

DAVIS JOINT UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN

EDUCATIONAL PROGRAM VISION **3** SECTION



PURPOSE

Provided in this section are space diagrams that begin to translate the requirements for these various programs into facilities. The space diagrams identify the square footages that are used in the proposed master plan diagrams and are used in determining area take-offs for the cost estimate.

The purpose of the space diagrams is to provide a guideline and a basis for the master plan assumptions used in the proposed project recommendations for new construction and reconfiguration. The programs are based on an assumed school size in order to determine the recommended size of the core space such as the Administration, Library, and other student support spaces.

These programs are to be used as a guideline and may not be typical for each school. The square footages shown within the diagrams are net areas only. Circulation and support square footage factors will need to be added in to determine gross area. For more specific proposed site projects, refer to the individual school's proposed plans and the cost estimates. The areas in the cost estimate include circulation and support square footage factors (gross areas) calculated for the specific scheme presented in the proposed plan.

One of the main purposes of the Educational Program Vision document is to describe clearly and concisely the various learning activities in each space, the spatial relationships, and special features to support these activities.

The purpose of design guidelines is to ensure the following:

A Common Baseline

to guide a consistent approach in developing each school site master plan and its proposed improvements.

Common Goals

to engage District stakeholders in a participatory process in developing the vision.

Focused Outcome

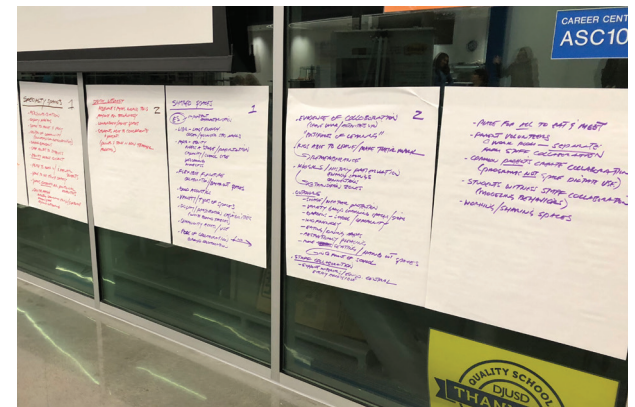
to serve to document the educator's intent for program delivery and goals.

Equitable Quality

to be used for asserting existing facilities and budgeting for a long term financial plan.

Continuous Improvement

as a tool for the reevaluation, adjustment, and measurement of the plan over time.



SECTION 3



EDUCATIONAL PROGRAM VISION INTRODUCTION



IMPLEMENTATION

BACKGROUND

There is a recognition at the State level that school design, as we know it, requires re-imagining. There is also acknowledgment that the Title 5 Education Code may restrict the new form that school designs may take to support 21st Century learners. CDE's requirement for the Plan Summary Form, provided by the local education agency, allows for dialogue about what is needed to support educational programs for today's and tomorrow's learners. Ultimately, the development of a lasting and sustainable vision that supports the goals of the District's educational program, depends upon a well thought out Educational Vision.

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included in those standards are requirements for the submittal of educational specifications (Facility Standards) - see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Educational Code Section 39707 (c) and California Code of Regulations, Title 5, Section 14030 (a). Specific school design standards are contained in California Code of Regulations, Title 5, Section 14007, 14010, and 14030.

In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Facility Standards were required to be approved by the District's governing Board and submitted to CDE as part of any applications for funding.

While this document represents a district-wide guideline, it is important to note that, at implementation, the administrators, faculty, students, and community at each site are allowed to participate in the process and express their site-specific program needs. Suggestions on how to improve or tailor this document for site-specific needs are critical as specific implementation plans are developed. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site. Adjacencies shown in the space program diagrams to follow are suggested program placement but may vary based on existing conditions or programmatic-specific solutions.

Once projects are authorized to proceed into the next phase of design, the impact of site-specific constraints and program-specific needs will be assessed. This analysis may result in solutions that deviate from the educational program standards described in this document. It is expected that as the District's vision changes over time, this document would be updated to reflect such changes, while maintaining the overall guiding principals of the Educational Vision and the Facilities Master Plan.



Pleasanton Elementary School

SECTION 3



CONTENTS

Provided in this section are organizational diagrams for the educational programs and support spaces of Davis Joint Unified School District. Accompanying each diagram are the following description categories:

Program Activities

*Provides a description of the functional goals of the space.
Describes types of activities and user needs.*

Design Objectives & Characteristics

*Describes specific room characteristics, general shape, and the feel of the space.
Correlates the qualities of the space with specific program activities.*

Furniture, Finishes, & Equipment

Describes general characteristics of the furniture, finishes, and technology or other equipment related to their function and materials that support the program activities.

Organizational Diagram

Graphical representation of room organization and optimal adjacencies to other spaces.

Furniture

Finishes

Equipment

FURNITURE, FINISHES & EQUIPMENT

PROGRAM ACTIVITIES

- Critical foundational skills, strategies, and experiences
- Project-based learning / workshop teaching
- Hands-on / tactile learning
- Collaborative / independent learning
- Aside of teacher and student
- Art, science or music labs
- Interdisciplinary, learner-centered instruction with full integration of technology.
- Active and passive learning activities.
- Large lecture, small group, and individual work.
- Core subject instruction: Language Arts, Social Studies, Mathematics, etc.
- Material and project storage
- Material preparation

classroom configuration possibilities using the same furniture kit:

LECTURE DISCUSSION
ZONED SMALL GROUP

Flexible Furniture

DESIGN OBJECTIVES & CHARACTERISTICS

Promote 21st Century learning skills, collaboration, communication, critical thinking, and problem solving

DESIGN OBJECTIVES & CHARACTERISTICS

In areas that are dedicated to small groups or have an individual focus.

Utilize every space as a learning space through the use of flexible furniture and writable surfaces that are dispersed throughout and easily accessible by all users.

Emphasize the connection to the outdoors through window systems and/or doors / operable storefront systems.

SECTION 3
EDUCATIONAL PROGRAM VISION / ELEMENTARY
STANDARD CLASSROOM

LPA

Davis Joint Unified School District
Facilities Master Plan

DJUSD
p. 27

ORGANIZATIONAL DIAGRAM

SECTION 3
EDUCATIONAL PROGRAM VISION / ELEMENTARY
STANDARD CLASSROOM

LPA

Davis Joint Unified School District
Facilities Master Plan

DJUSD
p. 28

SECTION 3

