

A Community that Builds its Future Together!

2

PLANNING CONSIDERATIONS

A Community that Builds its Future Together!

COLTON JOINT UNIFIED SCHOOL DISTRICT

GUIDING PRINCIPLES



A Visionary Long Range Goal

The Colton Joint Unified School District recognizes that to achieve our long term facilities goals, we must have a plan in place that establishes realistic, but visionary long range goals, and to continue to build toward implementation of those goals over time.



Facilities that Support Diverse Needs

Colton Joint Unified School District will strive to provide facilities that support diverse student and community needs.



High Quality Facilities, Supporting Equal Opportunities

All students in all parts of the Colton Joint Unified School District will attend schools in high quality facilities, supporting equal educational, athletic and enrichment opportunities.



Functional, Flexible, Adaptable Facilities

When we build, the Colton Joint Unified School District will build quality, functional facilities with flexibility to adapt to future needs.



Healthy and Safe Learning and Work Environments

The Colton Joint Unified School District supports healthy and safe learning and working environments for its students and staff.



Value a Culture of Community & Collaboration

School facilities belong to the people of the Colton Joint Unified School District. Therefore planning and design within the District will value a culture of community and collaboration.

Through a series of Facilities Master Plan (FMP) Committee meetings, six Guiding Principles were created to help align the development of the facilities master planning strategies with the overarching goals of Colton Joint Unified School District (CJUSD). The FMP Committee engaged in a dialogue about the challenges and long-term goals of the District, and how CJUSD might best support student and teacher needs moving forward.



“The master plan will be a success if 5, 10, 15, 20 years later, CJUSD is seen as a premier school District where students want to come to school. We are a beacon of the community.” - CJUSD FMP Committee

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PLANNING CONSIDERATIONS FMP GUIDING PRINCIPLES

Colton Joint Unified School District
Long Range Facilities Master Plan

BOARD OF EDUCATION VALUES

In establishing the Facilities Master Plan Guiding Principles, there was an effort to make sure these were in line with the Board of Education Values. The following are the values adopted by the Board of Education in February of 2014.

Board of Education Values

The Colton Joint Unified School District (CJUSD) Board of Education adopted long-term values focused on the achievement of all District students. These Board values align with the District's goals, mission, philosophy and priorities.

1. Safe, clean and positive environment lead to healthy climates.
2. All students must have the opportunity to learn and be successful.
3. Educators need quality staff development and collaboration for effective teaching.
4. Students need equal access to preparation for college and career pathways.
5. Staff must be caring, helpful, and qualified to encourage our students.
6. Parent and community involvement is needed and important to the development of our students.
7. All students must have access to quality programs.
8. All students must have quality resources excel.

“We need to look at the student’s perspective; where schools facilities and education want to be and provide opportunities for all types of students by supporting all student interests through better programs and facilities.”

- CJUSD Facilities Master Plan Committee



LOADING STANDARDS

The following planning criteria was used at each school site to ensure parity between sites. District loading standards (per classroom) were used for planning purposes:

Kindergarten	24 students
1st - 3rd Grade	24 students
4th - 6th Grade	30 students
7th - 12th Grade	32 students

Planning Capacity: Referencing the the District's Student Population Projections report of Fall 2016/2017, the master plan diagrams were planned for the worst case. Planning capacity will match the 7 year projection, if the enrollment increased and will match current enrollment, where enrollment showed a decrease. Planning capacity shall include inter-District transfer students. As projects begin, the enrollment should be re-evaluated and adjustments to the master plan shall be made accordingly.

PROGRAM SPACES

Through an educational program visioning process, the following program spaces and assumptions were determined to be included at the school sites. Applying the same assumptions ensures parity between school sites.

ALL SCHOOLS

Shared Collaboration Spaces (Colab)

To better support the next generation learners, at areas of new construction, Classrooms will be clustered around with the ability to open up into a shared collaboration space where break out and small group activities could occur. Classrooms shall be designed with access to adjacent classrooms. This concept will only be applied to areas of new construction or major reconfiguration. At existing classrooms, outdoor learning spaces shall be activated through hardscape, landscape, furniture, shade and technology access enhancements.

Learning Center (LC)

Each site will include a Learning Center that will include office and work/ meeting space for a Speech office, Psychologist's office, Counselor and Mental Health Counselor (if applicable) office. Offices shall open up into a shared collaboration space.

Special Education / SDC / RSP

Special Education facilities are provided to meet student needs within the community. The masterplan shall match current existing programs.

Innovation Lab

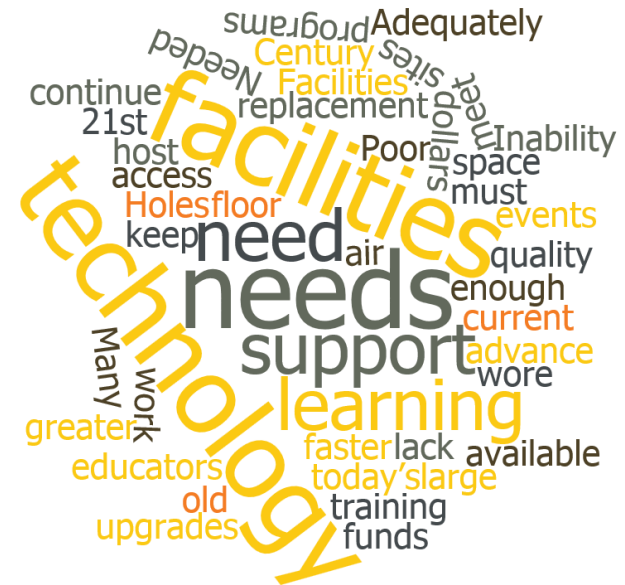
Each site shall have one non-scheduled computer lab space located adjacent to the Library/ Media Center, otherwise known as the Innovation Lab. The Innovation Lab will be a space that will be flexible in nature but dedicated for technology learning for students as well as staff. Any piloting of new technology, staff training and parent education can occur in this room. Furniture and equipment will be easily moveable and flexible.

Parent Center

Parents are an important part of the school community. A dedicated workroom space, near the main Administration but separate from the teacher lounge and workroom provides a 'home base' for parents to work and store materials in.

Before/ After School Programs

The District supports before and after school programs. These programs utilize existing Classrooms and/ or Multipurpose Room space.



*How do existing facilities compromise
the educational vision?
~CJUSD FMP Committee*

School site kitchens are in good condition and will be shown in the master plan to have minimal work. Areas shown to be modernized will only cover finishes and repair. The focus shall be to provide a new central kitchen with adequate warehouse and refrigeration storage components to be able to store and delivery food efficiently at each of school sites.

Each site shall have a room that includes office space and a space to work with students. The TOA's can also work with students in the shared collaboration spaces.

The State and Head Start PreSchool program is located mainly at San Salvador site and as identified at various sites across the District. It will stay as is. PreSchool needs to have it's own Classroom. Due to new requirements, Head Start will become full day and therefore each class will need it's own Classroom.

Transitional Kindergarten is offered at sites to support the current demographics. For the master plan, it will be assumed that TK classrooms remain at the sites that currently have them.

A Flexible Lab, a non-scheduled space has been included at each Elementary School to support Art/

The required number of core classrooms reflects the calculation as compared to enrollment and units required for graduation. However, due to student needs additional classrooms beyond the required have been included to closer reflect the number of classrooms that are currently being utilized. As design of a project begins, the number of classrooms can be re-evaluated and adjusted accordingly.






PLANNING ASSUMPTIONS

Colton Joint Unified School District has varied enrollment across its campuses. In the 2016 school year, at the elementary schools, enrollment ranged from approximately 475 students to 820 students. At the middle schools, enrollment ranged from 750 to a little over 1,000 students. At the high schools, there was less of a range, and enrollment was around 1,900 to 2,100 students.

One of the goals of developing the Educational Specifications is to provide parity and consistency across school campuses. While this is a goal, it is also important to invest resources at a scale reflective of and appropriate to the size of the school.

The table to the right is a guideline that demonstrates how the listed spaces were scaled to align with enrollment size. This strategy helps ensure that spaces are appropriately utilized and quantities balanced to meet student and staff demand.


















The square footages used are as recommended by California Department of Education (CDE) standards.

-  Existing
-  Expand
-  New

Multi-purpose Room

Alice Birney ES
Cooley Ranch ES
Crestmore ES
Michael D'Arcy ES
Grand Terrace ES
Ulysses Grant ES
Ruth Grimes ES
Jurupa Vista ES
Mary B. Lewis ES
Abraham Lincoln ES
William McKinley ES
Reche Canyon ES
Paul J. Rogers ES
Gerald Smith ES
Sycamore Hills ES
Terrace View ES
Woodrow Wilson ES
Walter Zimmerman ES

ELEMENTARY SCHOOL

up to 560	560 - 700	700+
		
		
		
	 no work 3,600sf lunch shelter	
 add stage		
	 no work 3,600sf lunch shelter	
 add stage		
		
		
		
		

MIDDLE SCHOOL

Colton MS Joe Baca MS Ruth O. Harris MS Terrace Hills MS

Multi-purpose Room

Gymnasium

Pavilion

HIGH SCHOOL

Bloomington HS Colton HS Grand Terrace HS

Main Gymnasium

   3-court

Practice Gym

Aquatic Center

ESTIMATED ENROLLMENT

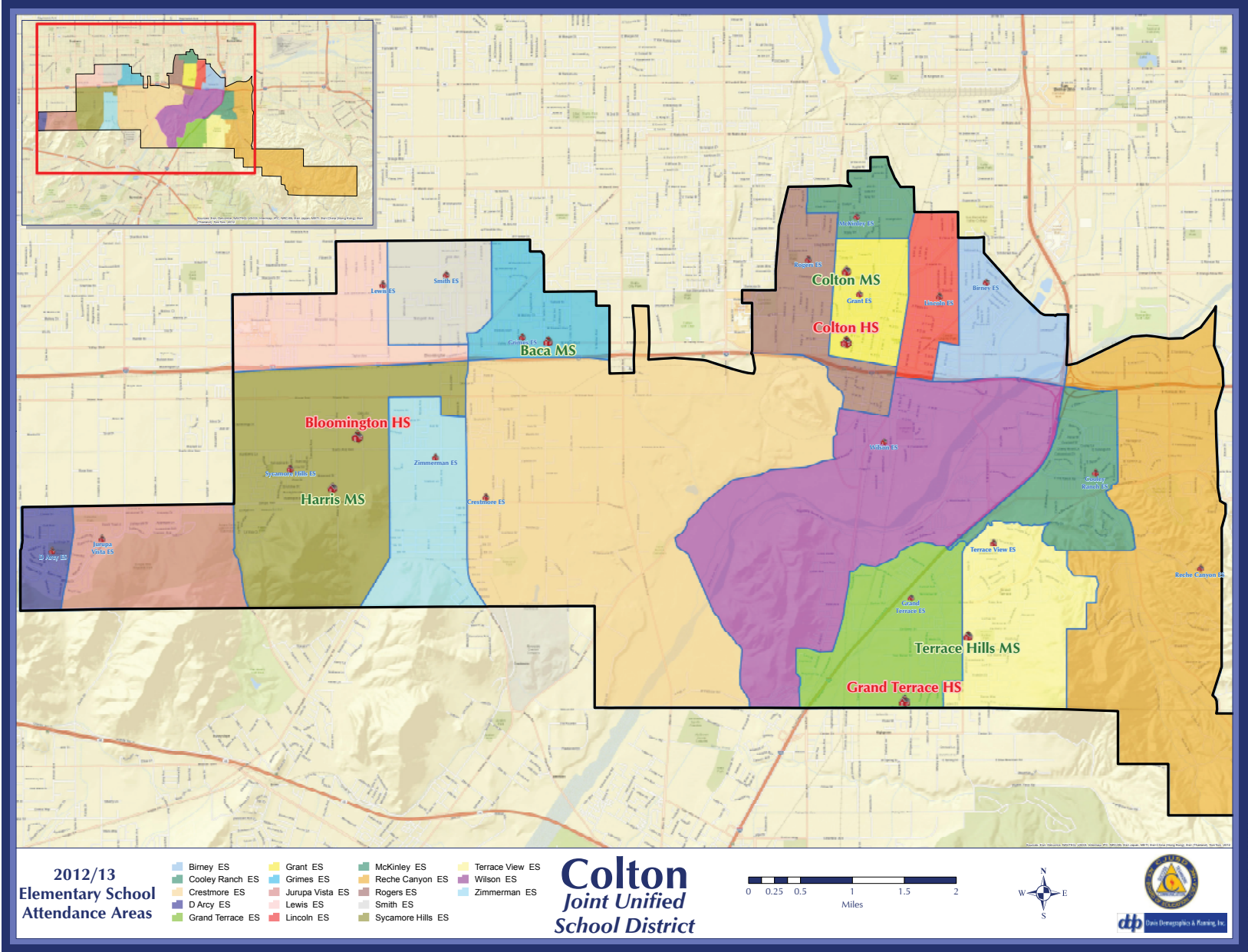
	Actual	Estimated Enrollment						
	2016	2017	2018	2019	2020	2021	2022	2023
Elementary Schools								
Alice Birney Elementary	733	733	733	706	717	714	731	732
Cooley Ranch Elementary	606	588	563	536	528	514	514	514
Crestmore Elementary	800	776	744	714	718	695	662	654
Michael D'Arcy Elementary	476	480	489	491	498	501	492	492
Grand Terrace Elementary	677	660	678	667	642	617	621	616
Ulysses Grant Elementary	656	616	578	565	561	547	535	535
Ruth Grimes Elementary	636	614	590	576	581	552	524	518
Jurupa Vista Elementary	521	518	519	506	506	531	543	543
Mary B. Lewis Elementary	711	704	652	631	617	609	567	559
Abraham Lincoln Elementary	658	666	673	668	687	690	705	706
William McKinley Elementary	661	673	695	701	724	737	762	762
Reche Canyon Elementary	559	566	542	531	535	535	542	548
Paul J. Rogers Elementary	735	714	686	689	694	687	680	678
Gerald Smith Elementary	710	706	697	692	705	698	704	695
Sycamore Hills Elementary	873	878	871	876	890	885	896	893
Terrace View Elementary	822	843	833	821	813	801	774	777
Woodrow Wilson Elementary	614	612	651	707	762	795	799	795
Walter Zimmerman Elementary	698	680	645	630	630	625	616	610
Middle Schools								
Joe Baca Middle School	984	877	922	897	784	765	870	840
Colton Middle School	991	1,050	1,060	1,081	1,020	972	975	967
Ruth O. Harris Middle School	750	721	738	741	683	647	663	690
Terrace Hills Middle School	1,012	992	1,047	1,074	1,038	1,074	1,068	1,014
High Schools								
Bloomington High School	2,161	2,181	2,140	2,153	2,172	2,129	2,055	1,997
Colton High School	1,928	1,907	1,899	1,953	1,970	2,023	1,953	1,926
Grand Terrace High School	2,167	2,230	2,311	2,327	2,385	2,420	2,417	2,461
Slover Mountain High School	240	--	--	--	--	--	--	--
Washington High School	130-300	--	--	--	--	--	--	--

This chart is the estimated enrollment by students attending. The proposed site master plans will plan for the worse case scenario between actual 2016 enrollment or projected 2023 enrollment, whichever is the higher of the two numbers.

Numbers provided by Davis Demographics. See Appendix Section 6 for complete report.

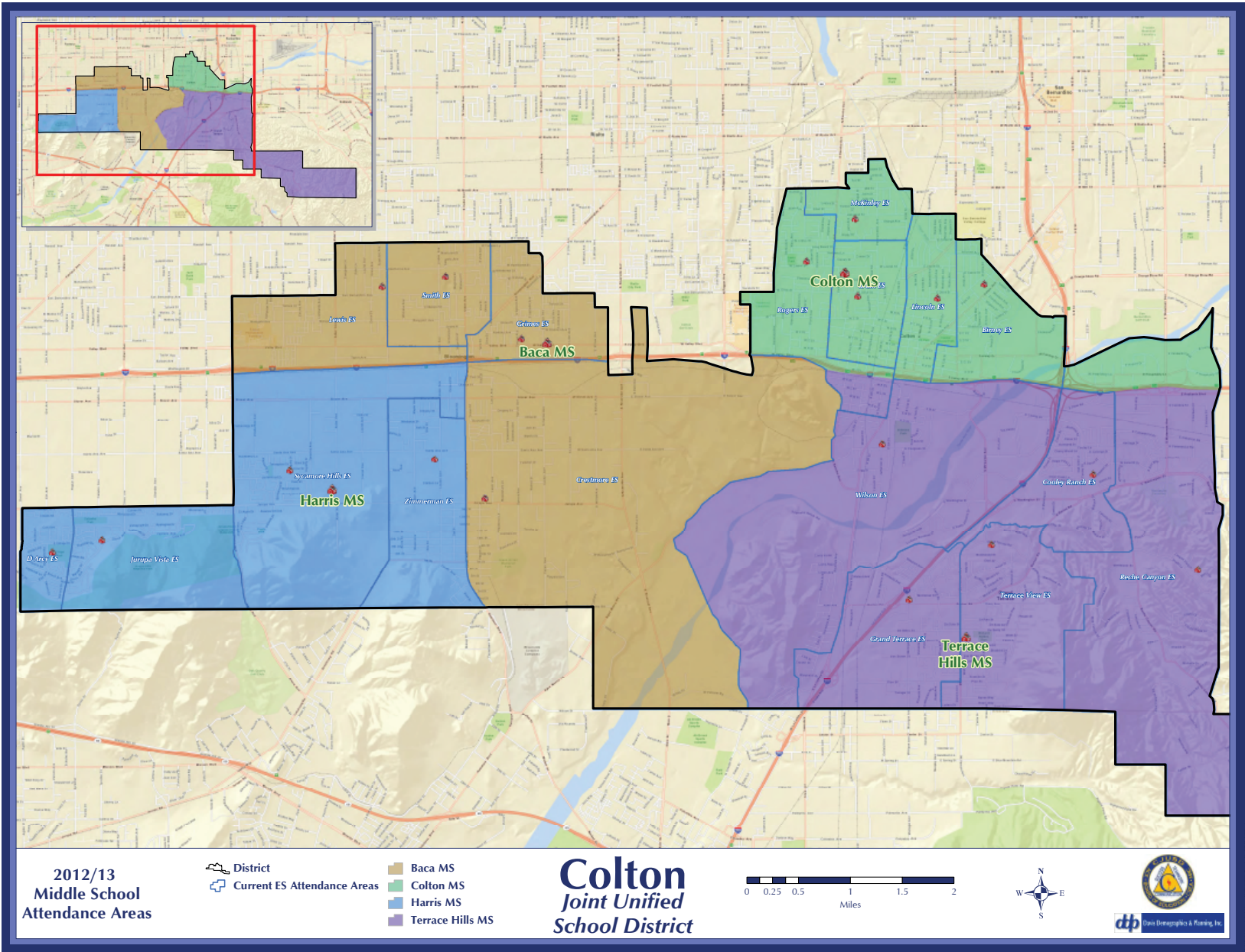
CURRENT ATTENDANCE BOUNDARIES

ELEMENTARY SCHOOLS



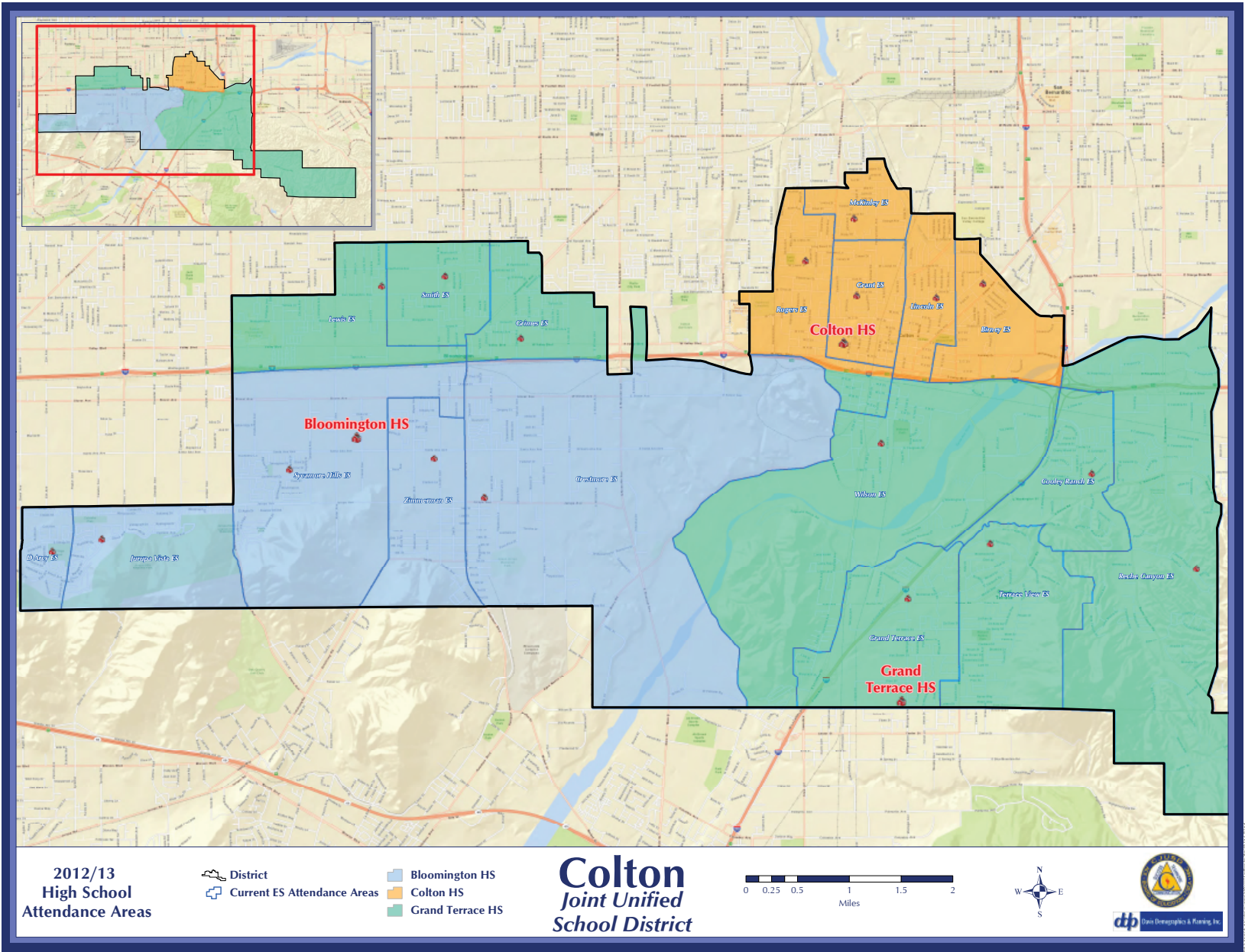
CURRENT ATTENDANCE BOUNDARIES

MIDDLE SCHOOLS



CURRENT ATTENDANCE BOUNDARIES

HIGH SCHOOLS



SCOPE OF WORK CATEGORIES

Based on the District wide scope of work identified on each campus, the Executive Cabinet, along with LPA developed (16) project scope categories. Specific scope of work identified at each of the sites, all fall into one of these (16) categories. These categories reflect the topics that have been discussed at the meetings throughout the facilities master plan process.

Creating scope of work categories allows for a simpler prioritization process. The master plan cost budgets are organized into these same (16) scope of work categories. The detailed cost estimates will break out into sub-categories that are included in each broad category. The broad categories are structured to include facility needs that are related so that they can be implemented together to solve a bundle of needs. However the District will have the ability to utilize this as a tool for implementation and have the flexibility implement all or partial scopes depending on availability of funding.

SCOPE A

Modernize & Reconfigure Existing Classrooms

Scope of work typically includes replacement and/or repair of roofs, walls, exterior / interior doors, windows, exterior/ interior painting; replace flooring, replacement / addition of casework.



SCOPE B

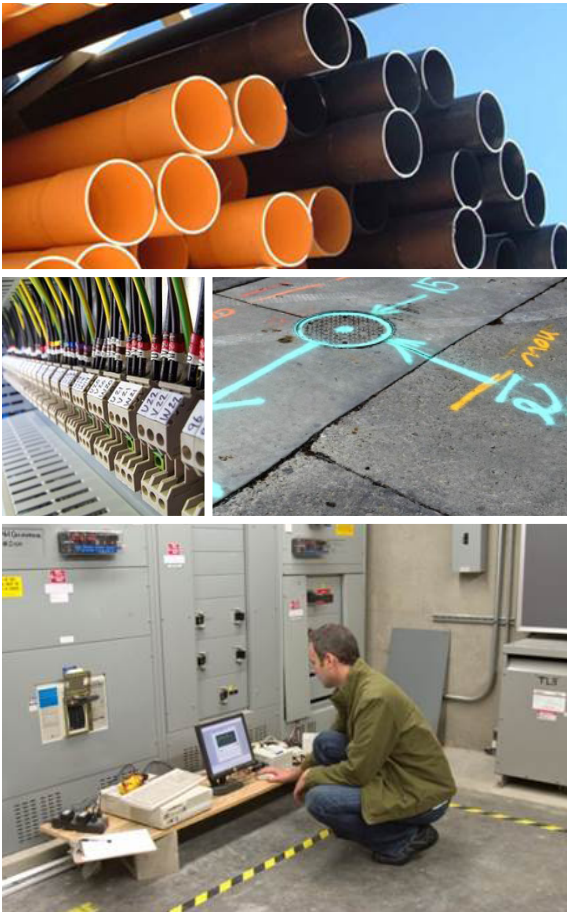
Existing Building Systems & Toilets

Scope of work typically includes HVAC upgrades or replacement, lighting, electrical, energy-efficient building systems and controls upgrades, and plumbing upgrades; reconfiguration or expansion of existing restrooms.



SCOPE C**Site Utilities**

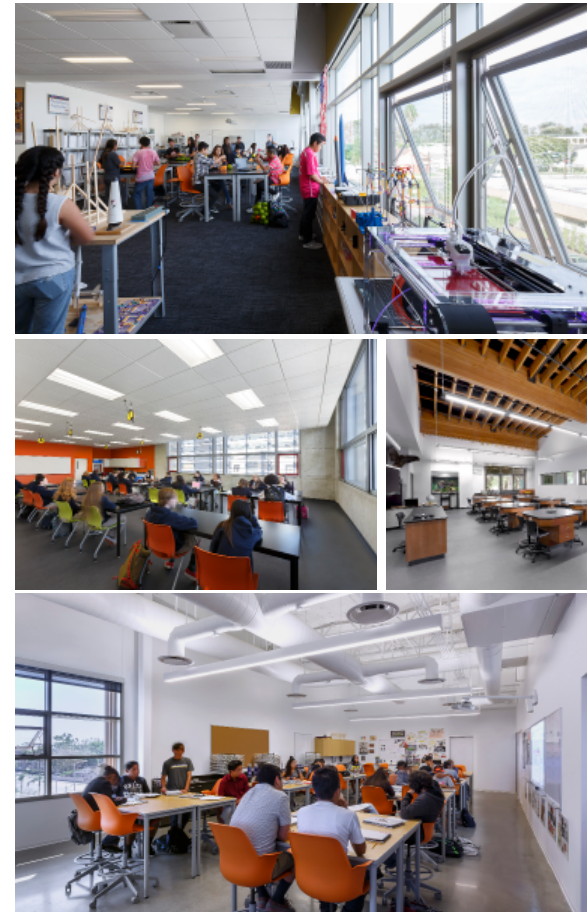
Scope of work could include update of gas service lines, sewer service lines, water service lines, electrical mains and distribution, and storm drainage systems.

**SCOPE D****New Construction Classrooms**

Scope of work in this category includes replacement of portable classrooms with new permanent construction, build new Kindergarten facilities to replace existing undersized classrooms and addition of Classrooms to meet enrollment needs.

**SCOPE E****Flexible Labs / Maker Space (at ES)
Science, Art, Elective Labs (at MS and HS)**

Scope of work includes new construction or reconfiguration of existing space for Flexible Labs at the Elementary Schools and Science, Art and Elective Labs at the Secondary Schools to meet the educational program needs. Prep rooms and support spaces as identified with these spaces in the Educational Program Standards are also included.

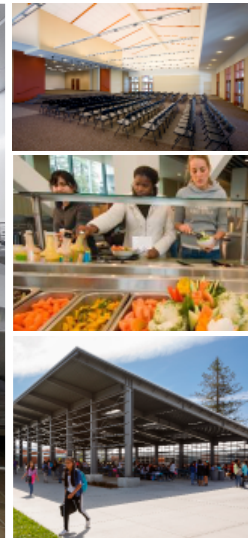


SCOPE F**Performing Arts Improvements
(Music / Dance / Drama)**

Scope of work includes new construction or reconfiguration of existing space to provide a dedicated room(s) to support the music program (band / choral). This category also includes work pertaining to existing auditoriums, drama, dance and classrooms related to performing arts program at the high school.

**SCOPE G****Multipurpose Rooms / Food Service & Student
Dining Improvements**

Scope of work includes new construction or modernization of existing multi-purpose rooms to allow for large group events, better support music and performing arts programs, and can be utilized for student dining or indoor physical fitness programs. This includes expansion of existing or new multipurpose room facilities and any necessary lunch shelter additions. Food Service improvements to the District central kitchen and warehouse is also in this category.

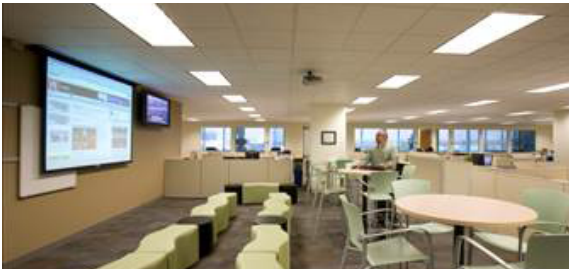
**SCOPE H****Physical Education Improvements
(at Secondary Schools)**

Scope of work includes modernization, reconfiguration or new construction of locker changing room facilities, gymnasiums and athletic program facilities at the secondary schools to better support the needs of the Physical Education and Athletics programs.



SCOPE I**Administration & Staff Support**

Scope of work could include modernization, reconfiguration or new construction depending on the needs of each school site. Provide staff collaboration spaces and work rooms.

**SCOPE J****Library / Media, Innovation Lab & Student Support Services**

Scope of work includes addition and/or improvements to library / media centers, innovation lab and student support services spaces (Learning Center).

**SCOPE K****Safety & Security**

Scope of work could include safety improvements to parent/bus drop-off areas and parking, campus entry improvements, exterior lighting, safety locks at classroom doors, signage & wayfinding, marquee sign, fencing and controlled campus entrances, fire alarms & emergency lighting, public address / emergency communication systems, intrusion alarms, security cameras & other security systems.



SCOPE L

District Support Facilities

Scope of work includes a new, centralized District Administration Center that includes the District Office, Board Room, Training Facility, Pupil Personnel Services, Student Services and all of the support services of Transportation, Maintenance and Operations, Facilities and Print Shop. *Note: Nutrition Services is included in Scope G.



SCOPE M

Outdoor Learning Environments & Quads

Scope of work include landscape and hardscape features to create activated outdoor spaces that can be utilized for learning and student collaboration and large group gathering.



SCOPE N

Exterior Play Spaces, Playfields & Hardcourts

Scope of work could include improvements and/ or new kindergarten play yard, replacement and addition of play apparatus and equipment, new rubberized play surfacing, resurfacing of hardcourts, repair of playfields, replacement of backstops.



2.4

PLANNING CONSIDERATIONS SCOPE OF WORK CATEGORIES

Colton Joint Unified School District
Long Range Facilities Master Plan

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SCOPE O**Next Generation Classroom Flexibility (Furniture)**

Scope of work includes new flexible furniture at existing Classrooms to better support next generation learning. For new classrooms, this category is already included within Scope D.

**SCOPE P****Technology Infrastructure**

Scope of work could include improvements to network infrastructure and technology access across each site.

