neighborhood.



Safety & Security Concepts:

- The campus should be safe and comfortable with usable outdoor pedestrian spaces with green areas and shade.
- A student drop-off should have an accessible route to the entrance and safe and adequate parking should be provided. To provide Health Leadership High School students with a safe and comfortable campus the following key concepts have been prioritized by both students and teachers/administrators:
  - » Usable outdoor spaces that include green areas and shade.
  - » Accessible route to entrances especially for student drop off.
  - » Safe and adequate parking, taking into consideration teen drivers.



Sustainability Concepts:

- To design the most cost-effective and sustainable building that will reasonably meet the schools current and projected needs.

Flexibility Concepts:

- The Learning Labs should accommodate 50 students, provide flexibility in size, and be suitable for project-based learning.
- The Fitness room with exercise equipment needs to serve as a physical therapy classroom.
- Commons area needs to be large enough to accommodate all-school meetings, dining, gallery exhibits, and presentations.

Community Use Concepts:

- The facility should be located in an area where there is an acute need for better healthcare. In this way, the school can serve their families and neighbors. Therefore, it must be a welcoming building that is able to break the barriers between school and community.
- Facility plans to have the Community Engagement Center (CEC) as the “center of gravity” for community engagement activities. The CEC ensures that the school as a whole can cultivate authentic community engagement.

Utilities Concepts:

- Location of utilities to the site will be a critical factor to the siting of the HLHS building.
- Bringing sewer and water utilities from Isleta to the school property will need to be coordinated by HLHS and FCCH.

03 Proposed Facility Requirements

Form Concepts:

New building should include the following design concepts:

- Exterior will incorporate more than one material and blend with the existing design of First Choice Community Healthcare.
- Building will incorporate natural lighting, glass wherever possible.
- Building will incorporate a feeling of openness, high ceilings and integration with the entire site.

Function Concepts:

Classroom spaces will be flexible to accommodate multiple uses, while providing necessary space and efficiency of function. Ground level should have shared common spaces while 2nd floor should have a higher concentration of classrooms. Entry level should be accessible to parents and community; administration, reception, gallery, community engagement center (CEC) and support services should be located on ground floor. Garage-style doors that connect learning spaces to the outdoors would be ideal, as well as durable surfaces, movable partitions and white walls that double as white boards. The social work/counseling area should resemble a spa with the reception area open and inviting, while counseling rooms are tucked behind a privacy wall, with a private entrance and exit to protect privacy of students. Laundry and shower facilities are needed.

Design Concepts:

- The building form and color should be complementary to the context and should use materials that are appropriate to the region.
- The building should be designed to meet guidelines of sustainable design principles.
- The building design should offer connections and views to the outside and provide natural lighting to all classrooms.

- The building interior should provide a sense of transparency, openness, and connection to the Commons.
- The Simulation Lab should be showcased as the heart of the facility and be visible from the entrance and central commons.
- The building design should be simply and logically arranged with core elements stacked with core elements (plumbing chases, restrooms, circulation) to be economical.

Other Special Design Considerations:

All general instruction classrooms will have the same layout to accommodate hands-on learning regardless of the discipline being taught and they should have the following accommodations:

- Movable walls or other ways to expand instructional space
- Plentiful storage
- Sinks in every room
- Acoustic ceilings
- Comfortable and pleasant lighting
- 4 of the 16 classrooms will be outfitted with modern science labs (gas, ventilation hoods, etc.)

All Instructional Support Spaces Should Have These Attributes:

- One large gathering space located in the heart of the school that can accommodate assemblies, lunch, a daily workout, etc. This space should have high ceilings and windows (occupancy 400)
- One smaller common outdoor space with a shade structure for outside instruction (accommodating 100).

Administrative Spaces:

- A community engagement center that is located at the entrance for security reasons and to greet parents and community members.
- Other administrative spaces should be spread throughout the building to ensure leadership presence in all areas of the school.

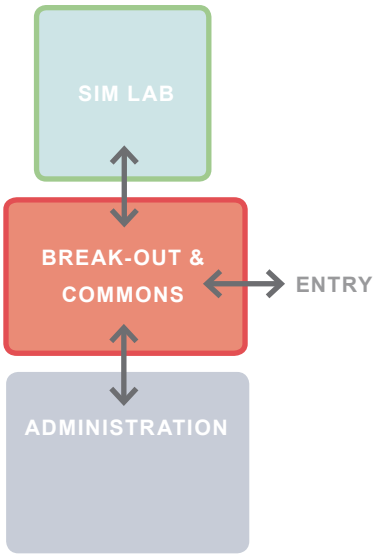
Other Spaces:

- School-based health center located near the community engagement center to serve young people and their families.
- Kitchen off the main open area
- Open green playing field on campus or near campus for physical education and intramural sports.
- Roof Garden
- The Simulation Lab needs to be equipped with high-tech equipment and provide a variety of spaces that simulate conditions in realistic exam room, hospital room, emergency room, settings.
- Designing a building that creates a smaller site footprint to offer more opportunities for usable outdoor spaces implies that the building height will be 2 levels in contrast to the surrounding context of one story residences and commercial buildings.

03 Proposed Facility Requirements

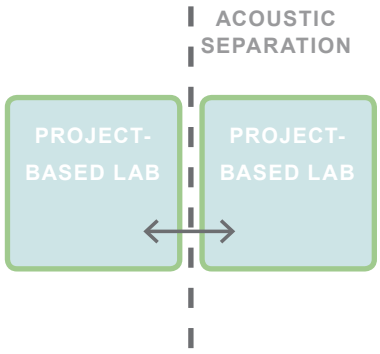
Adjacency Diagrams

As a part of the planning process it is important to understand how functional spaces will be used in relation to each other. SMPC conducted exercises with Health Leadership High School administrators to determine optimum space adjacencies. The exercises consisted of using colored bubbles representing programmed spaces proportionally sized to their space requirements. Eventually, the colored bubbles were translated to rectilinear forms in order to obtain an idea for footprint sizes, for two-story building options . Working together, the team developed the desired adjacencies and footprint concepts.



Simulation Lab

As a health education institution, HLHS will showcase its Simulation Lab as a visual and programmatic focal point. Directly accessible from the entrance of the building, the Sim Lab engages the Commons, providing supplemental spaces for student break-outs, and visibility to the schools Administrative areas. The multi-functional Commons space adjacent to the main entrance can be used for dining, and should be large enough for whole-school meetings.



Project-Based Learning Labs

Classrooms are spaces for project-based learning that are larger than standard APS because they must effectively serve 50 students and several teachers. The option to divide a room into two acoustically separate standard-sized classrooms would give flexibility and provide efficient use of space when enrollment varies.

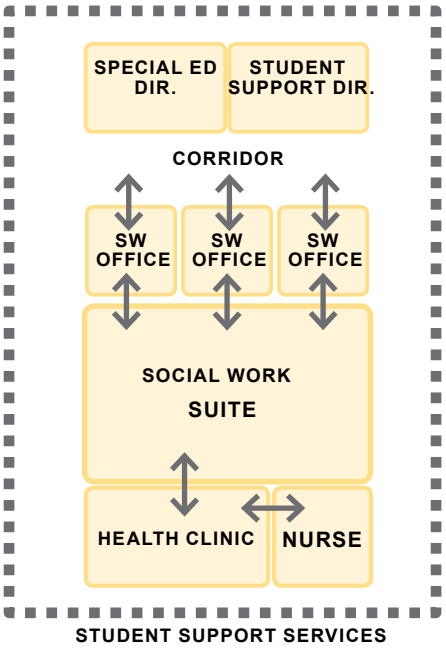
Social Work Suite & Student Support Services

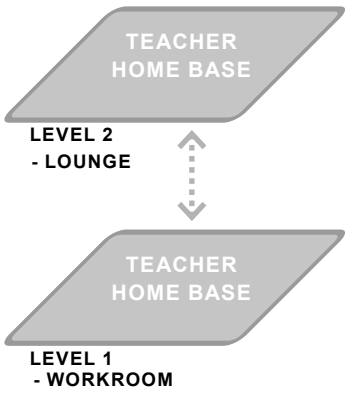
Social worker offices need to provide acoustic privacy and should be discretely located within the school. Three social worker offices are needed to connect with a social work suite. The offices will have access from both the corridor and from within the suite. The suite will offer a communal meeting space for the social workers. Student support services need to be centrally located and adjacent to social work.

Teacher Home Base

The Teacher Home Base is a multi-functional space that integrates the functions of a workroom (copy, print, mail, personal storage) and touchdown space for re-engagement teachers on the first level; and a more passive, relaxing, collaboration space on the second level.

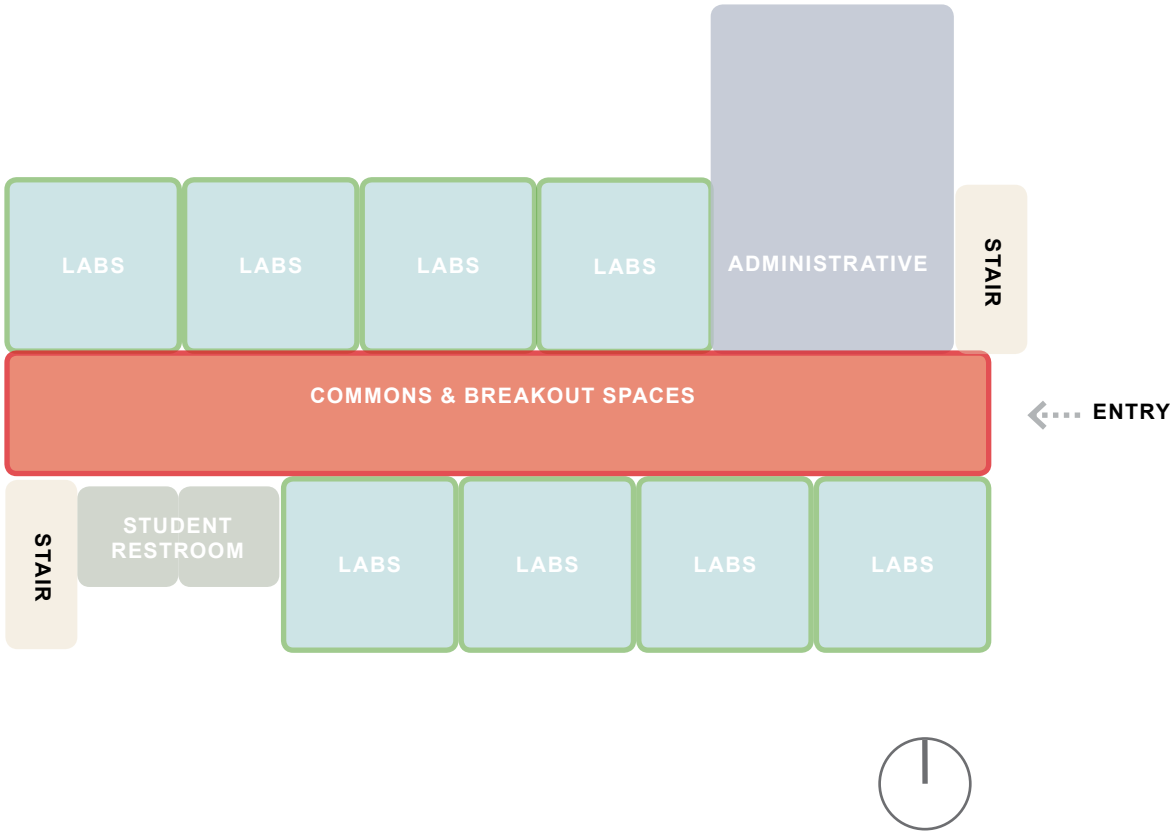
Programming Adjacency Concepts & Diagrams



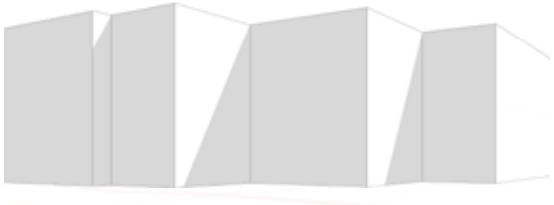


Linear Concept

The Linear Concept is similar to a traditional double loaded corridor and acts as a commons area with breakout space for students. This scheme meets space adjacency needs with the administrative areas near the entrance and commons space. In this diagram the various labs straddle the commons area to the north and south, so the building is appropriately oriented for daylighting. Similar organizations would exist for the second or third levels depending on the



View from NE

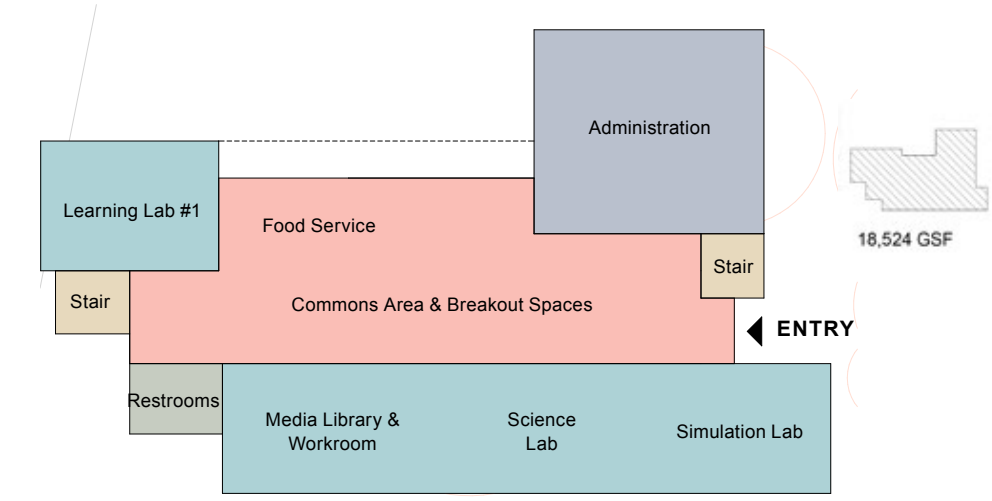


View from SW

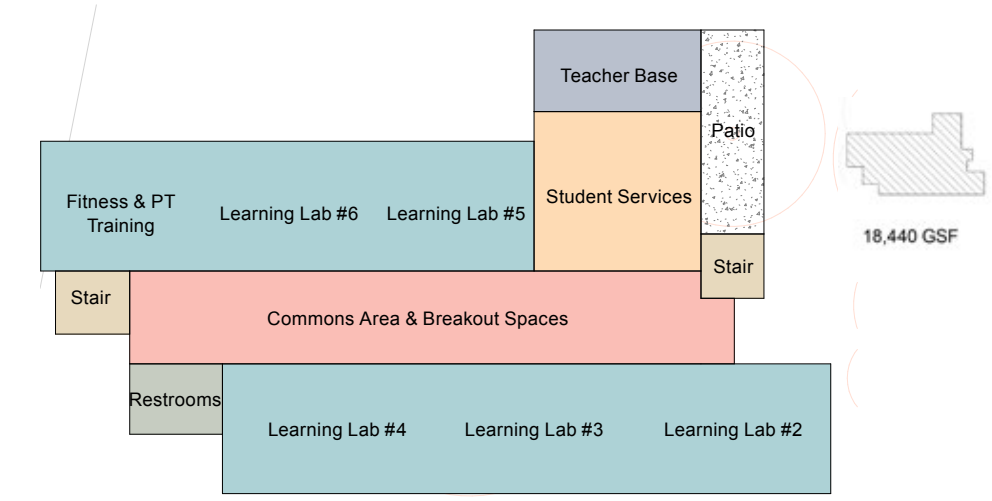
Linear Concept (Two Levels)

- Spacious Commons area large enough for school-wide assemblies, gallery space, and dining.
- Double height Commons allows for natural light to penetrate deep into the center of building.
- Administrative area near entrance, and sight-lines toward the Simulation lab.
- Provide outdoor space for Teacher Home Base.
- Simulation Lab as showcase element near entrance on ground floor.
- Potential for connection to outdoor space from Commons Area.
- Creates larger ground level footprint, but lower height profile may be appropriate for neighborhood context.

03 Proposed Facility Requirements



Level 1

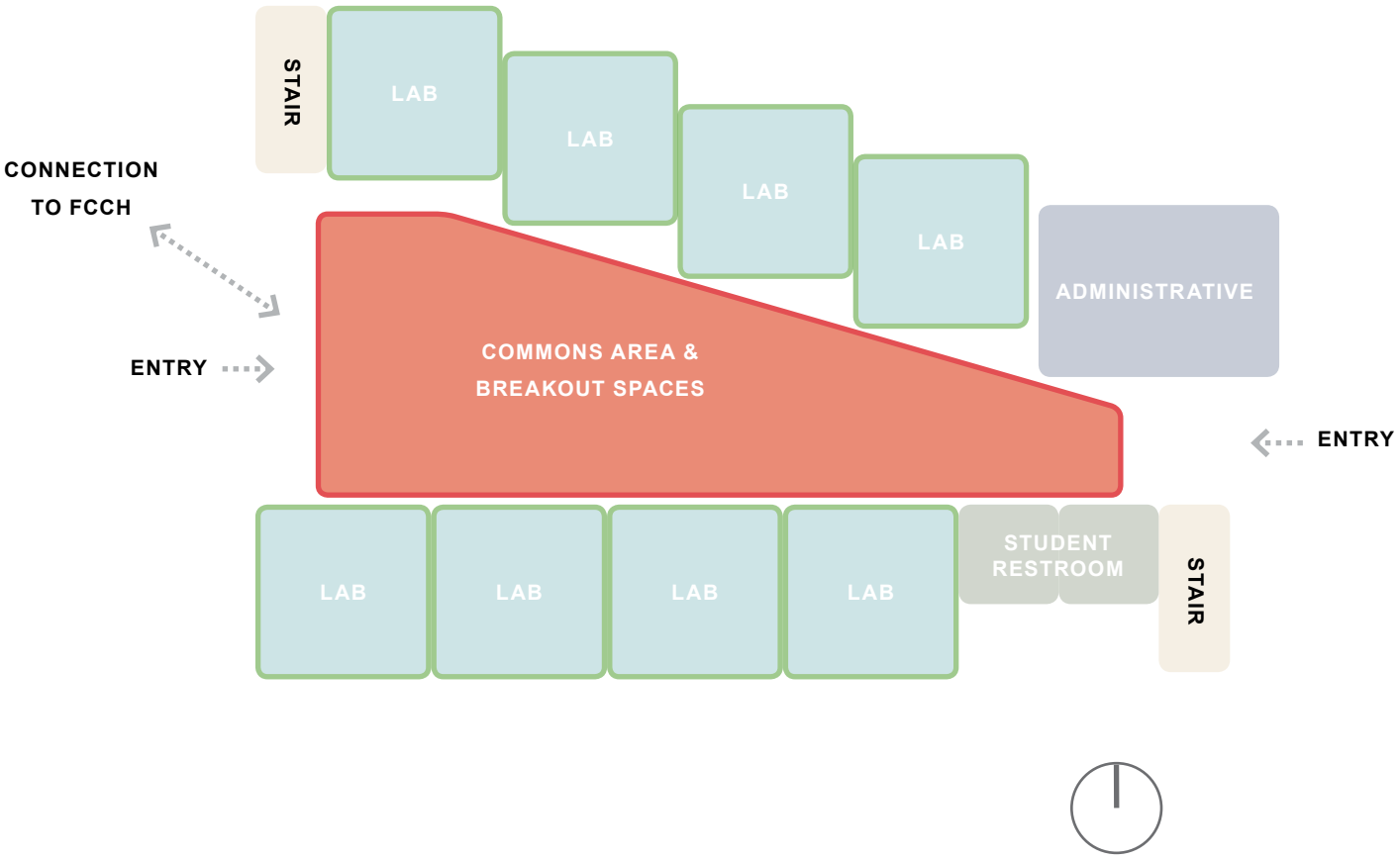


Level 2

Total = 36,964 GSF

Wedge Concept

The Wedge Concept is a less-contained double loaded corridor that pushes one side out to gain internal space. This scheme meets adjacency requirements and also provides for multipurpose activity space. The multipurpose activity space is more centralized but less intimate for small group activities. There is also potential for this scheme to have a formal connection to FCCH.



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Capital Plan 04

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4.1 Total Capital Needs

HLHS is currently residing in a leased space they have occupied since their initial charter in 2012. The lease for their existing building is renewed on a yearly basis. HLHS anticipates construction of a permanent facility for the 2020-2021 school year. HLHS is working on acquiring land through their partnership with FCCH.

PSCOC grants are a relatively new major source of funds for capital funding. The State of New Mexico has adopted adequacy standards that all state schools must meet. All school districts can apply for state matching funds if they have a five-year master plan on file and an approved maintenance plan. There are guidelines for master plans and maintenance plans. The degree of matching funds varies from district to district. The APS' match is 45% (state provides 55% of approved project). The State has developed priorities for funding based on a state-wide assessment of all schools The State ranks public school buildings according to facility conditions, and prioritizes funding for facilities at the top of the list. HLHS's existing facility ranks at 349 out of approximately 800.

HLHS will utilize available capital resources to design and construct their new facility to accommodate their enrollment cap. The list below summarizes HLHS's current and potential capital funding sources. In addition, HLHS is going to be an APS approved charter as of July 1, 2018 and may work to secure adequate facilities through a number of possible solutions, (co-borrower on private commercial loan, maybe included in APS Capital Master Plan and constructed through bond proceeds, APS as a landlord on newly constructed facility, etc.)

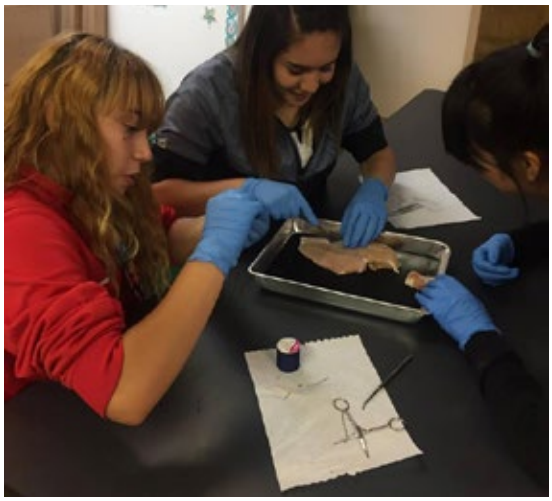
PSCOC Lease Assistance Program:

Based on student full-time equivalent enrollment (per student membership, or MEM), the State allocates funding to HLHS for lease payments.

The Public School Capital Improvement Act, also known as SB-9 (Senate Bill 9) Mill Levy Funds:

Revenue from the APS SB-9 mill levy is distributed on a per MEM rate. Used to address the maintenance and renewal concerns in the district. SB9 is traditionally allocated in a number of 'funds' that are budgeted and expended on a yearly basis. SB9 funds also provide supplementary school funding for capital and technology needs at district schools.

04 Capital Plan



The Public School Buildings Act, also known as HB-33 (House Bill 33) Funds:

Revenue from the APS HB-33 referendum is distributed on a per MEM rate. Traditionally used to,

- Renew existing facilities (school-based and district-wide funds)
- Address specific health-safety and code compliance issues
- Provide for educational equipment and support
- Provide for smaller capital needs at each facility through distribution of School Improvement project (SIP) funds.
- HB 33 is also a contributory source of funds for additional classrooms and contingencies in concert with on-going general obligation bond cycles.

Other Misc. Grants:

- Federal Sp. Ed and Poverty funds
- Other federal Grants (Title II-A)
- USDA Food Services
- Thornburg
- Other Private Grants

Broadband will be funded with E-rate and Operational funds.

Operational funds are made up of misc. grants.

For maintenance, HLHS uses operational, SB9 and HB 33 funds that are not obligated for capital projects.

All mechanical, electrical, plumbing and HVAC systems will be built into the operational fund. Currently all HVAC, electrical and plumbing systems located outside of the walls of the existing facility are the responsibility of the current landlord, not HLHS.

Recurring Revenue/Grand Total Revenue - Historic

	15-16 PED Final	16-17 PED Final	17-18 PED Final
Recurring Revenue			
Sp Ed. C	$30,283	$25,868	$36,758
Sp Ed. D	$60,566	$23,878	$32,674
Sp Ed. A/B	$12,719	$8,357	$30,019
Ancillary	$100,944	$47,756	$103,128
Regular	$850,451	$930,239	$998,091
Nat'l Board Certified Teachers	$6,057	$-	$-
School Size	$624,523	$628,682	$648,478
Growth	$451,582	$370,583	$-
At Risk	$53,749	$58,791	$59,885
T & E	$217,322	$166,812	$200,512
Program Cost	$2,408,195	$2,260,965	$2,109,546
2% Admin Fee	$(48,164)	$(45,219)	$(42,191)
40 DAY Adjustment		$(47,000)	
SEG Total	$2,360,032	$2,168,745	$2,067,355
Prior Year Grants	$-		
Federal Sp. Ed.& Poverty Funds	$60,420	$62,604	$51,475
Other Fed. Grants (TITLE II-A)	$9,063	$5,008	$7,721
USDA Food Service		$45,000	$55,000
PSFA Lease Assistance	$126,375	$137,000	$114,954
SB-9 (Prior Year 40 day)	$23,142	$-	$51,072
HB-33 (Prior Year 40 day)		$-	$110,400
Thornburg	$50,000	$50,000	$50,000
McCune	$20,000	$10,000	$-
Kellog Grant	$-	$-	$-
Other Private Grants		$15,000	$20,000
Legislative Appropriations	$110,000		
Sub-Total Other Revenue	$399,000	$324,612	$460,622
SUBTOTAL CURRENT REVENUE		$2,493,358	$2,527,977
CARRYOVER CASH	$550,000	$989,000	$1,114,074
GRAND TOTAL REVENUE	**$3,309,031**	**$3,482,358**	**$3,642,051**

Recurring Revenue/Grand Total Revenue - Future

	18-19 PED Final	19-20 PED Final	20-21 PED Final	21-22 PED Final	22-23 PED Final
Recurring Revenue					
Sp Ed. C	$29,115	$53,238	$44,920	$53,238	$63,220
Sp Ed. D	$16,637	$88,642	$74,791	$88,642	$105,262
Sp Ed. A/B	$34,938	$43,672	$43,672	$43,672	$43,672
Ancillary	$105,021	$207,962	$207,962	$311,942	$311,942
Regular	$920,230	$1,351,750	$1,663,692	$1,403,740	$1,663,692
Nat'l Board Certified Teachers	$-	$-	$-	$-	$-
School Size	$648,441	$578,932	$348,889	$377,662	$262,106
Growth	$649,256	$479,143	$-	$395,959	$392,839
At Risk	$68,465	$100,570	$123,779	$104,438	$123,779
T & E	$75,204	$118,678	$138,382	$129,284	$148,770
Program Cost	$2,547,305	$3,022,587	$2,646,087	$2,908,577	$3,115,282
2% Admin Fee	$(50,946)	$(60,452)	$(52,922)	$(58,172)	$(62,306)
40 DAY Adjustment					
SEG Total	$2,496,359	$2,962,135	$2,593,165	$2,850,406	$3,052,977
Prior Year Grants					
Federal Sp. Ed.& Poverty Funds	$72,155	$76,212	$116,144	$102,150	$116,144
Other Fed. Grants (TITLE II-A)	$10,823	$11,432	$17,422	$15,322	$17,422
USDA Food Service	$60,000	$65,000	$65,000	$65,000	$65,000
PSFA Lease Assistance	$123,900	$191,100	$240,000	$202,500	$240,000
SB-9 (Prior Year 40 day)	$69,160	$69,160	$85,120	$71,820	$85,120
HB-33 (Prior Year 40 day)	$150,800	$150,800	$185,600	$156,600	$185,600
Thornburg	$50,000	$-	$-	$-	$-
McCune	$-	$-	$-	$-	$-
Kellog Grant	$-	$-	$-	$-	$-
Other Private Grants	$15,000				
Legislative Appropriations					
Sub-Total Other Revenue	$551,838	$563,704	$709,286	$613,392	$709,286
SUBTOTAL CURRENT REVENUE	$3,048,197	$3,525,839	$3,302,451	$3,463,798	$3,762,262
CARRYOVER CASH	$490,543	$1,162,951	$1,806,420	$1,823,847	$1,728,956
Grand Total Revenue	**$3,538,740**	**$4,688,789**	**$5,108,871**	**$5,287,645**	**$5,491,218**

Anticipated Preventative Maintenance

Preventative maintenance needs include regular HVAC pad changes and maintenance, regular boiler and blowout preventer inspections, regular fire suppression inspections, regular roof maintenance and inspections, regular building inspections by Poms and Associates (insurance brokers) for PSFA requirements, periodic Fire Marshall inspections, regular environmental health inspections by the City of Albuquerque and as needed maintenance to ensure proper function of all faucets, toilets, water fountains, light switches, electrical outlets, and all low voltage electrical systems.

It is anticipated that would change should they construct the new facility under the terms of a private lease-purchase agreement, unless a management fee was included indicating the property owner (i.e. HLHS Foundation) was responsible in the lease-purchase agreement.

Preliminary Project Budget For Future Facility

It is estimated that the construction cost of a 2-story building will cost $250 per square foot. This estimate addresses site work including bringing utilities to the building from the property line. Therefore, HLHS should anticipate that a 40,000 GSF building will have a construction cost of about $10 million. Selective project costs are estimates and do not address associated costs of legal & County fees, taxes, geo-tech services, and soft costs including FF&E:

Purchase of 2.38-acre parcel	$390,000
Civil fee for survey/replat	$5,000
50% of infrastructure (public utilities install - water, fire line, and sewer)	$60,000
Construction of 40,000 GSF including site work	$10,000,000
Program/Design Fee (Architectural, ldscp, MEP, civil, structural)	$725,000
	$11,180,000

Program and design fee is based on current (1985) State of New Mexico/PSFA rate structure and guidelines. The building cost per square foot is based on assumptions that the building has a pier foundation (assuming unstable soil conditions) and will be a steel post and beam structure with non-load bearing metal structural stud perimeter walls with an exterior insulation and finish system. Insulated glazed units and storefront systems will be incorporated to provide optimum natural daylight and views. Assumptions are that the building interior will consist of contemporary durable materials that meet LEED guidelines for sustainability and maintainability.

With limited resources, phasing the project was discussed as a strategy for completing an adequate portion of the facility by Fall 2019. There is an urgency for HLHS to acquire the property and begin design to be able to meet the Fall 2019 move-in. As design and planning proceeds, it can be determined what the priorities of Phase 1 will be and how to develop a projected scope and sequencing for phasing the project thoughtfully.

Current and Anticipated Facility Funding Schedule

	Current - Randolph Road Facility			Future - FCCH Facility				
School Year	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Prior Year 40-day	144	192	240	320	270	320	370	430
31200 - Lease Assistance Grant (recurring)	$137,000	$114,954	$123,900	$191,100	$240,000	$202,500	$240,000	$301,000
31700 -SB-9 Tax Receipts	$38,304	$51,072	$69,160	$85,120	$71,820	$71,820	$85,120	$114,380
31600 - HB-33 Tax Receipts	$38760	$110,400	$150,800	$185,600	$156,600	$71,820	$85,120	$249,400
11000 Operational	$104,000	$91,446	$88,740	$27,900	$50,000	$70,000	$6,000	-
TOTAL	**$318,064**	**$367,872**	**$432,600**	**$489,720**	**$518,420**	**$416,140**	**$416,240**	**$664,780**
Lease Expense	$241,000	$206,400	$212,640	$219,000	$480,000	$480,000	$480,000	$480,000
Net Income (loss)	$77,064	$161,472	$219,960	$270,720	$38,420	$(63,860)	$(63,760)	$184,780
EOY Cash Reserves (recurring)	$1,114,074	$490,543	$1,162,951	$1,806,420	$1,823,847	$1,728,956	$1,761,264	
Cash Reserve Ratio	4.62	2.38	5.47	8.25	3.80	3.60	3.67	

Master Plan Support Material

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5.1 Sites and Facilities Data Table – Existing/Current

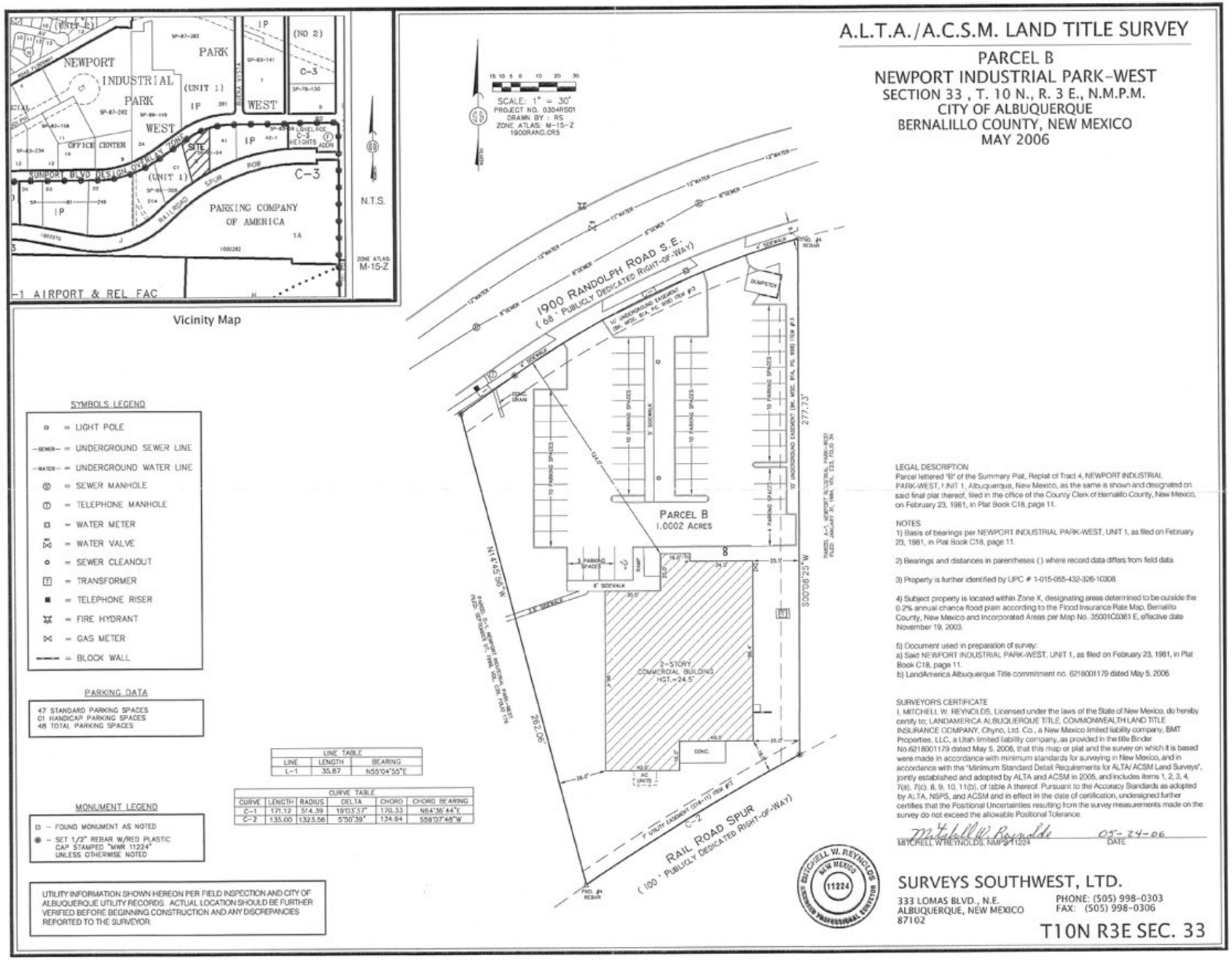
Health Leadership High School	
State ID	553001
Physical Address	1900 Randolph Road SE, Albuquerque, NM 87106
Date of Opening	Initial Charter : 2012
Dates of major additions and renovations	July 2017
Facility Condition Index FCI and N.M. Facility Condition Index NMCI, if available	**NMCI Statistics:** Number of Students: 180 Number of Buildings: 1 Growth Factor: 1.0 Number of Portables: 0 Total Gross Square Feet: 16,124 Site Size (Acres): 0.01 **NMCI School Metrics:** Replacement Cost: $3,147,082 Weighted Repair Cost: $771,845 Unweighted Repair Cost: $1,905,796 Weighted Educational Adequacy Cost: $0 Unweighted Educational Adequacy Cost: $0 Total Weighted Cost: $771,845 Total Unweighted Cost: $1,905,796 Weighted NMCI Score: 24.53 Unweighted NMCI Score:60.56 **NMCI Facility History:** Last Assessment Date: 09-07-2017 Previous Award: No
Site owned or leased:	Leased
Total building area gross sq./ft	16,124
Site Acreage	0.01
Total number of permanent general classrooms	6 Learning Labs (2 classrooms per Learning lab)
Total number of permanent specialty classroom	2 - Science lab and Simulation Lab
Total number of portable classrooms	0
Total number of classrooms	14
Percentage of portable classrooms compared to total number of permanent classrooms	0
Total enrollment current year (40th day count)	180
Number of gross sq. ft per student per school facility	89

5.1 Sites and Facilities Data Table – Future

Health Leadership High School	
District ID	001-752 (APS Charter - Anticipated in July 2018)
Physical Address	North Centro Familiar SW Albuquerque, NM 87105 Bernalillo County
Date of Opening	July 2020
Dates of major additions and renovations	N/A
Facility Condition Index FCI and N.M. Facility Condition Index NMCI, if available	**N/A**
Site owned or leased:	Owned
Total building area gross sq./ft	40,000 - Approximately
Site Acreage	2.3814
Total number of permanent general classrooms	6 Learning Labs (2 classrooms per Learning lab)
Total number of permanent specialty classroom	2
Total number of portable classrooms	0
Total number of classrooms	14
Percentage of portable classrooms compared to total number of permanent classrooms	0
Total enrollment current year (40th day count)	N/A
Number of gross sq. ft per student per school facility	N/A

5.2 Site Plan

HLHS Survey - Existing



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5.2 Site Plan

Conceptual Future Site

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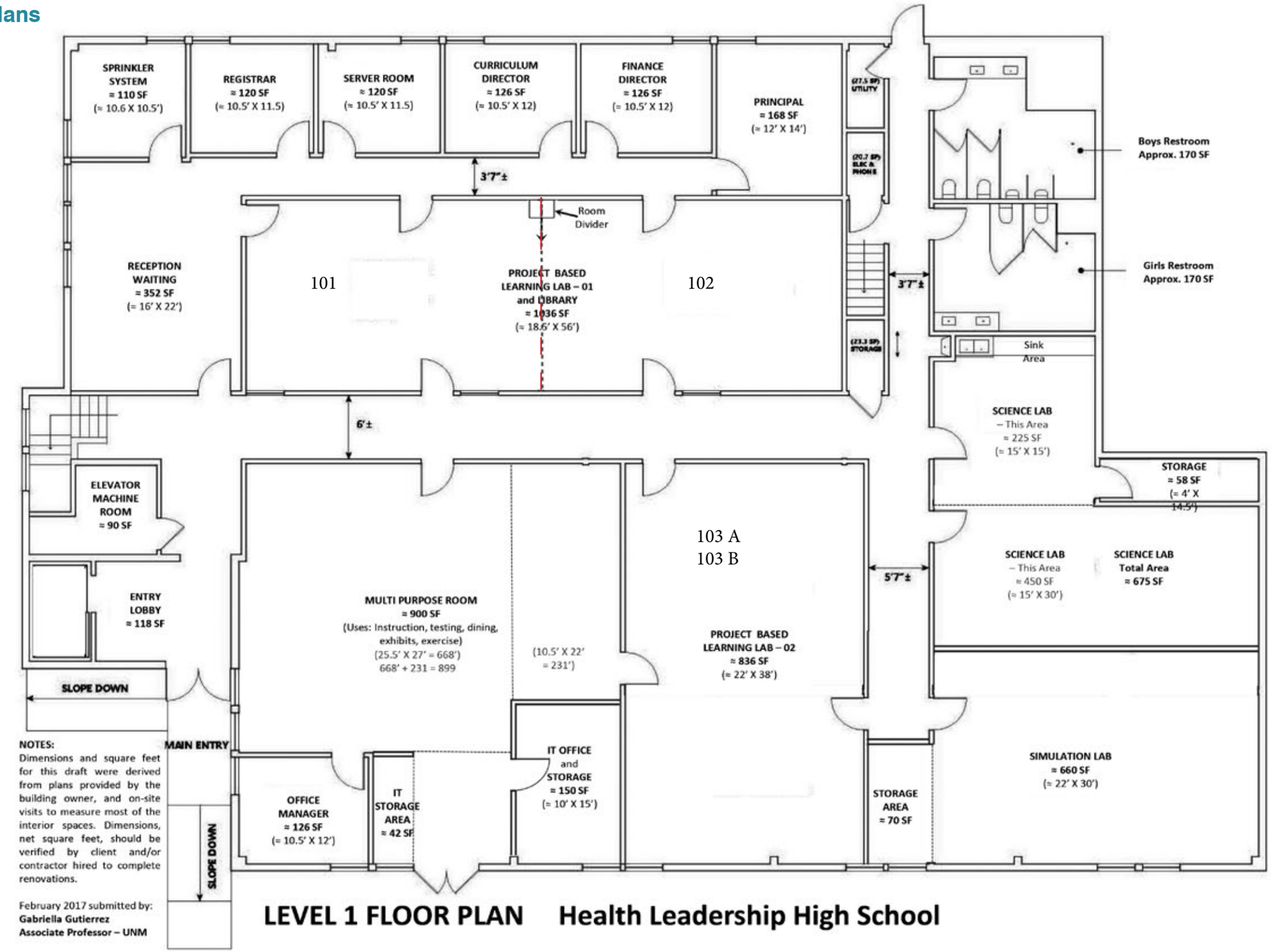
5.3 Floor Plans



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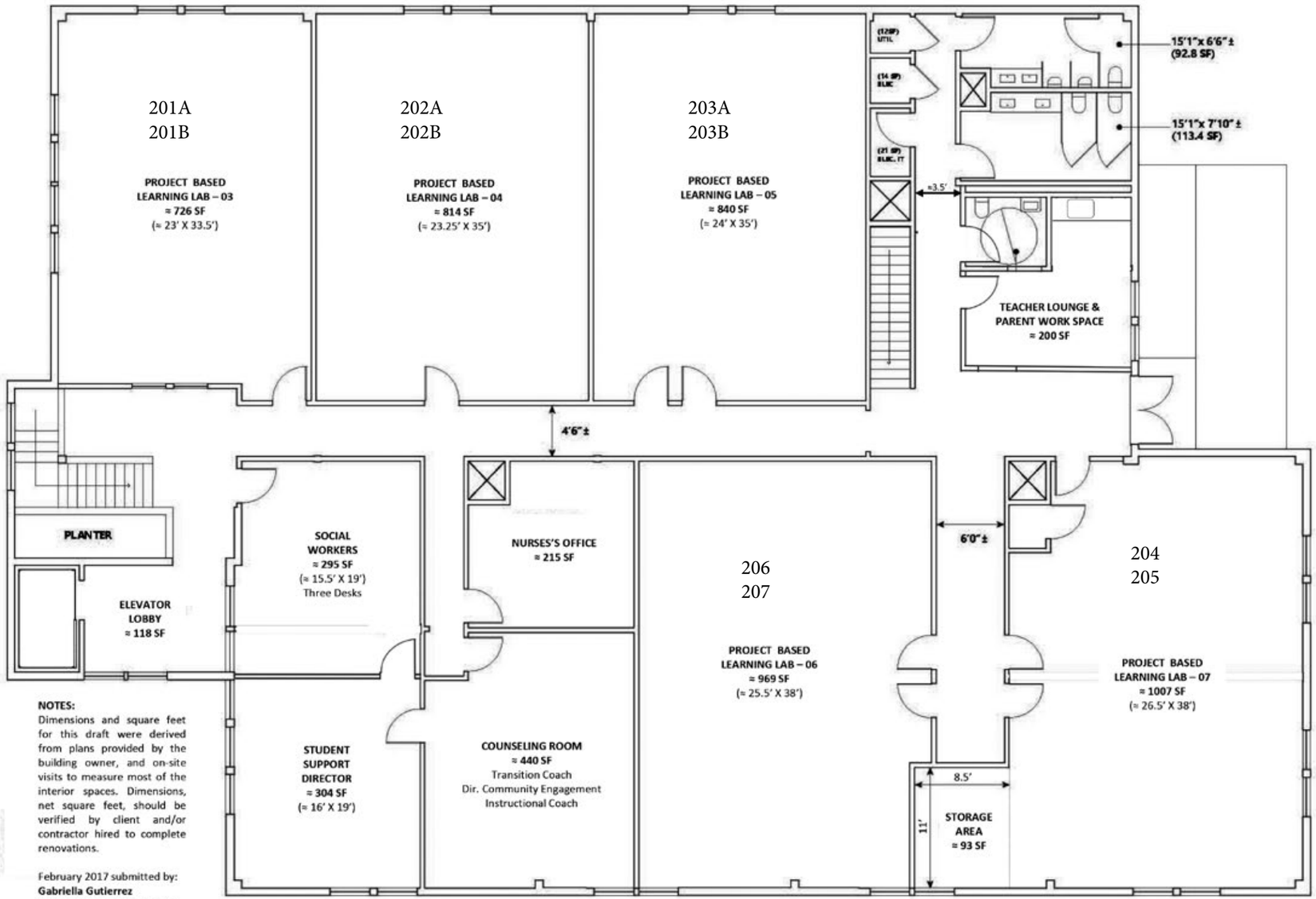
5.3 Floor Plans



LEVEL 2 FLOOR PLAN Health Leadership High School

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Health Leadership High School - List of Spaces and NASF - February 2017

Street Address: 1900 Randolph Road SE, Albuquerque, New Mexico 87106				
	LIST OF SPACES - LEVEL 1	**NASF**	**ROOM#**	**NM ADEQUACY STANDARDS**
1	Reception/Waiting Area	352		
2	Office - Registrar	120		
3	Office - Curriculum Director	126		
4	Office - Finance Director	126		
5	Office - Principal	168		
6	Project Based Learning Lab - 01 + Library	1,008	101 102	Per NMAS no less than 4 nsf/student - each lab shall not be smaller than 650 nsf - (See page 2 for more information)
7	Project Based Learning Lab - 02	814	103A 103B	
8	Science Lab	675		Per NMAS 4 nsf/student plus 80 nsf for securable storage and a well ventilated work space
9	Simulation Lab	660		Per NMAS no less than 4 nsf/student - each lab shall not be smaller than 650 nsf
10	Multi Purpose Room	900		
11	IT Office and Storage	150		
12	Office Manager	126		
13	Server Room	120		
14	NASF Level One Sub-total:	5,345		
	Storage Areas	varies		Per NMAS 1 nsf/student of planned school program capacity and may be distributed in or throughout any type of room or space and must be securable with textbook space.
	LIST OF SPACES - LEVEL 2	**NASF**	**ROOM#**	**NM ADEQUACY STANDARDS**
17	Office - Social Workers	323		
18	Office - Student Support Director	332		
19	Nurse's Office	215		Per NMAS provide a minimum of 150 nsf
20	Counseling Room	440		
21	Teacher Lounge and Parent Work Space	185		Per NMAS provide no less than 150 nsf and should have a break area and sink
22	Project Based Learning Lab - 03	726	201A 201B	
23	Project Based Learning Lab - 04	840	202A 202B	
24	Project Based Learning Lab - 05	840	203A 203B	Per NMAS no less than 4 nsf/student - each lab shall not be smaller than 650 nsf - (See page 2 for more information)
25	Project Based Learning Lab - 06	934	206 207	
26	Project Based Learning Lab - 07	924	204 205	
	NASF Level Two Sub-total:	5,759		
	NASF TOTAL:	11,104		

5.4 FMAR Reports

HLHS does not have a current FMAR Report available from PSFA. A facility assessment was completed and the FAD report has been submitted. Please refer to Section 2.3.2 Facility Evaluation.

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Conference Room (20-person)		360 NSF

NUMBER OF SPACES: 1
OCCUPANTS: admin, parents, community members
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Assembly, Unconcentrated @ 15 NET
PSFA: Acoustically-separated
CONSIDERATIONS: STC 30+

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Seat twenty (20) around conference table with additional side guest seating

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white board (8'x4') and tack board (4'x4'), conference table and seating, access to power and data at table, projection/teleconference equipment

PREFERRED ELEMENTS:
FLOOR: Carpet tiles
WALL BASE: 4" height resilient wall base
WALL: Semi-gloss low or no VOC paint, light color
WALL TREATMENT: Acoustic panels, as needed
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice/video for projection & teleconferencing
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Finance Director Office		140 NSF

NUMBER OF SPACES: 1
OCCUPANTS: admin, guests
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Business @ 100 GROSS
PSFA: Accessible from within main office area and directly from main commons and corridor.
CONSIDERATIONS: STC 30+

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Desk located with sight line to door, small meeting area

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white board (8'x4') and tack board (4'x4'), desk with storage and shelving, computer, printer, task chair, guest chairs, small meeting table, file cabinets

PREFERRED ELEMENTS:
FLOOR: Carpet tiles
WALL BASE: 4" height resilient wall base
WALL: Satin sheen, low or no VOC paint, light color
WALL TREATMENT: ~~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Commons		6000 NSF

NUMBER OF SPACES: 1
OCCUPANTS: students, parents, staff, community
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Assembly @ 15 NET;
PSFA: Multipurpose supports efficient use of space
CONSIDERATIONS: use as entrance lobby, reception, gallery, areas for dining, active and passive spaces, 'great hall', gathering, central circulation spine

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Connections to Administration, Simulation Lab, Science Lab, a Learning Lab, and Learning Resource Center, Serving Kitchen

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: equipment and furnishings support for agility spaces for student gathering, collaborating, dining, and all school meetings. Provide areas for exhibiting of wall-mounted presentations, messages, announcements. Adjacent to warm kitchen where queuing area is needed for catered food & beverage distribution.

PREFERRED ELEMENTS:
FLOOR: Polished concrete, carpet tile
WALL BASE: 4" height resilient wall base
WALL: Semi-gloss low or no VOC paint, light field color with accent colors
WALL TREATMENT: acoustic & tackable in some locations
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Exposed structure with acoustic treatment in 2-story height areas
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS: Consider interior amphitheater area for larger gatherings, design areas with 2-story height volume with visual connection to level 2.

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, feature pendant lighting, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: Electrical and data connection for interactive projector
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire suppression system, drinking fountain and bottle-filler station

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Consult Room (6-person)		120 NSF

NUMBER OF SPACES: 1
OCCUPANTS: staff, parents, students
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Assembly, Unconcentrated @ 15 NET
PSFA:
CONSIDERATIONS: STC 30+

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Seating for 4-6 around table

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: meeting table with chairs (4-6 people), standard white board

PREFERRED ELEMENTS:
FLOOR: Carpet tiles
WALL BASE: 4” height resilient wall base
WALL: Satin sheen, low or no VOC paint, light color
WALL TREATMENT: ~~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9’-0” height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3’-0”x7’-0”, typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Executive Director Office		160 NSF

NUMBER OF SPACES: 1
OCCUPANTS: admin, guests
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Business @ 100 GROSS
PSFA: Accessible from within main office area and directly from main commons and corridor.
CONSIDERATIONS: STC 30+

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Two doors with one from corridor and one from admin area, desk located with sight lines to both doors, located near central hall, small meeting area

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white board (8'x4') and tack board (4'x4'), desk with book and file storage and shelving, computer, printer, task chair, meeting table with guest chairs

PREFERRED ELEMENTS:
FLOOR: Carpet tiles
WALL BASE: 4" height resilient wall base
WALL: Semi-gloss low or no VOC paint, light color
WALL TREATMENT: Acoustic panels, as needed
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Consult Room (6-person)		120 NSF

NUMBER OF SPACES: 1
OCCUPANTS: staff, parents, students
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Assembly, Unconcentrated @ 15 NET
PSFA:
CONSIDERATIONS: STC 30+

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Seating for 4-6 around table

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: meeting table with chairs (4-6 people), standard white board

PREFERRED ELEMENTS:
FLOOR: Carpet tiles
WALL BASE: 4” height resilient wall base
WALL: Satin sheen, low or no VOC paint, light color
WALL TREATMENT: ~~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9’-0” height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3’-0”x7’-0”, typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 2	
Fitness & Physical Therapy Lab & Storage		840 NSF

NUMBER OF SPACES: 1
OCCUPANTS: 30 max. students, 20:1 student-teacher ratio goal
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Classroom Area @ 20 NET;
PSFA: Adequacy Standards for HS 9-12 General Classroom is minimum of 25 NSF/student. Career Ed program space minimum 650 NSF (4 NSF/student)
CONSIDERATIONS: dual purpose space for fitness and for learning

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Fitness equipment, space for fitness and yoga classes and instruction

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white boards (2 – 8'x4') and tack boards (Min. 4 – 4'x4'), storage cabinets and shelving, LCD interactive smart screen, fitness equipment, yoga props, stacking chairs

PREFERRED ELEMENTS:
FLOOR: Rubber sports flooring
WALL BASE: 4" height resilient wall base
WALL: Semi-gloss low or no VOC paint, light color
WALL TREATMENT: ~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: Electrical and data connection for interactive projector
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire suppression system, sink (supply & drain)

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 2	
Health Clinic Suite		240 NSF

NUMBER OF SPACES: 1
OCCUPANTS: nurse, students
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Business @ 100 GROSS
PSFA: Minimum 1 NSF/student (includes counseling & ancillary)
CONSIDERATIONS: Adjacent to Nurse Office

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Isolate sick from healthy(recovery), testing, exam, administering meds areas, eye exam distance (20 feet)

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white board (8'x4') and tack board (4'x4'), storage cabinets and shelving, exam chair, lockable medication storage, lockable supply storage, refrigerator, cots, guest chair, computer, printer, casework with sink, AED (Automated External Defibrillator) cabinet, medical equipment, telephone, secure records storage, ice machine

PREFERRED ELEMENTS:
FLOOR: Sheet linoleum with welded seams, porcelain tile (toilet room)
WALL BASE: 4" height resilient wall base, porcelain tile (toilet room)
WALL: Semi-gloss low or no VOC paint, light color, ceramic tile (toilet room)
WALL TREATMENT: ~~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height, & gypsum board
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable), sconce lighting in toilet room
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System, water supply and drain to sink, water line to refrigerator & ice machine, toilet room (1)

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric), exhaust in toilet room

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1 & 2	
Learning Lab & Storage		1680 NSF

NUMBER OF SPACES: 6
OCCUPANTS: 50+ students, 20:1 student-teacher ratio goal
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Classroom Area @ 20 NET (80); more than 49 occupants requires 2 exits from space
PSFA: Adequacy Standards for HS 9-12 General Classroom is minimum of 25 NSF/student. Career Ed program space minimum 650 NSF (4 NSF/student)
CONSIDERATIONS: Room divider partition to create two 840 SF classrooms

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Flexible classroom configuration with tables and chairs for 50+ students, built in casework for storage

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white boards (2 – 8'x4') and tack boards (Min. 4 – 4'x4'), storage cabinets and shelving, LCD interactive smart screen, telephone, computers, printer, manual pencil sharpener, furniture for 50 students and 3 teachers

PREFERRED ELEMENTS:
FLOOR: Polished concrete, carpet tiles
WALL BASE: 4" height resilient wall base
WALL: Semi-gloss low or no VOC paint, light color
WALL TREATMENT: ~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: Electrical and data connection for interactive projector
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System, sink (supply & drain)

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1 or 2	
Learning Resource Center		1680 NSF

NUMBER OF SPACES: 3 (main room, workroom, storage)
OCCUPANTS: 50 students, 20:1 student-teacher ratio goal
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Library- Reading Rooms @ 50 NET, Stack area @ 100 Gross; more than 49 occupants requires 2 exits from space
PSFA: Adequacy Standards for HS 9-12 at least 3nsf/student
CONSIDERATIONS:

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: main room w/ stacks, seating and computer workstations, librarian's office/workroom, storage

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white boards (2 – 8'x4') and tack boards (Min. 4 – 4'x4'), storage cabinets and shelving, telephone, printer, manual pencil sharpener, furniture for 50 students and 3 teachers, bookstacks, computer workstations

PREFERRED ELEMENTS:
FLOOR: Polished concrete, carpet tiles
WALL BASE: 4" height resilient wall base
WALL: Semi-gloss low or no VOC paint, light color
WALL TREATMENT: ~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: Electrical and data connection for interactive projector
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Meeting Room (12-person)		240 NSF

NUMBER OF SPACES: 1
OCCUPANTS: staff, parents, students
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Assembly, Unconcentrated @ 15 NET
PSFA:
CONSIDERATIONS: STC 30+

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Seat twelve (12) around table with additional guest seating

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: meeting table with chairs (12 people). 4 guest chairs

PREFERRED ELEMENTS:
FLOOR: Carpet tiles
WALL BASE: 4" height resilient wall base
WALL: Satin sheen, low or no VOC paint, light color
WALL TREATMENT: ~~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1 & 2	
Office (Typical)		120 NSF

NUMBER OF SPACES: 14 offices
OCCUPANTS: administration, guests
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Business @ 100 GROSS
PSFA:
CONSIDERATIONS: STC 30+

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Adjacent with sight lines to door, acoustic separation

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white board (8'x4') and tack board (4'x4'), desk, task chair, guest chairs, book and file storage

PREFERRED ELEMENTS:
FLOOR: Carpet Tiles
WALL BASE: 4" height resilient wall base
WALL: Semi-gloss low or no VOC paint, light color
WALL TREATMENT: ~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Science Lab & Storage		1680 NSF

NUMBER OF SPACES: 1
OCCUPANTS: 30+ students, 20:1 student-teacher ratio goal
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Classroom Area @ 20 NET (60); more than 49 occupants requires 2 exits from space
PSFA: Adequacy Standards for HS 9-12 General Classroom is minimum of 25 NSF/student. Career Ed program space minimum 650 NSF (4 NSF/student)
CONSIDERATIONS:

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Flexible and/or fixed classroom configuration with tables and chairs for 30+ students

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white boards (2 – 8'x4') and tack boards (Min. 4 – 4'x4'), soap dispenser, paper towel dispenser, lab equipment with counters, stools, utilities, lockable storage cabinets and shelving, LCD interactive smart screen, telephone, computers, printer, manual pencil sharpener, furniture for 30+ students and 2 teachers

PREFERRED ELEMENTS:
FLOOR: Polished concrete
WALL BASE: 4" height resilient wall base
WALL: Semi-gloss low or no VOC paint, light color
WALL TREATMENT: ~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:
Storage room is adjacent and needs to be secure and well ventilated for chemicals and equipment with safe.
Consider water conservation when selecting plumbing fixtures

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall, consider floor outlets, as required

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: Electrical and data connection for interactive projector
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System, sink (supply & drain), gases (as required), eye wash

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Serving Kitchen		460 NSF

NUMBER OF SPACES: 1
OCCUPANTS: staff
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Business @ 100 GROSS
PSFA: Minimum of 200 NSF with hand wash sink and phone
CONSIDERATIONS: Shall comply with NM Environment Department, assume Serving Kitchen (aka Warm Kitchen) is providing RTE (ready-to-eat food)

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Adjacent to Commons, includes office, toilet, janitor closet, dry storage

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Consider: commercial kitchen food holding and warming equipment for catered food for meals, holding and chilling catered food, stainless steel counters and buffet, refrigerator, freezer, cold beverage cabinet, pizza pastry warmer. Office with desk and task chair. Janitor closet with mop rack and utility sink. Supply storage.

PREFERRED ELEMENTS:
FLOOR: Resilient sheet with cove base
WALL BASE: 4” height resilient cove wall base
WALL: Semi-gloss low or no VOC paint, light field color
WALL TREATMENT: durable, scrubbable (FRP or ceramic tile in areas)
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Scrubbable acoustic ceiling tile and grid
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3’-0”x7’-0”, typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, indirect/direct troffers, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: Electrical and data connections
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire suppression system, hand wash sink, commercial sinks, utility sinks (supply & drain), water lines to refrigerators and freezers, toilet room

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1	
Simulation Lab & Storage		1680 NSF

NUMBER OF SPACES: 1
OCCUPANTS: nurse, 50 students, 20:1 student-teacher ratio goal
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Vocational Lab @ 50 NET (40) or Classroom @ 20 NET; (more than 49 occupants requires 2 exits from space), provide 2 exits
PSFA: Adequacy Standards for HS 9-12 Career Ed program space minimum 650 NSF (4 NSF/student)
CONSIDERATIONS: consider door to outside for mock emergencies, create showcase from lobby, lab as heart of school, transparency

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Lab setup with five (5) hospital bed bays, exam room (1-2), toilet/shower room, laundry room with washer/dryer
STORAGE: Combination of casework, as well as ample dedicated storage area for various medical equipment including: mannequins (adult and baby), wheelchairs, car seats, mobile medical carts, towels, bedding, linens, medical supplies

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Low-tech and High-fidelity simulators (WI-FI mannequins), hospital curtains on track, hospital beds, exam room equipment, ice machine, large capacity washer & dryer, utility sink, folding table storage shelves, consider neonatal and critical care areas, more research is required to provide state of the art equipment

PREFERRED ELEMENTS:
FLOOR: Healthcare product sheet vinyl or rubber, for laundry/ice room polished concrete
WALL BASE: 4” height resilient wall base
WALL: Semi-gloss low or no VOC paint, light color
WALL TREATMENT: ~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9’-0” height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3’-0”x7’-0”, typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:
Consider A/V technology for student observation, one-way glass

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each bay,
SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: WiFi connections for each bay plus
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes
PLUMBING NEEDS:
Fire Suppression System, manifold for vacuum and gasses, water supply and drains for sinks, shower, and toilet, ice machine, washing machine
HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric), exhaust for toilet, dryer vent

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 2	
Social Work Suite		360 NSF

NUMBER OF SPACES: 1
OCCUPANTS: staff (3) plus visitors, guests, students, parents
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Business @ 100 GROSS
PSFA: Minimum 1NSF/student (includes counseling & ancillary)
CONSIDERATIONS: STC +30

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Three (3) offices (private) connected to activity area

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white board (8'x4') and tack board (4'x4'), computers, systems furniture workstations, task chair, guest chairs, tables

PREFERRED ELEMENTS:
FLOOR: Carpet tiles
WALL BASE: 4" height resilient wall base
WALL: Satin sheen, low or no VOC paint, light color
WALL TREATMENT: Acoustic panels, as needed
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or per APS FD+C standards

REMARKS:

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable)
POWER: Minimum two Quad receptacles at each wall

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric)

5.5 Detailed Space and Room Requirements

Health Leadership High School	Level 1 and 2	
Teacher Home Base		640 NSF

NUMBER OF SPACES: 2 (one on each level)
OCCUPANTS: admin and teachers
FREQUENCY: 5 days & evenings/week
IBC OCCUPANCY: Business @ 100 GROSS
PSFA/APS STANDARDS: Faculty flex workspace/meeting/lounge with kitchenette counter and cabinets, access to technology
CONSIDERATIONS: level 1 HB includes workroom/mailroom function / level 2 HB includes collaboration and lounge function

ENVIRONMENT: To meet minimum LEED Silver requirements
DAYLIGHTING & VIEWS: Direct and borrowed daylighting with interior/exterior views
VENTILATION: Controlled heating and cooling, zoned
FINISHES: Easily maintainable, durable, impact resistant, easily repaired/repainted, products with low or no volatile organic compounds
FLOOR/WALL: Concrete slab, gypsum board on metal studs
LAYOUT: Flexible with break area casework for refreshment, toilet rooms, includes touchdown space for Re-Engagement teachers (level 1)

EQUIPMENT & FURNISHINGS TO BE USED WITHIN SPACE: Standard white board (8'x4') and tack board (4'x4'), storage cabinets and shelving, conference chairs, lockable wardrobes, personal storage lockers, book shelves, meeting table, single compartment sink, soap and paper towel dispensers, refrigerator/freezer, microwave, coffeemaker, waste & recycling receptacle, copier, printer, mail sorter, built-in counter and cabinets, fireproof safe for records

PREFERRED ELEMENTS:
FLOOR: Polished concrete, carpet tiles, porcelain tile (toilet rooms)
WALL BASE: 4" height resilient wall base, porcelain tile (toilet rooms)
WALL: Semi-gloss low or no VOC paint, light color, ceramic tile (toilet rooms)
WALL TREATMENT: ~
WINDOWS: Shading system, as required, operable for ventilation
CEILING: Acoustic lay-in ceiling tile, minimum 9'-0" height, & gypsum board
DOOR/FRAME: Wood Door w/ Hollow Metal Frame
DOOR OPENING(S): 3'-0"x7'-0", typical
DOOR HARDWARE: TBD or APS FD+C standards

REMARKS:
Consider water conservation when selecting plumbing fixtures

ELECTRICAL NEEDS:
INTERIOR LIGHTING: LED, 3500K, direct/indirect troffer, uniform, multi-level switching (dimmable), sconce lighting in toilet rooms
POWER: Minimum two Quad receptacles at each wall, several at counter, copier/printer

SPECIAL SYSTEMS NEEDS:
DATA/VOICE/VIDEO: data/voice
CLOCK SYSTEM: Yes
CENTRAL SOUND SYSTEM: Yes
SECURITY SYSTEM: Yes

PLUMBING NEEDS:
Fire Suppression System, water supply and drain to sink, water line to refrigerator, toilet rooms (2)

HVAC NEEDS:
Refrigerated air. Consider VRF heat recovery system or HVAC package units with ERV with discharge heater (natural gas or electric), exhaust in toilet rooms

Health Leadership High School 2018- 2023

Facilities Master Plan & Educational Specifications

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Facilities Master Plan & Educational Specifications 2018- 2023

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