2015 Exhibition of School Planning and Architecture

DESIGN 39 CAMPUS

Category: New Construction

Poway Unified School District
Poway, California

DESIGN 39 CAMPUS

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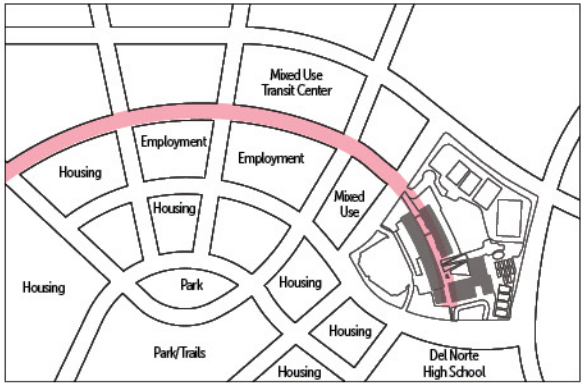
1. Administration
2. Classrooms / Student Information Center
3. Classrooms
4. Multi Purpose Room
5. Gym Pavilion
6. Food Services
7. Amphitheater & Outdoor Dining
8. Fitness Equipment
9. Fields
10. Fitness Trail
11. Hard Courts
12. Main Entry
13. Bus Loop
14. Kindergarten Drop Off

The Quad: Campus Synergy

Community Environment:
After an extensive community input process, Poway Unified School District has taken a step to completely rethink their education model. In the pursuit of their community goals, the campus has been designed around the "design thinking" educational model as championed by the d.school at Stanford. Integration of spaces is key for the success of this model. As a result, the planning process focused on creating an easy flow of people and students from classroom, to collaboration space, to outdoor spaces, to campus spaces. The heart of the campus is the social hub, which functions as the meeting ground of both academic, social, and physical activities.

Main Street

Community Environment:
The symposium process included community members, educators, design professionals, parents, and public officials. The process resulted in a unique feature: a ***Main Street Promenade*** that functions as the core of the academic wing of the campus. The community's ***Black Mountain Ranch North Village Sub-Area Plan*** is intended to create a walkable, mixed-use community. D39C's ***Main Street Promenade*** functions both as a sheltered outdoor learning space for the students, and also as an extension of the pedestrian focused master plan element as shown below in the community's master plan. This main street helps mitigate the change in elevation across the school and provide a logical connection and pedestrian access to the campus for the community.



Collaboration Space

Learning Environment:
If you tour the Design39Campus today, you would immediately notice the energy of the students and staff. This is the result of self directed learning that is a key aspect of the curriculum. A normal arrangement of classes was quickly abandoned for groups of classes (some with operable walls), clustered around flex labs (called Makeries on campus) and collaborative spaces (as shown below). This empowers joint teaching, as teachers divide up students in changing and varying scales of groups focused on the development of students in their respective subjects. In some instances, pairs of teachers will provide instruction to groups of 40 to 60 students, while other teachers provide more hands on assistance to students in smaller groups. The flexibility of the spaces are as dynamic as the education model.

The Gallery & Loft: A New Vision For Libraries

Learning Environment:
Like many forward thinking schools today, D39C has recognized, after much community discussion, that culture and the systems used to instruct students greatly impacts the development of students.

As a result, spaces have been created that the students want to be in and support a student centered culture. The old library has become a social and active space where students can collaborate. Digital displays allow for presentations and the display of student work. These vibrant spaces have become the social hub of the campus.

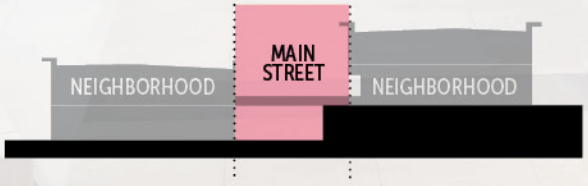
Community Connections

Physical Environment:
The campus plan engages the outdoors in a manner consistent with the design thinking goals of the campus curriculum. Formal athletics have been shifted to a wellness program that centers on student choice and activity. The cost of a formally enclosed gymnasium instead applied to a covered outdoor play area and increased interior collaboration spaces on campus. The density and siting of the campus was chosen to increase energy efficiency and the thermal comfort of indoor and outdoor spaces. Meandering trails and playgrounds have been zoned to encourage exploration and resource different age groups with immediately adjacent play structures. As an extension of the integration of age groups, combined play areas encourage inter-age socialization and play.

The campus is also directly adjacent to the local High School. Careful consideration was taken to provide connection and separation to the campuses in appropriate ways, working through traffic, access, and potential joint use of parking and other resources. Traffic, view corridors, and noise were also considered to be respectful neighbors to the neighboring housing development.

Connectivity

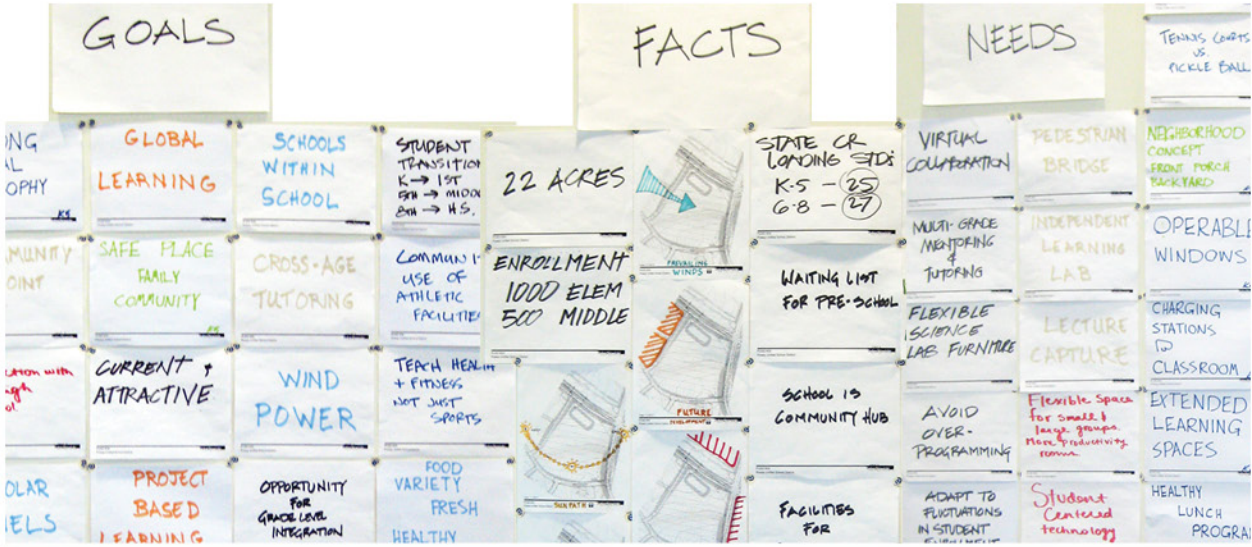
Physical Environment:
The Main Street and a series of bridges achieves connectivity and mitigates a considerable grade change across the site. With the horizontal connections on display, stairways and elevators also provide students access vertically between floors. The main street provides chalkboard walls built into the retaining walls, seat walls for outdoor instruction, and building transparency to bring the outside inside.



"MAIN STREET" CONNECTS THE CAMPUS TO THE URBAN PLAN

Thinking Forward about Education

Planning Process:
Our design process successfully integrated the full involvement and interaction of key project stakeholders. Their direct involvement in the design process provided essential insights and contributed to the development of a shared solution that responds to the District and Community vision for this new campus. The Design Symposium included three days of active participation of Subject-Matter Experts, District instructional and administrative staff, maintenance and operations, community leaders, and design professionals. To broaden community input and provide an on-going platform for sharing and evaluating ideas on a community level, we also established a social network of ideas and feedback. This social network was set up as a Facebook account that allowed for the attendees to monitor on-going design progress and make additional comments following the Design Symposium.

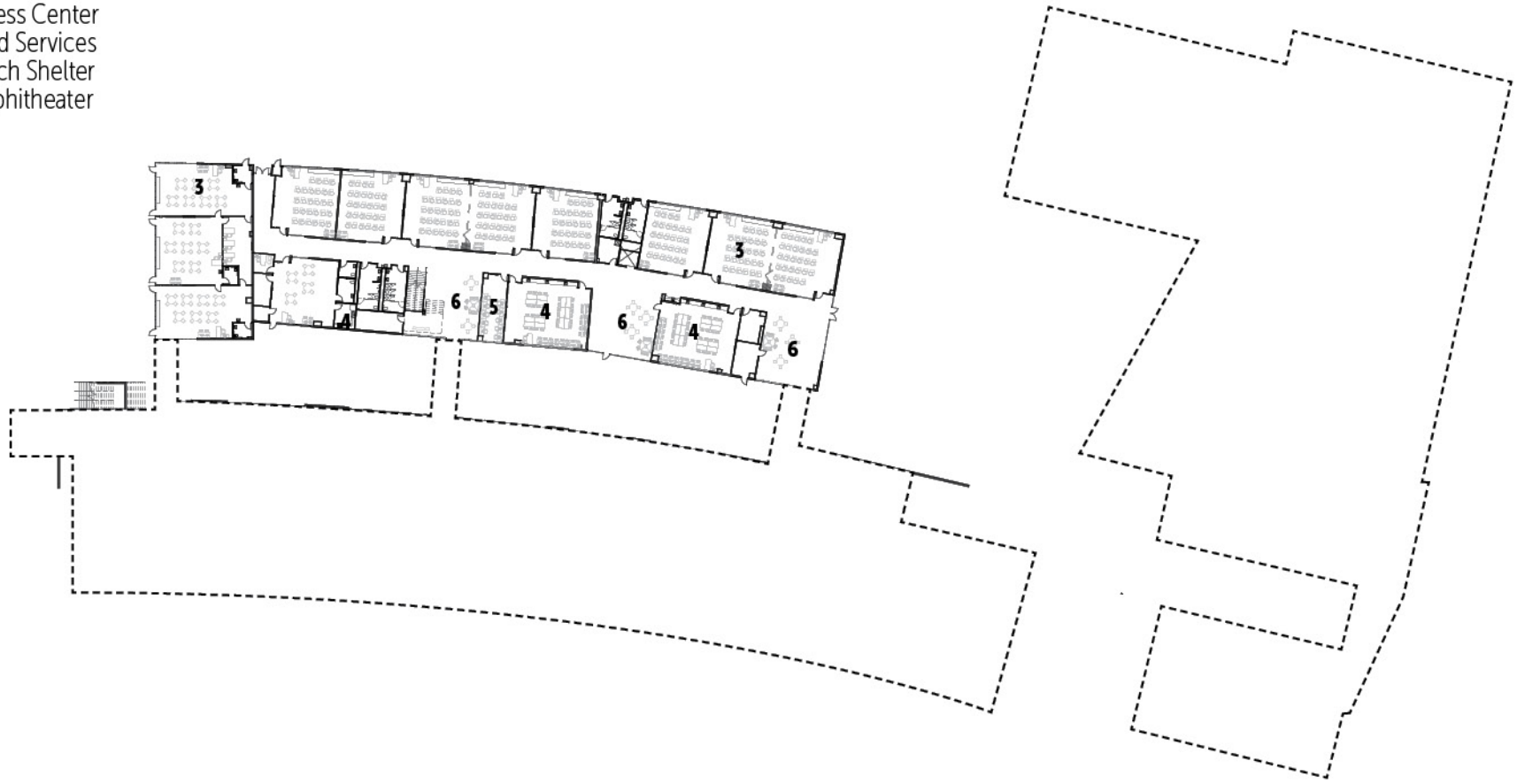


Flexibility and Scale of Instruction

Learning Environment:
The resulting design is a linear village plan that accommodates shifting of teaching stations during enrollment fluctuations. Multi-use labs (or Makeries) are included in each learning village to provide shared space for project-based learning. Operable walls are provided between paired Classrooms in each village for flexible group sizes & activities. Each village provides large and small collaboration spaces as an extension of the teaching environment. Each of these features were intended to provide maximum flexibility for the district as technology and educational practices change over time. This diversity and flexibility of teaching spaces allows for the teachers to not own an individual classroom. Each teacher is equipped with a mobile workstation, including a laptop, projector and storage. The teachers plan and schedule the week together and move around from space to space to teach. This effectively allows for teaching to extend outside of the four walls of the classroom.

Lower Level Plan

1. Administration
2. Gallery & Loft
3. Classrooms
4. Multi Use Labs (Makeries)
5. Teacher Workrooms
6. Collaboration Room
7. Multi Purpose Room
8. Band/ Music Classroom
9. Gym Pavilion
10. Fitness Center
11. Food Services
12. Lunch Shelter
13. Amphitheater

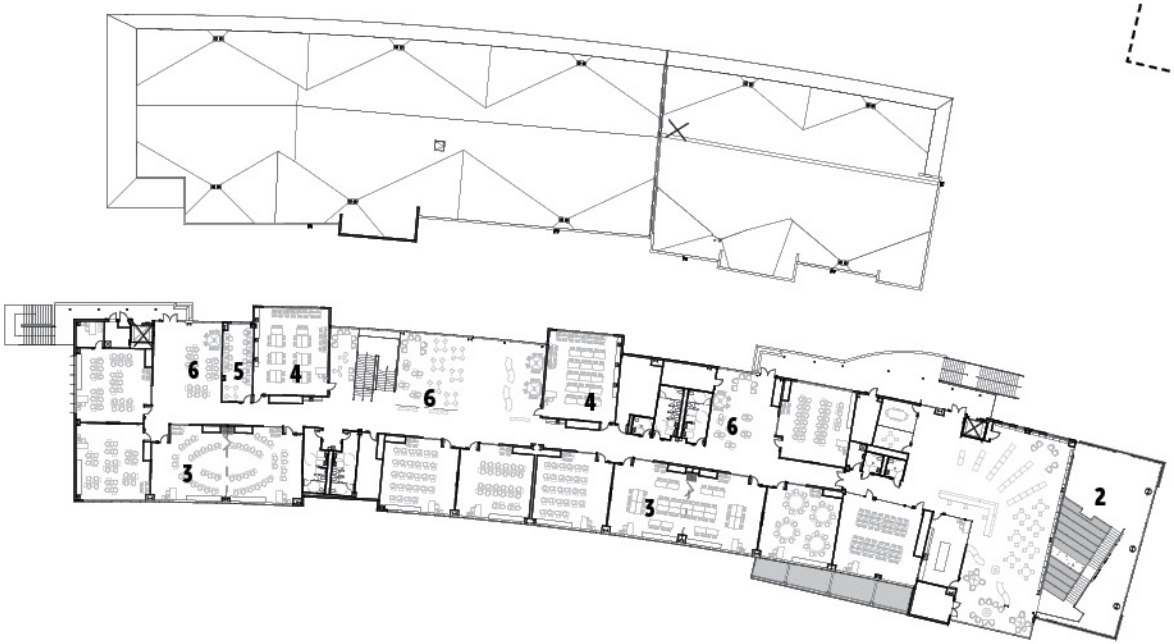


Mid Level Plan

1. Administration
2. Gallery & Loft
3. Classrooms
4. Multi Use Labs (Makeries)
5. Teacher Workrooms
6. Collaboration Room
7. Multi Purpose Room
8. Band/ Music Classroom
9. Gym Pavilion
10. Fitness Center
11. Food Services
12. Lunch Shelter
13. Amphitheater

Upper Level Plan

1. Administration
2. Gallery & Loft
3. Classrooms
4. Multi Use Labs (Makeries)
5. Teacher Workrooms
6. Collaboration Room
7. Multi Purpose Room
8. Band/ Music Classroom
9. Gym Pavilion
10. Fitness Center
11. Food Services
12. Lunch Shelter
13. Amphitheater



2015 Exhibition of School Planning and Architecture: Project Data

Submitting Firm	BakerNowicki Design Studio
Project Role	Architect
Project Contact	Jon Baker
Title	Partner
Address	624 Broadway, Suite 405
City, State or Province, Country	San Diego, CA 92101
Phone	619-795-2477

Other Firm	KNA Consulting Engineers
Project Role	Structural Engineer
Project Contact	Larry Kaprielian
Title	Principal
Address	9931 Muirlands Blvd
City, State or Province, Country	Irvine, CA 92618
Phone	949-462-3200

Other Firm	Dufoe Consulting Engineers
Project Role	Mechanical Engineer
Project Contact	Alex Podesta
Title	Vice President
Address	9665 Chesapeake Drive, Suite 420
City, State or Province, Country	San Diego, CA 92123
Phone	858-368-8630

Other Firm	Burkett & Wong
Project Role	Civil Engineer
Project Contact	Carl Fiorica
Title	Project Engineer
Address	3434 4th Avenue
City, State or Province, Country	San Diego, CA 92103
Phone	619-299-5550

Other Firm	Groundlevel
Project Role	Landscape Architects
Project Contact	Brad Lanahan
Title	CEO
Address	2605 State Street, Suite B
City, State or Province, Country	Irvine, CA 92618
Phone	619-325-1990

Other Firm	Johnson Consulting Engineers
Project Role	Electrical Engineer
Project Contact	John Frisbie
Title	Vice President
Address	12875 Brookprinter Pl, #300
City, State or Province, Country	Poway, CA 92064
Phone	858-679-4030

Other Firm	Echo Pacific Construction
Project Role	General Contractor
Project Contact	Chris Rowe
Title	President
Address	2066 Aldergrove Ave
City, State or Province, Country	Escondido, CA
Phone	760-737-3003

2015 Exhibition of School Planning and Architecture: Project Data

Project Name	Design 39 Campus
City	Poway
State	California
District Name	Poway Unified School District
Supt/President	Dr. John Collins
Occupancy Date	August 2014
Grades Housed	K-8
Capacity (Students)	1,500 students
Site Size (Acres)	22 acres
Gross Area (sq. ft.)	156,624 sf
Per Occupant (pupil)	104 sf per student

Design and Build?	Yes
If Yes, Total Cost:	$56,000,000
Includes:	63 classrooms, MPR, PE classrooms, collaborative spaces, learning center, outdoor pavilion for PE, kitchen and food service
If No,	
Site Development:	
Building Construction:	
Fixed Equipment:	
Other:	
Total:	

Campus Entry

Administration

Amphitheater & Outdoor Dining