



A Community that Builds its Future Together!

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overview EDUCATIONAL VISION

Colton Joint Unified School District's (CJUSD) educational program vision is student focused. Facilities shall be designed with student centered learning environments that blend pedagogy, technology and space to create interactive, engaging and flexible learning environments. Learning environments should support the diverse needs of the students today and of the future. It is important to establish educational program standards to ensure that all students are given equal opportunity and access to the tools needed to learn.

21st CENTURY LEARNING SPACES

The future of school facilities is continually evolving, with changes to things such as educational programs, technology, student learning needs and State standards. Therefore learning spaces need to be designed with flexibility to be able to adapt to changes. Classrooms shall be technology-rich and agile to allow for a variety of instructional methods and programs. Facilities shall align with educational needs to support personalized learning and collaborative, project-based instruction, as well as provide programs to better prepare students for college and career. Classrooms shall provide students with access to a choice of tools whether it be technology oriented or paper/ pencil/ whiteboard.

Classrooms shall be grouped together in 'pods' around a shared collaboration area. The shared collaboration area will have supervision from the classrooms. Classrooms should be able to function as traditional classrooms but have the ability to open up to a shared space and adjacent classrooms to create a larger teaching zone and support team teaching opportunities.

Space in a typical classroom must be used effectively. Storage casework and equipment shall be standardized and balanced between built-in and mobile systems to maximize the learning space. Furniture needs to match 21st century learners and have the ability to easily group together and support quick transitions between direct instruction/ lecture,

small group project, research and discussion teaching modes for more active engagement. Furniture should be multi-use, where table surfaces can also become writeable surfaces, chairs can be moveable and adjustable. They should be durable but lightweight and agile, stackable, move-able and/or collapsible to promote collaboration and cooperation. Classrooms should foster and promote the teacher to move around. There should be a balance of soft and hard spaces within classrooms.

Outdoor areas shall be activated and seen as an extension to classroom learning environments and allow for breakout activities, play and inspiration.

Technology shall be integrated, easily accessible and support multiple platforms. As technology evolves and the District moves toward 1 to 1 or more devices to student, there needs to be a robust infrastructure in

place to be able to adapt and support future needs including increased wireless density, media content and tools. Alternative learning such as homeschool and distance learning shall also be supported.

COMMUNITY SCHOOLS

CJUSD schools are seen as community centers of each neighborhood. Due to the lack of City parks and recreation centers there are many joint use activities that occur on school sites. School facilities strive to be welcoming to the community but also balance safety for students and staff. As school functions evolve, consider different ways schools can better support the greater school community needs in terms of playfields, parent education, before/ after school programs, and library/ media resources. The community can also provide sources of learning for students such as community and cultural programs, community service learning and volunteering.



overview EDUCATIONAL VISION

INSPIRING LEARNING SPACES

School facilities shall utilize all spaces as opportunities for learning. The following quotes from the CJUSD participants of the Education Visioning meetings convey their general vision of creating schools that are inspiring for children:

- Develop attractive, safe, functional facilities
- Schools should reflect school culture and spirit
- Upgrade playgrounds to make them exciting to inspire play and learning
- Create usable outdoor spaces with WiFi access throughout
- Use color to create inspiring spaces

SPACES TO SUPPORT PROGRAMS

The District strives to provide appropriate spaces to support programs that can better prepare students for college and the workforce. Currently, schools have various specialized programs. There is a desire to have spaces to appropriately support these programs. A flexible lab space at the Elementary schools can allow for messy, hands on activities. Middle schools need facilities for STEAM programs and new science standards; robust spaces designed to support creating, exploration and construction of project-based instruction to enrich this program. High Schools shall have labs and shops to support various programs. Trade programs shall link to CTE pathways. Spaces need to support current program needs but have the flexibility to adapt to changes in student and industry needs.

NEXT GENERATION LIBRARY/MEDIA CENTER

The next generation library is not just a repository for books. These will evolve into a space for collaboration and social interaction. There will be areas for group work with areas for quiet study, computing and access to material / content-creation tools. Like the classroom, furniture will be flexible and move-able. As technology becomes more integrated into the Classrooms, the Innovation Lab will become the single non-scheduled computer lab at each campus. Design with multiple projections capabilities, and flexible furniture that allows the space to be reconfigured into a space for lecture, testing and or professional staff development.

HEALTHY SCHOOLS/ HEALTHY LIFESTYLES

The District strives to provide healthy spaces for students and staff to work in.

Facilities should be designed with quality environments with the following considerations:

- Thermal comfort supported through high-efficiency ventilation systems balanced with fresh air / natural ventilation/ operable windows.
- Consider building orientation to allow for natural ventilation and optimal shading strategies.
- Natural daylighting balanced with strategically located windows with shades to meet safety needs.
- Balance natural daylight with energy efficient, direct/indirect lighting to provide even illumination.
- Room darkening features that allow the amount of natural and artificial light to be adjusted.
- Proper acoustical treatment between spaces and in large group areas to allow for multiple

concurrent activities.

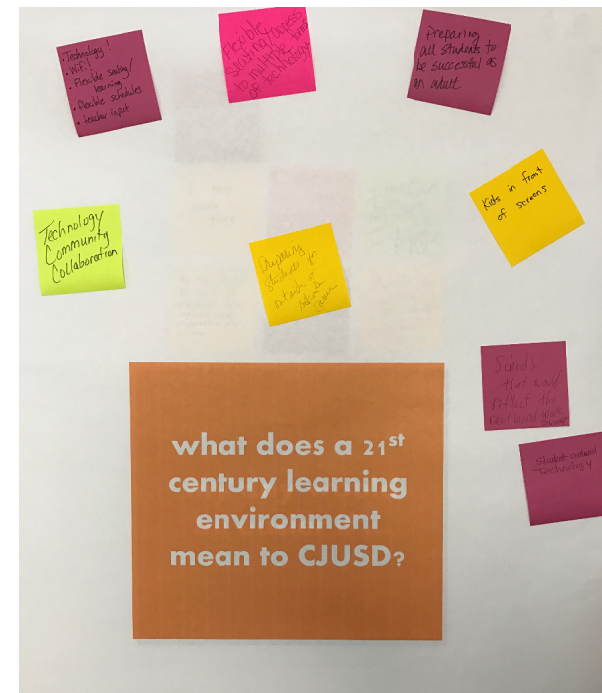
- Design spaces and specify furnishings with proper ergonomics, always keeping the user in mind.
- Consider desks and seats that are adjustable in height, to provide maximum flexibility for various users.
- Portables shall be replaced with permanent construction.

ENERGY EFFICIENCY

As demonstrated by the installation of solar panel shade structures at most of the school sites, the District values alternative strategies to save energy and ultimately costs to run school campuses.

“21st century learning environments should reflect the real world work environment.”

- CJUSD Facilities Master Plan Committee



overview EDUCATIONAL VISION

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included are requirements for the submittal of educational specifications (Facility Standards / Design Guidelines) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (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 14001, 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 Educational Specifications (Facility Standards/ Design Guidelines) were required to be approved by the District's governing Board and submitted to CDE as part of any application for funding.

PURPOSE OF THIS DOCUMENT

The purpose of design guidelines are to ensure the following:

- **A Common Baseline**

To guide a consistent approach in developing each school master plan proposed improvements.

- **Common Goals**

To engage District stakeholders in a participatory process in developing their vision.

- **Outcome Focused**

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

- **Equitable Quality**

To be used for assessing existing facilities and budgeting project for a long term financial plan.

- **Continuous Improvement**

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

“A true educational specification is a **dynamic, visionary document** reflecting activities that engage students.”

- CEFPI

Council for Educational Facilities Planning International

Even though this document represents a district-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to validate their site specific program needs. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, these suggestions should be brought to the attention of District leadership in charge of facility planning, prior to designing it. 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 diagrams following were determined for the ideal program placement but may vary from site to site based on existing conditions or programmatic specific solutions. Once projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the educational program standards described in this document. The design team should inform the District leadership of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site or committee members. It is expected as the District's vision changes over time, this document would be updated to reflect these changes, but the overall guiding principles remain intact.

IMPLEMENTATION

overview EDUCATIONAL VISION

There is a recognition at the State level that school design, as we know it, requires re-visioning. There is also acknowledgement that the Title 5 education code may restrict the new form school designs may take to support 21st Century/ next generation learners. CDE's requirement for the Plan Summary form allows for dialogue about what is needed to support educational programs for today and tomorrow 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 Design Guideline.

CONTENTS

Provided in this section are space programs for Elementary and Secondary Schools. The space programs identify the square footages that are used in the proposed master plans and are used in determining area takeoffs for the cost estimates.

The purpose of the space programs are to provide a guideline and a basis of the master plan assumptions used in the proposed project recommendations for new construction and re-configuration. The programs are based on an assumed school size in order to determine the adequate size of the core spaces such as the Administration, Library/Media Center, Multipurpose Room/ Gymnasium 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 factors will need to be added in to determine gross area. For more specific proposed site projects, refer to the individual school Proposed Plans and the cost estimates. The areas in the cost estimate include circulation and support factors (gross areas) specific to the scheme presented in the Proposed Plan.

One of the main purposes of the Educational Program Standards 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 following categories are described for each space program component described here in:



A. PROGRAM ACTIVITIES

- Provides a description of the functional goals of the space.
- Describes types of activities and user needs.
- Describes how the program is delivered.

B. DESIGN OBJECTIVES

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

C. SPATIAL FEATURES

- Describes specific room features such as furniture, finishes and equipment that help support program functions.

D. SPACE DIAGRAMS

- Shows a graphic representation of the spaces and how they are organized as a group with the preferred adjacencies.

site considerations GENERAL

SAFETY & SECURITY

Site security strategies shall be a balance between safe and community friendly. Design school buildings with the ability to secure the perimeter, utilizing passive and active design strategies. Front of schools shall utilize steel fencing, other perimeters can be secured with high quality chainlink fencing. Depending on neighbors, this can be adjusted to meet site specific needs. Control access through gates at specific locations. Provide security systems with web-based notification monitoring system. Public entry shall occur at a single point at the main Administration office. There should be adequate lobby/ waiting area to receive the public.

Pedestrian and vehicular points of entry to the campus provide visitors the first impression of the campus. These spaces are the face of the campus to the community. These spaces provide the initial opportunity in presenting the overall campus character and should convey a good, lasting impression that reflects individual school spirit.

MAIN ENTRY



Sycamore Hills Elementary School, CJUSD



Grand Terrace High School, CJUSD

SPECIFIC FEATURES

ENTRY There should be a single-point of entry at the main Administration. Augment security with cameras.

Entry points should be clearly defined by signage and/or site and building features, and create a sense of arrival. The main entry should convey a sense of welcoming as it a first impression for the community.

PARKING Provide adequate parking for staff and visitors.

There should be parking where there is a need for short-term visitor parking: near Administration and Kindergarten. Parking with direct and visible access to Preschool and Kindergarten classrooms. Parking should also be near MPR's/ Theater/ Gyms for community events.

Limit pedestrian crossing paths with vehicular circulation.

DROP-OFF Allow for continuous flow, safe drop-off/ pick-up areas. When possible, sites should have on-site bus drop-off and parent drop-off. Drop-off length should meet code requirements.

Providing separate drop-offs for bus and parent, to alleviate congestion during drop-off and pick-up times.

Incorporate drop-off/ pick-up waiting areas.

WAYFINDING Design campuses that flow through - easy wayfinding.

Consider using key landscape and/or building features along with signage to aid in way-finding and orientation of visitors as well as staff and students. Clear signage and features should identify the main entry point.

Message boards in appropriate locations can be used to facilitate communication with the community.

site considerations GENERAL



OUTDOOR SPACES

For most sites, lunch is held at an outdoor, covered lunch area near the hardcourts/ playfields. This area should have sun and rain shelter and can be utilized as an extension of the cafeteria for eating, socializing, large group gathering and other informal activities.

There shall be appropriate hardcourts and playfields provided to encourage physical education and various play activities, at the same time promoting health and wellness. Incorporate activities students can engage in. Age appropriate play structures should be included.

Outdoor spaces adjacent to Classrooms can be seen as an extension of the learning environment. Provide a variety of scale and size of spaces with a balance of move-able furnishings and built-in site features that can allow for small group work and study. Incorporate features that can trigger learning and can be linked to the program curriculum such as sun angles / light versus shade, water features, bio-swaes and student gardens.

SPECIFIC FEATURES

COURTS / FIELDS Areas of play shall be activated, inspire play and provide learning opportunities. Paved hardcourt areas and fields shall support a variety of outdoor and physical education activities. Exterior drinking fountains and restroom facilities shall be located nearby. Design for visibility and easy supervision.

Provide shade by using structures and trees.

EQUIPMENT At elementary schools there shall be age appropriate play structure, adequate in size to accommodate its use shall allow for climbing, sliding, walking, and hanging activities. Safe, recycled rubberized surface shall be underneath this play area. Shade should be provided either by landscaping or shade structure.

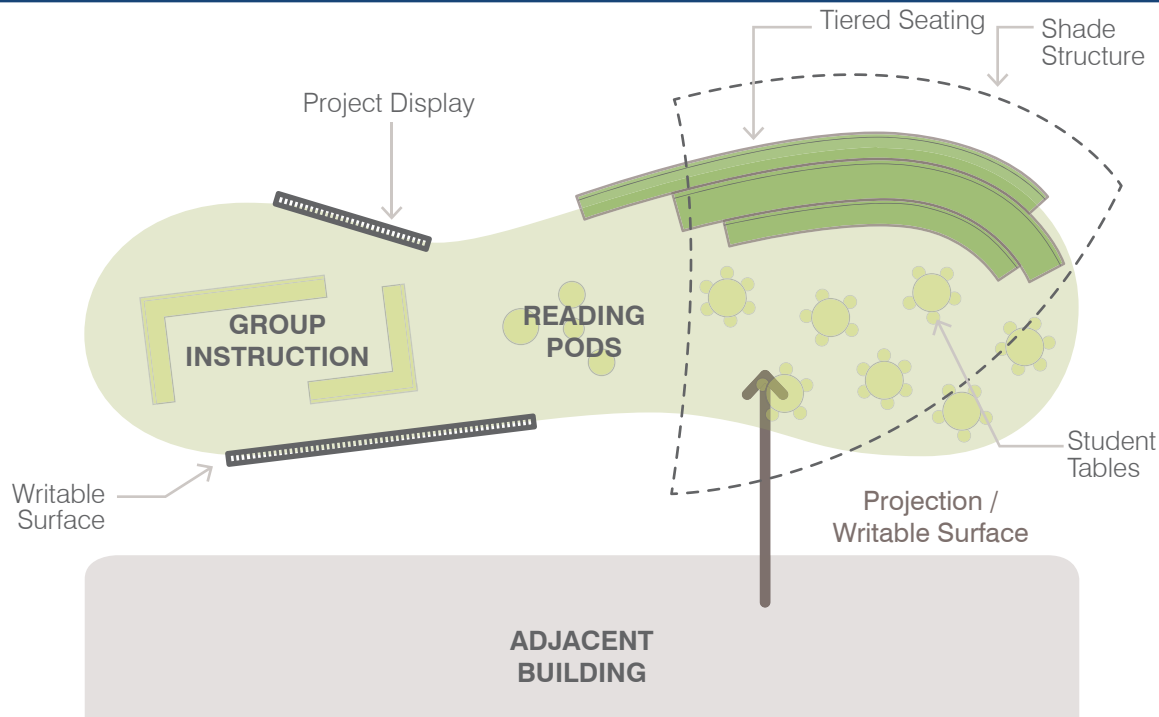
At secondary schools, equipment as appropriate to support physical education and athletic activity.

KINDER PLAY A separate and enclosed Kindergarten play area adjacent to the Kindergarten classrooms shall have an age appropriate play structure, paved area and grassy area. Provide shade at play areas and shaded area with benches and tables for lunch or outdoor learning activities.

LANDSCAPING Provide drought tolerant landscaping. Consider adopting reclaimed water systems and 'smart' irrigation systems that detect weather and soil moisture for water efficiency.

site considerations GENERAL

OUTDOOR SPACES



SPECIFIC FEATURES

DESIGN STRATEGY

The diagram here provides an idea of what an Outdoor Learning Courtyard could be. Implementation will depend on site conditions.

Within a school site, plan for various sized outdoor gathering areas such as small group activity (4-5 students), medium groups (30-60 students), and large group assemblies (approximately 90-120 students).

The spaces should be inviting and engaging - utilize different floor materials and vegetation opportunities to design passive and active spaces.

FURNITURE Outdoor areas need to be monitored and have visual boundaries, but should allow children to experience the space freely.

Furniture should vary. Include a variety of types to allow for flexible use of the space. Include group tables and individual type furniture to accommodate different densities of students and purposes.

FINISHES Some spaces will rely on vegetation for designation of space.

Include open green space, as well as hard space, for children to experience individual activity/playtime.

EQUIPMENT Integrated technology (audio systems and wireless access) with the ability to present or project information to a large group should be considered.

site considerations GENERAL



SERVICE AREAS

Service areas hold a support function to the campus. Service areas include:

- Storage spaces
- Parking for District vehicles
- Parking for maintenance equipment
- Food service delivery
- Supply delivery
- Waste and recycling enclosures
- Composting area

Service areas are high-traffic zones for heavy machinery and equipment, including storage and removal of trash and recycling. Service areas may be spread throughout the campus, as they should be adjacent to the buildings they serve. Adequate lighting is required for early morning and evening deliveries.

The design shall anticipate maintenance service points, limiting the spread of access, focusing on providing service locations accessible to staff at the front of the school and centralized to promote student safety and limited circulation interruptions.



DESIGN OBJECTIVES

RECYCLE Recycling collection stations should be located at the ends of classroom/building wings to facilitate student recycling efforts and allow for easy pick up by maintenance staff at the end of the day. Bins should be clearly marked and have covers so that odors will not permeate into other areas.

SHELTER These areas require covered spaces that can accommodate storage of maintenance equipment. These areas are to be sheltered and screened from the campus core as they often require large vehicle circulation for waste pick-up and delivery of food and supplies.

ENCLOSURE Waste and recycling enclosures shall be covered and contain a can wash area. This can wash shall have a curb enclosed drain complete with a hose bib. Drainage shall be provided for the enclosure. Study vehicular concrete pavement and/or asphalt concrete pavement shall be included for the entire length of access to allow for stability.

ACCESS Wide access ramp or accessway shall lead from the parking area to the delivery door of the kitchen.

SPECIFIC FEATURES

3.2

EDUCATIONAL VISION SITE CONSIDERATIONS



3.3

ELEMENTARY SCHOOLS
EDUCATIONAL VISION

overall campus ELEMENTARY SCHOOL

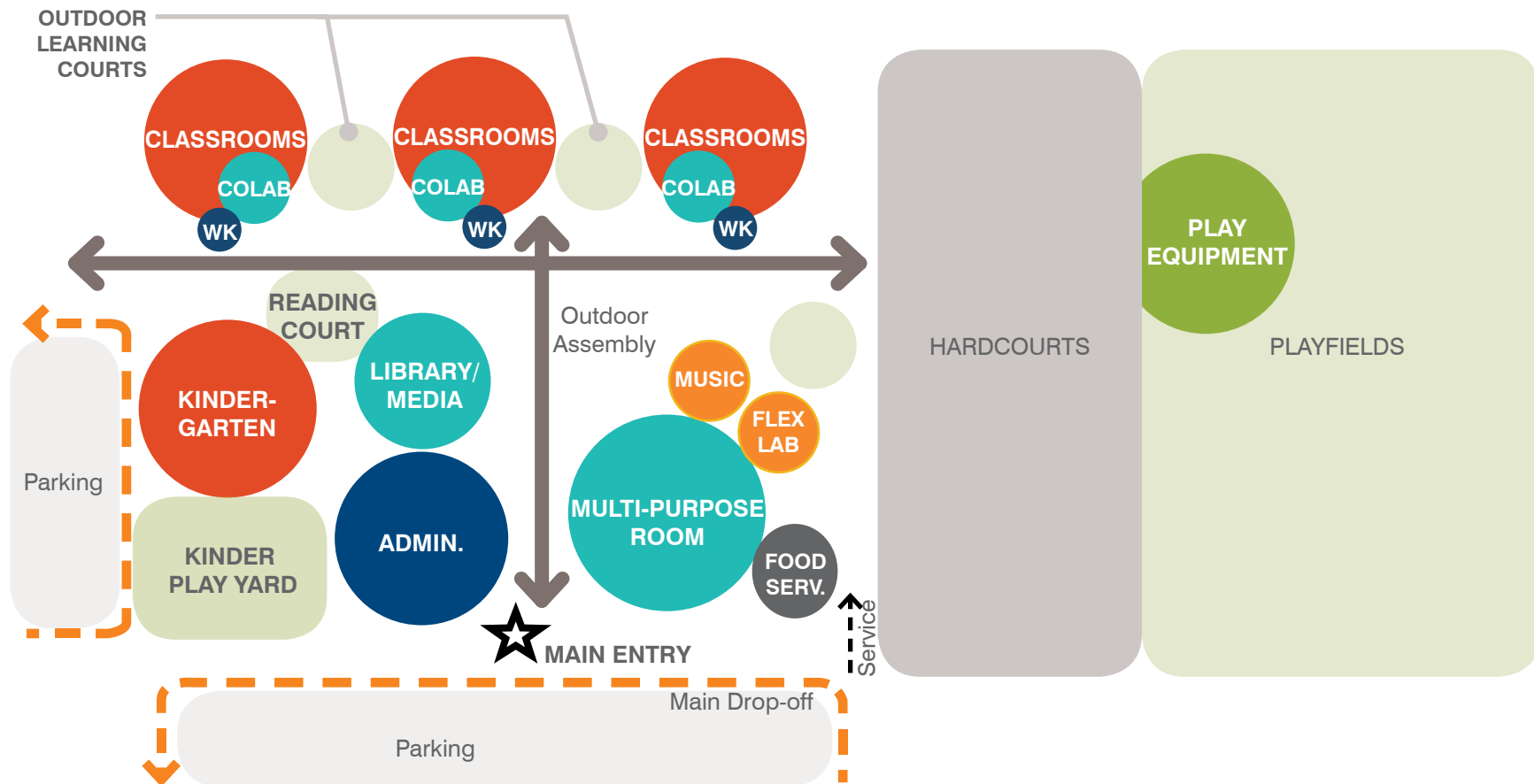
It is Colton Joint Unified School District's (CJUSD) goal to create safe school campuses while maintaining an environment that is welcoming to the community. Students and teachers should feel safe anywhere in the school building and on the campus grounds. A secure environment is one that creates opportunities for passive security strategies and active solutions.

The organization of buildings and site elements should take into consideration supervision and circulation. Campuses should be organized with a clear main point of entry with signage throughout the campus

to facilitate wayfinding. Visitors must enter through the main administration office before accessing the rest of the site. Use perimeter fencing with controlled gate access secure the campus. Avoid creating areas where supervision could be obscured. Sites should have the ability to lock down. Card key access should be considered and access to master keys should be limited to key personnel. Sites should have a functioning security system with cameras in appropriate locations (locations will need to be evaluated by the District). At a minimum, all exterior doors should be alarmed.

Provide adequate lighting at parking and exterior circulation areas to allow for safe, after hours staff and District maintenance access, as well as school events held at night. Where possible, design for on-site, separate drop offs for bus and parents.

The following is a diagrammatic overall campus. It does not reflect any campus in particular but provides a layout that demonstrates the design considerations as stated within these pages.



kindergarten / pre-school ELEMENTARY SCHOOL



DESIGN OBJECTIVES

- Spaces should be open, inviting and engaging, with natural daylighting.
- Flexible, easily re-configurable furnishings to allow for a variety of learning activities.
- Connection to adjacent Classroom to encourage collaboration and team teaching opportunities.
- Visual and physical connection to the outdoors. Direct access to student restrooms. Outdoor play area should include shade and provide access to play equipment storage and student restrooms.
- Covered outdoor areas with furnishings can be utilized for activities. Consider an outdoor use sink and landscape features that encourage exploration.
- A shared workroom provides storage space and can be utilized for 1 on 1 / small group activities. Design a balance of built-in casework and mobile storage to be able to maximize space usage.
- Sense of scale appropriate to younger children.
- Pre-school facilities will need to meet all CDE and State licensing requirements.

ACTIVITIES

- Exploration, active learning and passive learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration, motor skills development
- Interdisciplinary, learner-centered instruction
- Hands-on, tactile, learn through play

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Balance of built-in casework and select mobile storage.

FINISHES

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

EQUIPMENT

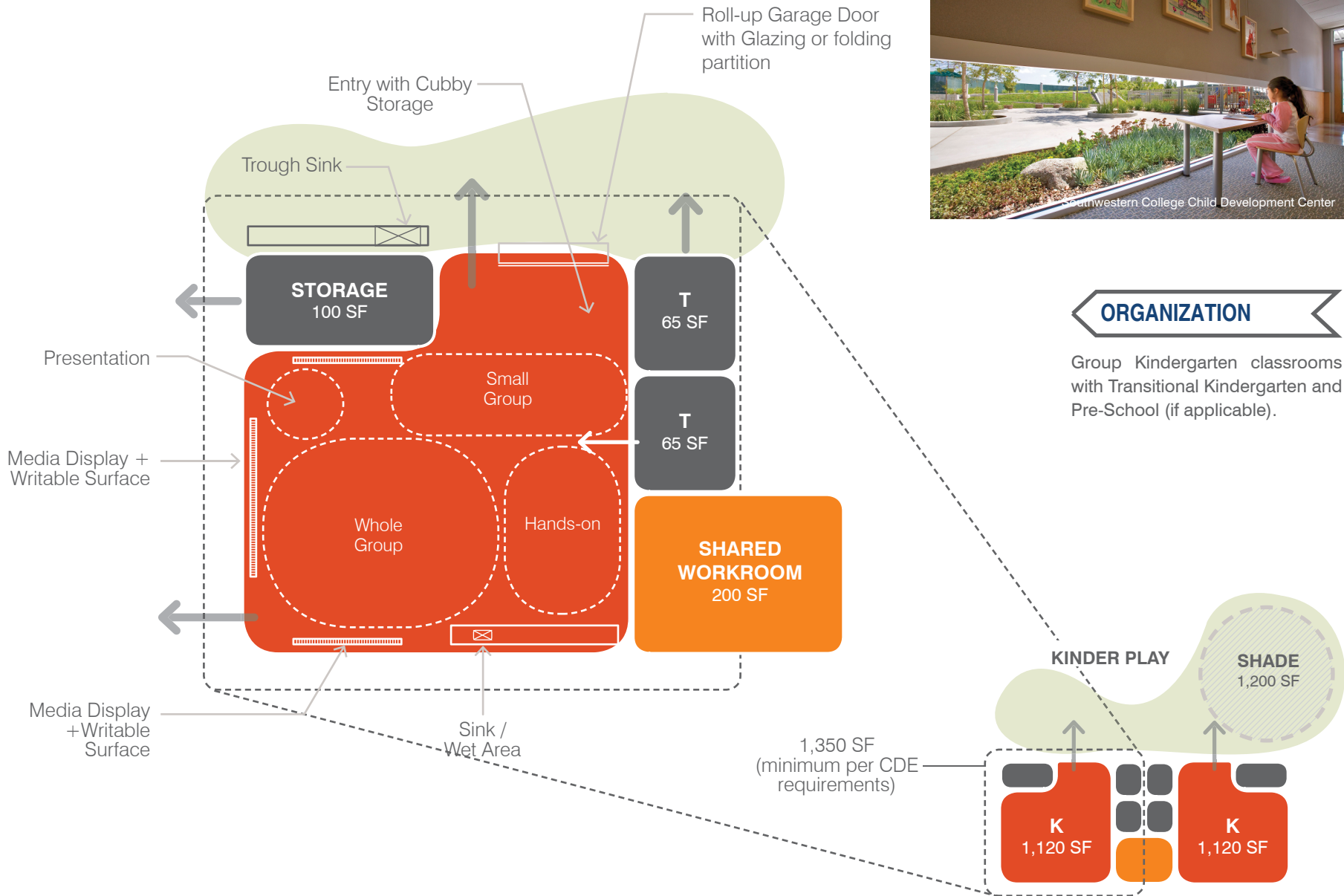
Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space. Coordinate with District technology plan.

Incorporate adequate system for charging mobile devices and outlets throughout.

No electric hand dryers or automatic flush systems at preschool restrooms.

kindergarten / pre-school ELEMENTARY SCHOOL

SPACE DIAGRAM



classrooms ELEMENTARY SCHOOL



Tarbut V-Torah School



Southwestern College Child Dev. Ctr.

DESIGN OBJECTIVES

- Spaces should be open, inviting and engaging, with natural daylighting.
- Flexible, easily re-configurable furnishings to allow for a variety of learning activities.
- Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities. Provide shade and covered areas at outdoor learning areas. Consider an outdoor use sink and landscape features that encourage exploration.
- Visual and physical connection to a shared collaboration space (“Core”) and adjacent Classroom to encourage collaboration and team teaching opportunities.
- Plan for rain protected storage for backpacks, as well as dedicated storage space for teaching materials. Design built-in casework to be able to maximize space usage in non-rectangular shaped Classrooms.
- Walls should be ‘usable’; maximize areas of display for student work.
- A room adjacent to the shared collaboration space can be programmed as a shared teacher workroom to provide additional storage of supplies and encourage staff interaction.
- One TOA (Teacher on Assignment) office and workspace area should be allotted per school. TOA’s need a space to store their materials and a space to work with small group of students, which could occur in the Shared Collaboration area.

ACTIVITIES

- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning

SPATIAL FEATURES

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Modular, easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Balance of built-in casework and select mobile storage.

FURNITURE

FINISHES

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

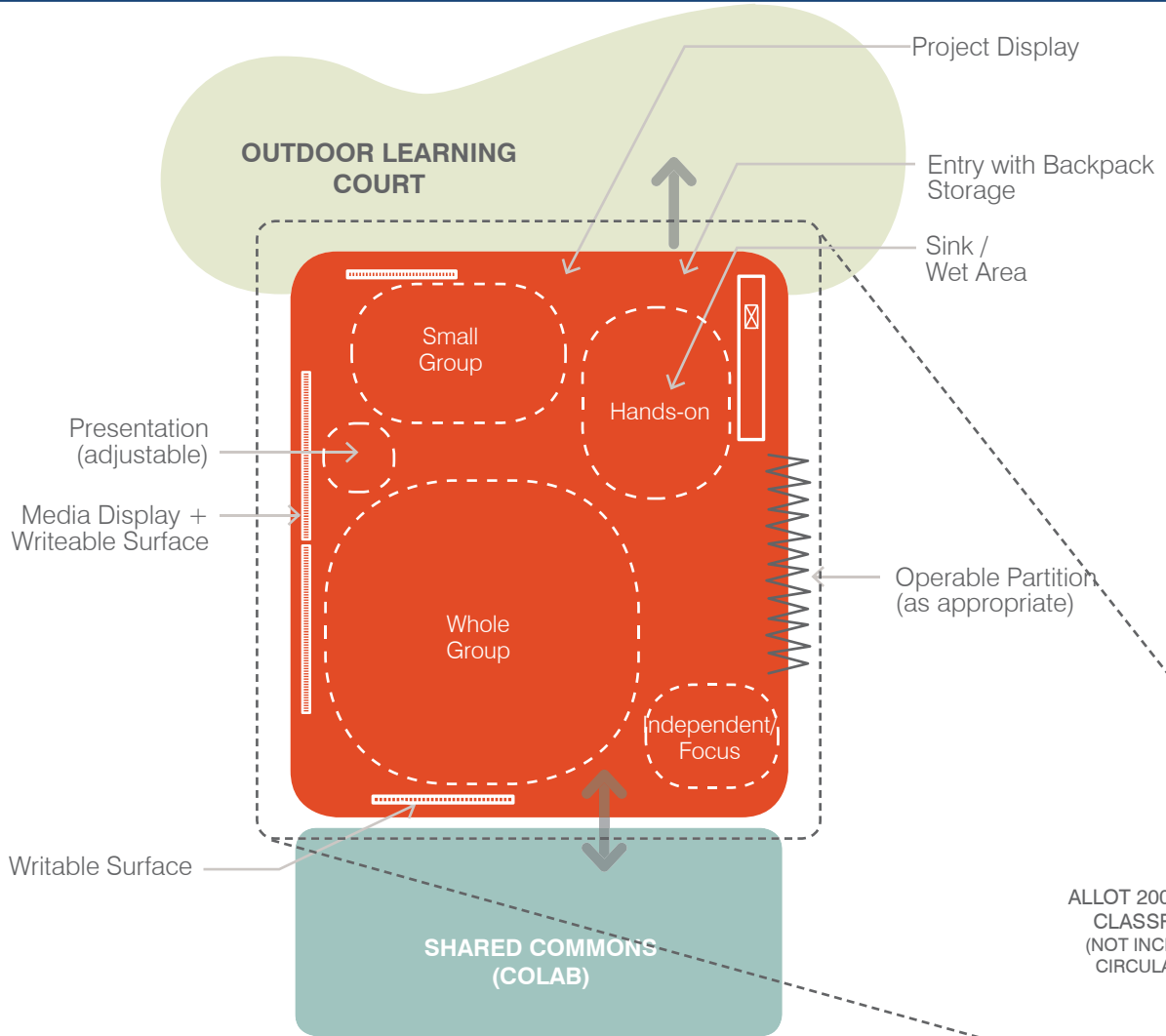
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection (mounted) at large group/class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

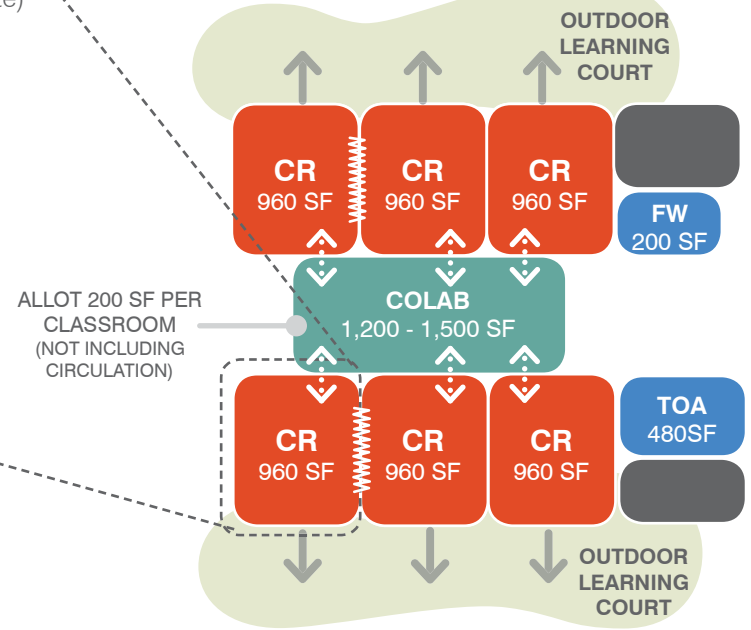
Coordinate with District technology plan.

SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in 'pods' that open into a shared collaboration space. One TOA workspace per site.



flexible lab (art / science / music) ELEMENTARY SCHOOL



Douglas Park ES



Tarbut V'Torah School

DESIGN OBJECTIVES

- Spaces should be open, inviting, engaging with a sense for discovery; inspire curiosity and exploration.
- Create learning opportunities using the building and systems as well as landscape features.
- Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that support activities.
- Provide shade and covered areas. Consider an outdoor use sink and landscape features that encourage exploration and experimentation.
- Direct access to a lockable, prep / storage room to store materials and on-going projects. Storage cabinets for additional materials / supplies.
- Include sinks for ease of clean up.
- Incorporate areas for display of student work (physical and digital).
- Design flexible space that can be used to support a variety of programs depending on the need (e.g. computer lab, drama classroom, typical classroom etc.)
- Music classroom should be acoustically separated from adjacent spaces.

ACTIVITIES

- Exploration and active / interactive learning
- Instructional and demonstration, group/individual work
- Project art/crafts, beginning science experimentation and exploration
- Outdoor exploration
- Project-based / hands-on learning
- Cross-collaboration with other fields of study
- Showcase, display and presentation of student work

SPATIAL FEATURES

Writable surfaces, on multiple walls. Mobile whiteboards to support small-group work / idea generation.

Large group work tables. Agile, durable, height adjustable furniture.

Mobile storage with some built-in casework. Multiple sinks for cleanup.

FURNITURE

FINISHES

Include finish materials that can absorb sound within the space. Additional acoustic treatment for music room. Easy to clean flooring.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

Wall gallery to display work. Slat-wall system for easy access tool/ supply storage.

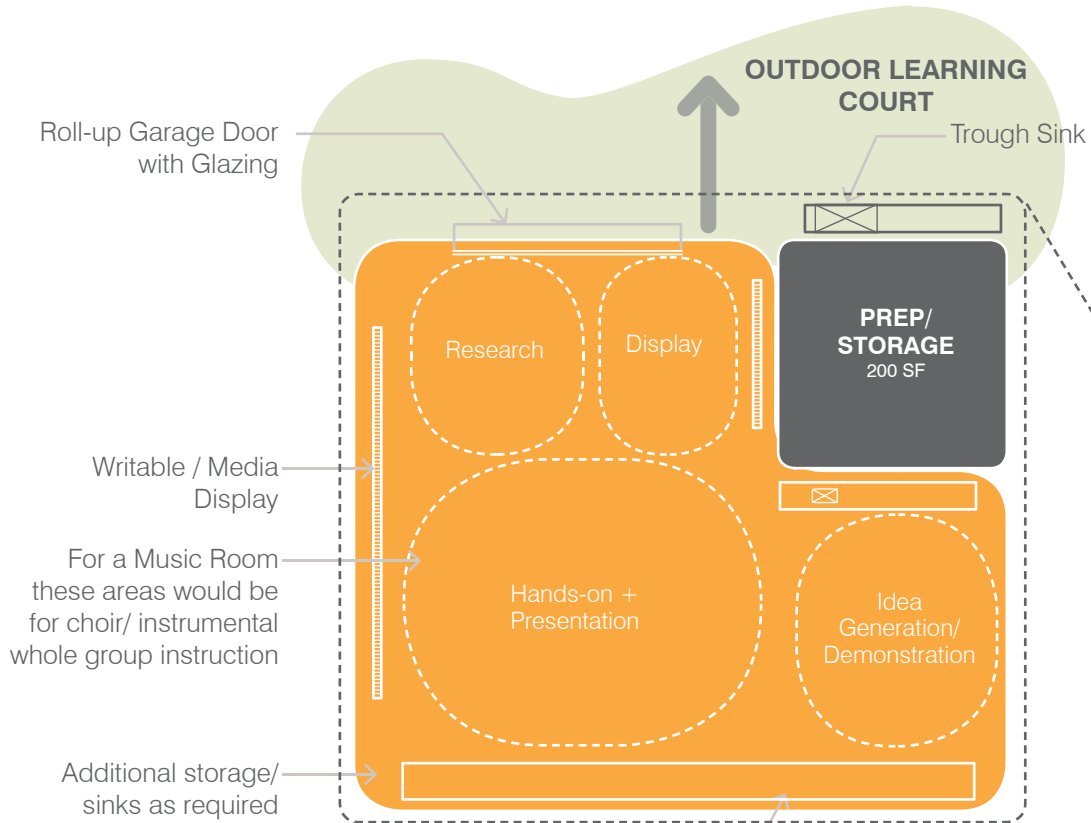
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

Flexible data/power, consider power cord reels at ceiling to adapt to changing configurations.

flexible lab (art / science / music) ELEMENTARY SCHOOL

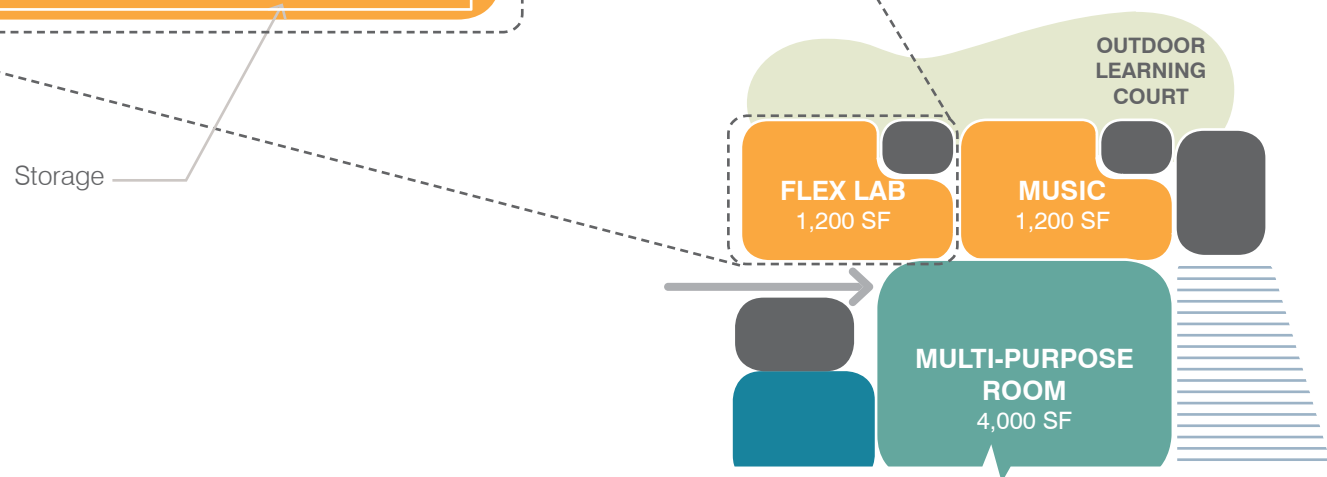
SPACE DIAGRAM



ORGANIZATION

Labs shall be near the Multi-purpose room for ease of access by all students.

If the MPR stage can be used as a separate, dedicated Music classroom, then that space can be in lieu of the Music Classroom.



special education ELEMENTARY SCHOOL



Montgomery Middle School



Grossmont High School

DESIGN OBJECTIVES

- Special Education students shall be integrated as much as possible with the rest of the campus.
- RSP students are integrated into general education classrooms, but need a pull out space for focused help. At schools with a greater population, 2 teachers to share 1 full size Classroom.
- SDC MM and SDC M/S facilities should be self-contained and have direct access to restrooms with changing area, focus room and storage room. Focus rooms provide a calm area for students to recompose.
- The Learning Center is where students can access Counseling, Psychologist, Mental Health Counseling and Speech services. A larger type of office space provides desk space and small group workspace. Offices shall open up into a shared small group space.

ACTIVITIES

- Individualized learning, student-centered planning
- Specialized training or support
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring and meetings
- Assessment and instruction in the least restrictive environment

SPATIAL FEATURES

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Flexible, varied and easily re-configurable and move-able. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable - bean bag chairs, specialty equipment to support visual, sensory, movement needs.

FURNITURE

FINISHES

Finishes should accommodate the activities. Carpeting in Classroom, Focus Rooms; resilient flooring for storage areas. Include materials that reduce reverberation time of sound.

Use calming colors and dimmable lighting strategies with high color rendering index (CRI 85+), balanced with natural daylighting.

EQUIPMENT

Same as in a Classroom.

Structural grid support above acoustical ceiling for hanging equipment.

Technology should be upgradeable. Rooms should include recharging stations and have secured storage. FM audio sound system should be included.

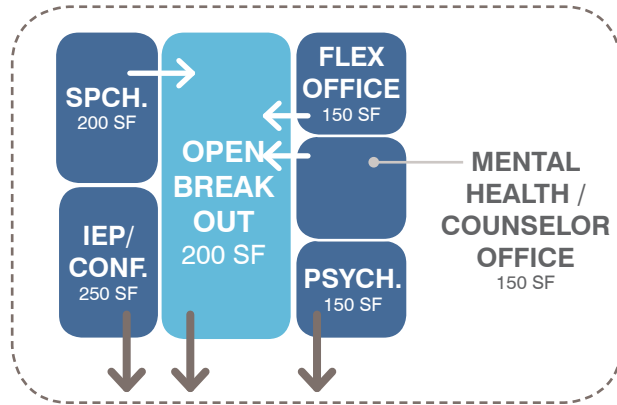
Restrooms shall be accessible and adequately sized to support student and 1-2 staff and have a transfer lift.

learning center ELEMENTARY SCHOOL

SPACE DIAGRAM

LEARNING CENTER

Located adjacent or near Administration or central location of campus.



PROGRAMS

Special education programs vary at each site depending on the need of that particular school community. Consult with District Special Education Director for information on which programs reside where at the time. Sites are master planned to current program needs. Current programs include: Hard of Hearing, Visual Impaired, Orthopedic Impaired, Muscular Dystrophy, DHH (through the County), Mild Moderate, Moderate/ Severe, RSP, Speech Services, Autism, Mental Health. Occupational Therapy is at an off site medical therapy unit.

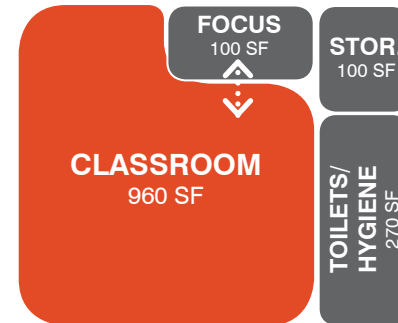
RSP

RSP Students are integrated into general education classrooms, but need a space for focused help. All sites to have minimum of 1 RSP Classroom. Various sites as identified on plans have more to support population. In those cases, two teachers to share one RSP Classroom.



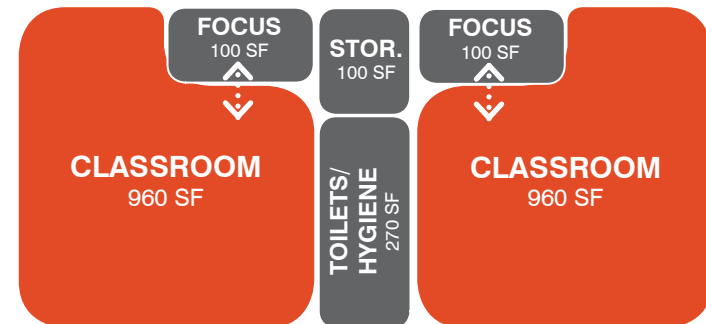
SDC MILD MODERATE (MM)

SDC MM includes autism program. Students are on diploma track. Locate integrated within campus.



SDC MODERATE/ SEVERE (M/S)

The SDC M/S program students are not on diploma track. Program is focused on functional skills.



administration ELEMENTARY SCHOOL



Hawthorne Elementary School



Woodcrest Elementary School

DESIGN OBJECTIVES

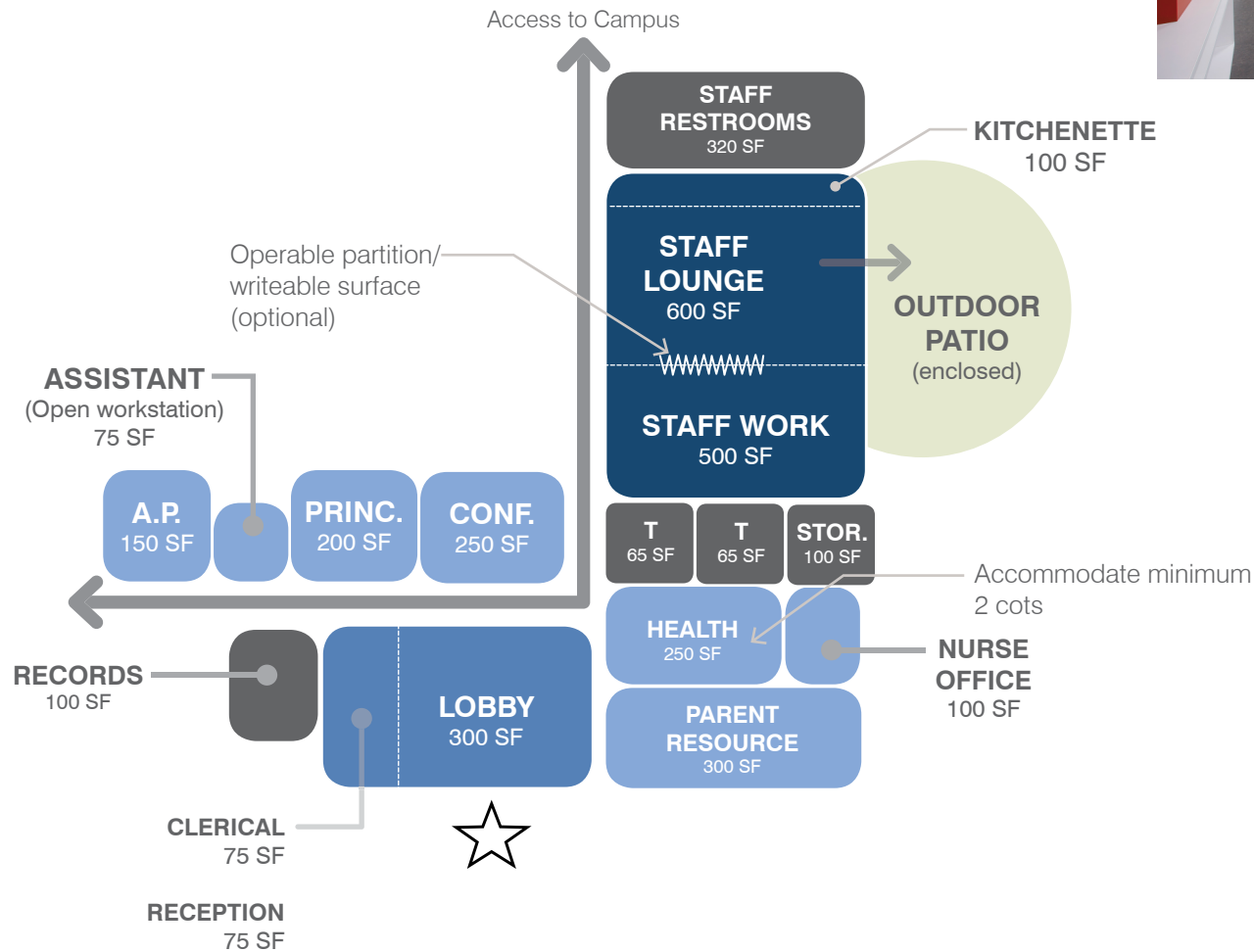
- Provide a welcoming entry and reception area that serves as a 'front door' and 'first impression' to the community/ parents/ visitors.
- Administration spaces should be accessible to visitors yet have clear separation of more 'private' office areas and spaces that allow for confidential conversations.
- Promote collaboration.
- Parent center provides a dedicated space for parents to work, store materials and serve as a resource center for parents. This space is separate from the Staff Workroom and Lounge.
- Staff Workroom has the ability to open up into the Staff Lounge to create a larger space that can be utilized for staff meetings and professional development. The space should be open with furniture options and allow for social interaction and professional collaboration.
- Waiting areas for the public shall be separate from student waiting areas for health and discipline.
- In new construction, design for additional staff restrooms at various parts of campus in addition to restrooms at the main office.

ACTIVITIES

- "Front door" to the school community and the public
- Welcome center
- Administrative duties, conference, discipline, health support, counseling and student support
- Staff support - collaboration and access to materials
- Consultation and meetings
- Student support
- Parent support

SPATIAL FEATURES	
FURNITURE	Writeable surface and digital display or projection surface in conference room.
	Furniture to support the activities/ tasks. Promote collaboration.
FINISHES	Health office to accommodate minimum 2 cots, lockable storage cabinets for student medicine, under-counter refrigerator with ice maker. Ceiling mounted cubicle curtains to separate cot area.
	Carpet in office/ conference areas; resilient in workrooms and health.
	Ceilings should be primarily acoustic with limited areas of dropped hardlid.
EQUIPMENT	Display area for school information and notices.
	Integrated technology (wireless access) should be uniformly provided. Digital display for announcements and student work.
	Adjustable lighting balanced with natural daylighting and personal controlled shading devices.
	Staff Lounge to have video conference ability, projection surface and writeable surface.

SPACE DIAGRAM



ORGANIZATION

Administration building should be the main public entry of the school. Organize more 'public' functions (Parent Center, Health, and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior. There should be clear separation of lobby/reception versus administrative areas.

Provide student access towards the campus interior.

library media center ELEMENTARY SCHOOL



Hugo Reid Elementary School



Hugo Reid Elementary School

DESIGN OBJECTIVES

- The Library-Media Center can be seen as a 'hub' on a school campus; a place that students and staff can access for multiple functions. Locate centrally.
- Consider before/ after school hours access for student / community.
- Support multiple, concurrent activities and allow for diverse sized groups.
- The Innovation Lab is a non-scheduled computer-based space that can be opened up to the Library. Even though technology will become more integrated into the Classrooms, one fixed computer lab will remain on a campus that can be used by lower grades and professional development.
- Multi-use Rooms allow area for students to do focused/ quiet activities without distraction as well as staff to have meetings/ conferences.
- Outdoor areas shall be seen as an extension to the indoor learning environment.
- Consider ease of supervision across the space.
- Consider scale appropriate for students. Where possible, incorporate high ceilings, good daylighting and the feeling of open-ness.

ACTIVITIES

- Research, quiet reading, group instruction, individual / small group work/ study, story-telling, technology exploration
- Access information and create content
- Professional development and community meetings
- Display of student work and learning / informational material

SPATIAL FEATURES

Flexible, varied and easily re-configurable options for seating and tables; comfortable, soft seating with access to power and wireless technology.

Move-able shelving for books; lower level shelving for student accessibility.

Consider tiered, platform seating that allows for multi-functions (e.g. stage/ study).

FURNITURE

FINISHES

Finishes should accommodate the activities. Carpeting; resilient flooring at storage and workroom areas. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Utilize glass to contain sound in rooms but allow for supervision.

Writeable surfaces in Multi-use Rooms and Innovation Lab.

Create areas to display student work.

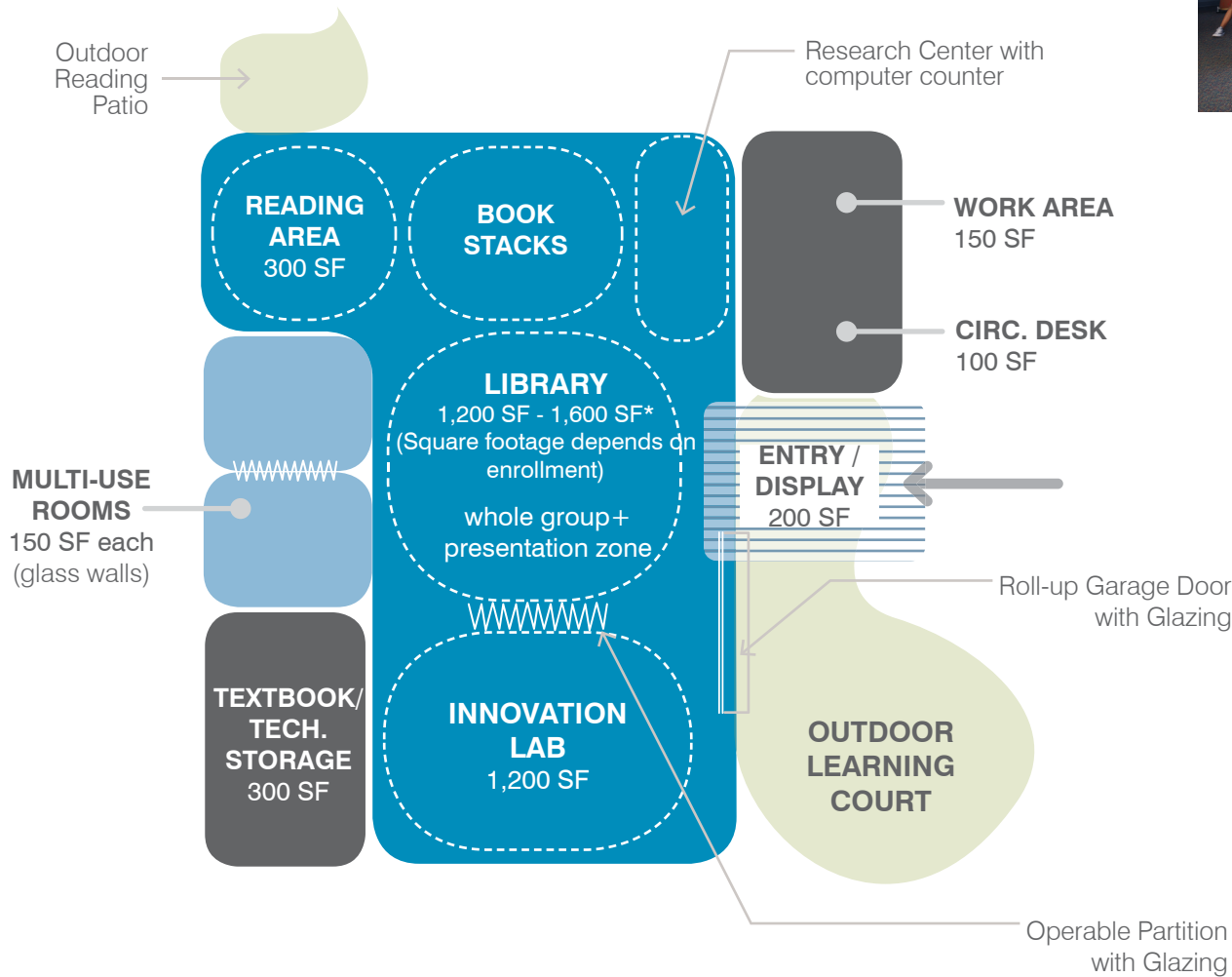
EQUIPMENT

Integrated technology (wireless access), throughout. Access to power throughout; consider floor outlets to allow for flexible arrangements. At group instruction area, include interactive whiteboard, large media display, AV system with ability to video broadcast and access virtual learning. Research Center with computer counter available for students to access online information.

Innovation Lab to include Classroom technology with technology supportive workstations, AV system with video broadcasting.

library media center ELEMENTARY SCHOOL

SPACE DIAGRAM



ORGANIZATION

*Square footage based on CDE recommended 2 sf / student

multipurpose room (mpr) ELEMENTARY SCHOOL



DESIGN OBJECTIVES

- The MPR shall be located near parking for after hours community event access.
- Instill a sense of school pride through color, graphics, signage, award display.
- The space is intended for multi-use. There should be an easy transition from performance space to dining space to activity space. Provide ample storage for chairs and tables and PE equipment.
- Kitchen to accommodate food warming functions with some fresh food options. A “walk through” queuing system at food serving that allows quick flow through serving line to dining area.
- Design with appropriate acoustics to accommodate large group activities. Music Classroom and Flexible Lab should be acoustically separated from adjacent spaces.
- A lunch shelter provides an alternate student dining area and large group gathering space. The shelter should be attractive and provide rain and shade cover.
- Access to restrooms, drinking fountains adjacent to lunch area.
- Security / safety measures and storage to accommodate community use.

ACTIVITIES

- Assemblies and large group presentations
- Food service seating / social gathering
- Community use
- Instructional activities to support physical education / fitness, music and performance
- Messy activities (science and art)

SPATIAL FEATURES

FURNITURE

- Flexible / adaptable and durable tables and chairs that are multi-use with the ability to stack/ fold / store away.
- Accommodate various storage needs for chairs and tables, PE equipment, community use, activity materials.
- Recycling area.

FINISHES

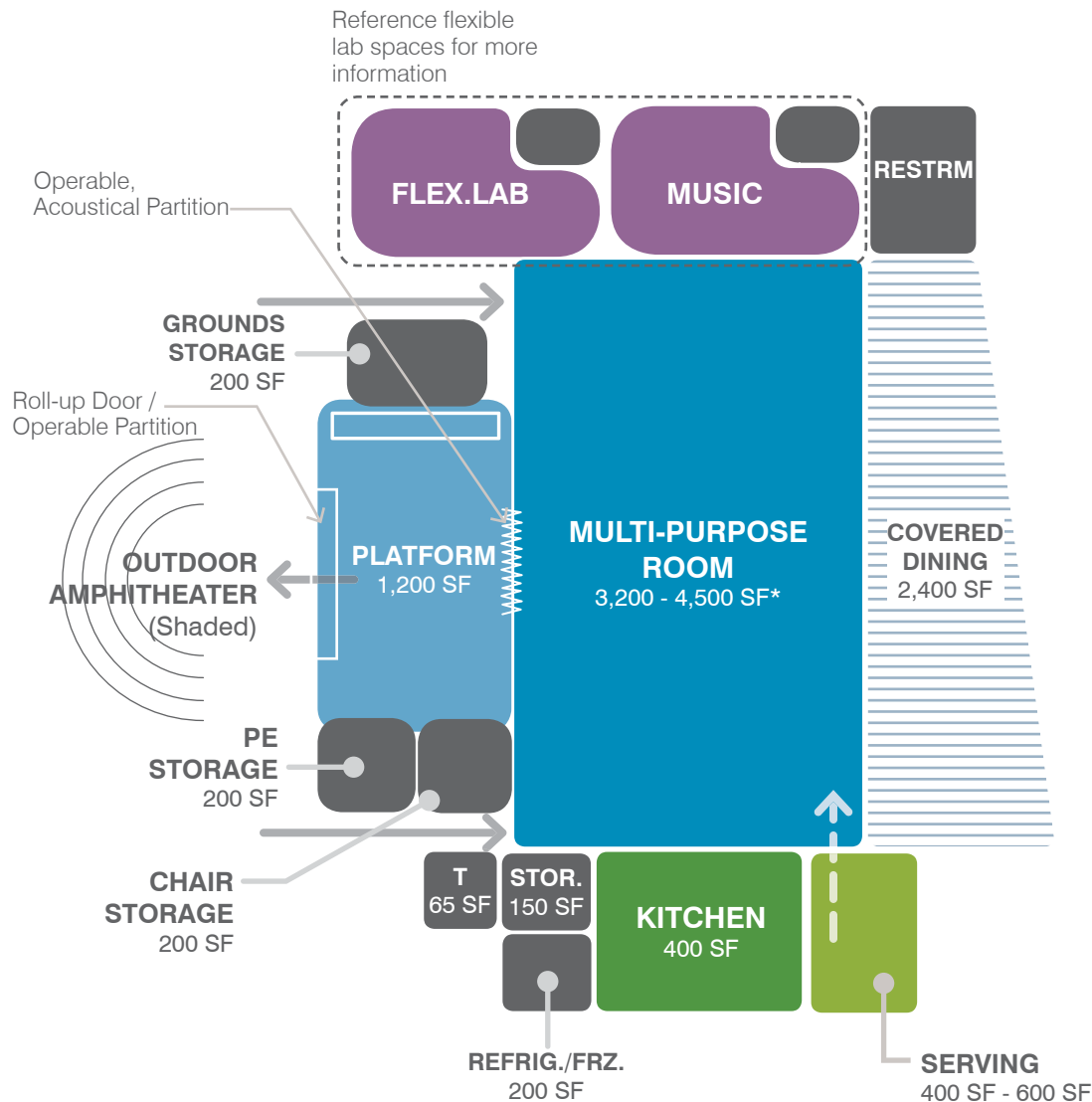
- Acoustically designed space. Incorporate ceiling and wall materials that absorb sound and reduce reverberation time.
- Resilient, durable and easy to clean flooring.
- Consider operable, acoustic partition at platform to be able to create a Music Classroom space in lieu of separate Music Classroom.

EQUIPMENT

- Integrated technology (wireless access) should be uniformly provided. Include large projection.
- Integrated audio-visual system for presentation capabilities.
- Adjustable lighting to accommodate multiple types of events (testing, presentations, assembly, fitness).

multi-purpose room (MPR) ELEMENTARY SCHOOL

SPACE DIAGRAM



ORGANIZATION

The Multi-Purpose/ Food Service building shall be centrally located yet near parking for community events. Service access shall be provided to the kitchen for deliveries.

Providing an acoustical separation between the Platform and the MPR allow for separate use of space, concurrently. Then, the Platform could serve as a classroom in lieu of the Music Classroom.

*Square footage based on CDE recommended 5 sf per student.



3.4

MIDDLE SCHOOLS
EDUCATIONAL VISION

overall campus MIDDLE SCHOOL

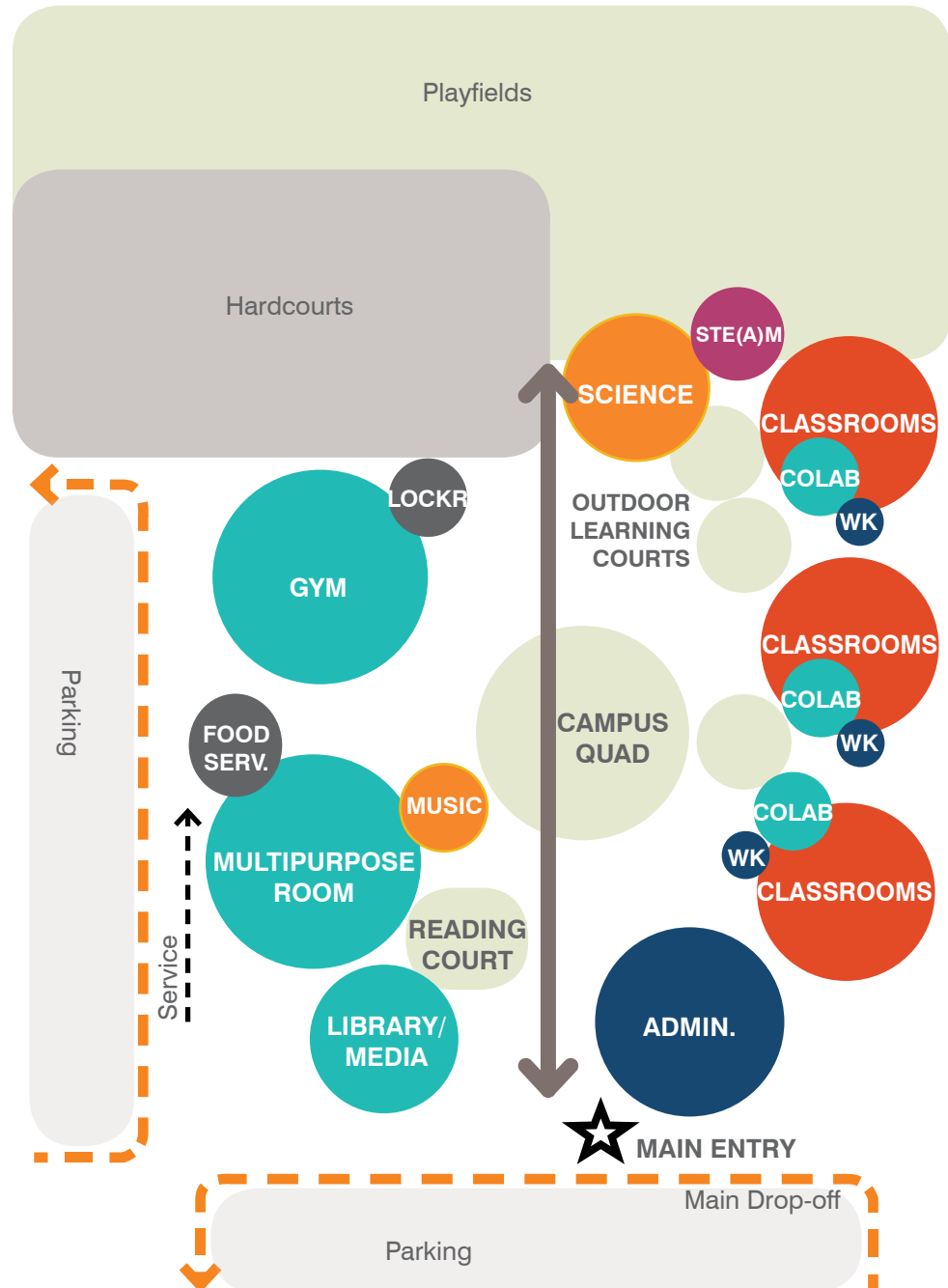
Middle School students are gaining autonomy and independence. The facility should have a more upper grade level feel but still convey a sense of curiosity and exploration.

It is Colton Joint Unified School District's (CJUSD) goal to create safe school campuses while maintaining an environment that is welcoming to the community. Students and teachers should feel safe anywhere in the school building and on the campus grounds. A secure environment is one that creates opportunities for passive security strategies and active solutions.

The organization of buildings and site elements should take into consideration supervision and circulation. Campuses should be organized with a clear main point of entry with signage throughout the campus to facilitate wayfinding. Visitors must enter through the main administration office before accessing the rest of the site. Avoid creating areas where supervision could be obscured. Perimeter fencing and controlled gate access shall be utilized to secure the campus. Sites should have the ability to lock down. Card key access should be considered and access to master keys should be limited to key personnel. At a minimum, all exterior doors should be alarmed. Sites should have a security system with cameras in appropriate locations (locations will need to be evaluated by the District).

Provide adequate lighting at parking and exterior circulation areas to allow for safe, after hours staff and District maintenance access, as well as school events held at night. Where possible, design for two separate areas of drop off for bus and for parents.

The following is a diagrammatic overall campus. It does not reflect any campus in particular but provides a layout that demonstrates the design considerations as stated within these pages.



classrooms MIDDLE SCHOOL



Tarbut V. Torii School



e3 Civic High School

DESIGN OBJECTIVES

- Spaces should be open, inviting and engaging, with natural daylighting.
- Flexible, easily re-configurable furnishings to allow for a variety of learning activities.
- Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities. Provide shade and covered areas at outdoor learning areas. Consider an outdoor use sink and landscape features that encourage exploration.
- Visual and physical connection to a shared collaboration space and adjacent Classroom to encourage collaboration and team teaching opportunities.
- Plan for rain protected storage for backpacks, as well as dedicated storage space for teaching materials. Design built-in casework to be able to maximize space usage in non-rectangular shaped Classrooms.
- Walls should be 'usable'; maximize areas of display for student work.
- A room adjacent to the shared collaboration space can be programmed as a shared teacher workroom to provide additional storage of supplies and encourage staff interaction.
- One TOA (Teacher on Assignment) office and workspace area should be allotted per school. TOA's need a space to store their materials and a space to work with small group of students, which could occur in the Shared Collaboration area.

ACTIVITIES

- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning

SPATIAL FEATURES

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Modular, easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Balance of built-in casework and select mobile storage.

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection (mounted) at large group/class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

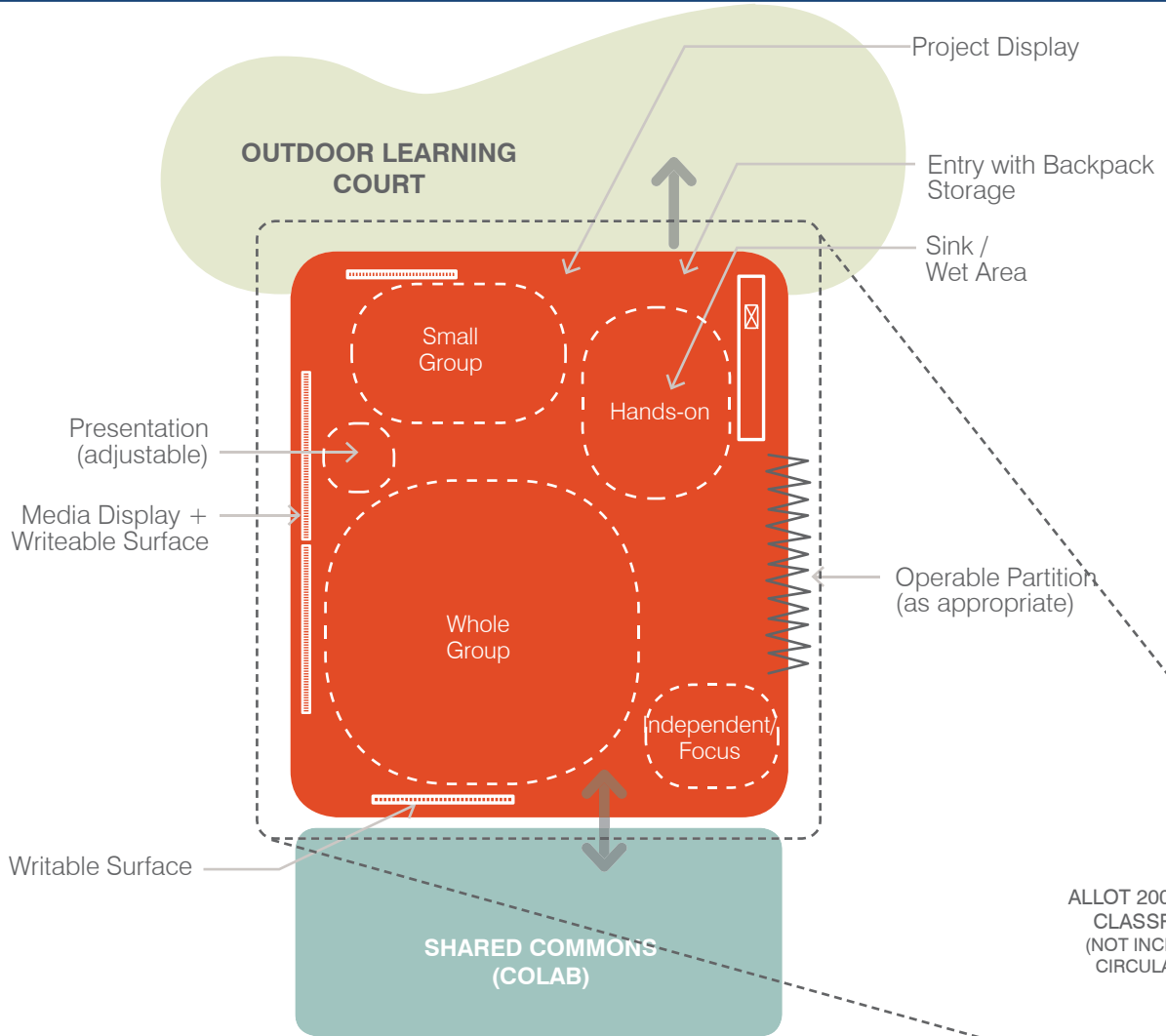
Coordinate with District technology plan.

FURNITURE

FINISHES

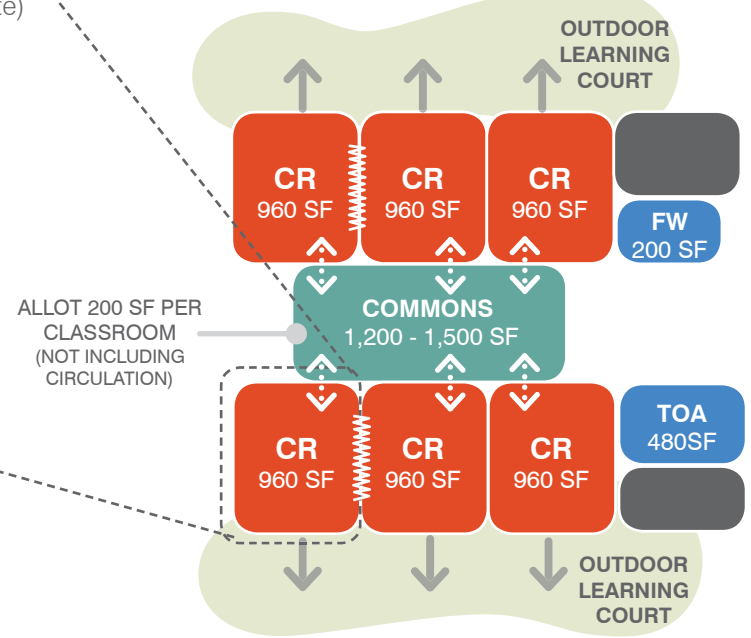
EQUIPMENT

SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in 'pods' that open into a shared collaboration space. Provide one TOA workspace per site.



special education MIDDLE SCHOOL



Montgomery Middle School



Grossmont High School

DESIGN OBJECTIVES

- Special Education students shall be integrated as much as possible with the rest of the campus.
- RSP students are integrated into general education classrooms, but need a pull out space for focused help. At schools with a greater population, 2 teachers to share 1 full size Classroom.
- SDC MM and SDC M/S facilities should be self-contained and have direct access to restrooms with changing area, focus room and storage room. Focus rooms provide a calm area for students to recompose.
- The Learning Center is where students can access Counseling, Psychologist, Mental Health Counseling and Speech services. A larger type of office space provides desk space and small group workspace. Offices shall open up into a shared small group space.

ACTIVITIES

- Individualized learning, student-centered planning
- Specialized training or support
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring and meetings
- Assessment and instruction in the least restrictive environment

SPATIAL FEATURES

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Flexible, varied and easily re-configurable and move-able. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable - bean bag chairs, specialty equipment to support visual, sensory, movement needs.

FURNITURE

FINISHES

Finishes should accommodate the activities. Carpeting in Classroom, Focus Rooms; resilient flooring for storage areas. Include materials that reduce reverberation time of sound.

Use calming colors and dimmable lighting strategies with high color rendering index (CRI 85+), balanced with natural daylighting.

EQUIPMENT

Same as in a Classroom.

Structural grid support above acoustical ceiling for hanging equipment.

Technology should be upgradeable. Rooms should include recharging stations and have secured storage. FM audio sound system should be included.

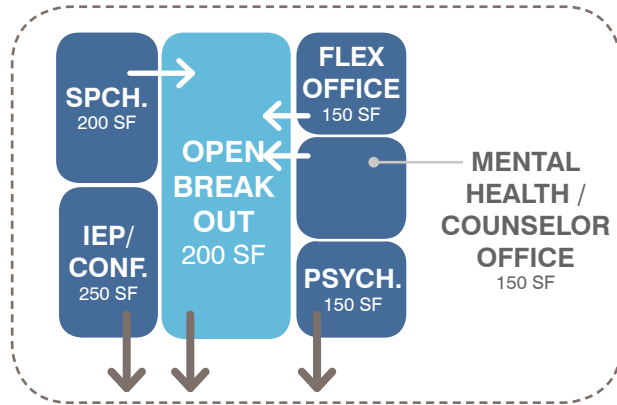
Restrooms shall be accessible and adequately sized to support student and 1-2 staff and have a transfer lift.

learning center MIDDLE SCHOOL

SPACE DIAGRAM

LEARNING CENTER

Located adjacent or near Administration or central location of campus.



PROGRAMS

Special education programs vary at each site depending on the need of that particular school community. Consult with District Special Education Director for information on which programs reside where at the time. Sites are master planned to current program needs. Current programs include: Hard of Hearing, Visual Impaired, Orthopedic Impaired, Muscular Dystrophy, DHH (through the County), Mild Moderate, Moderate/ Severe, RSP, Speech Services, Autism, Mental Health. Occupational Therapy is at an off site medical therapy unit.

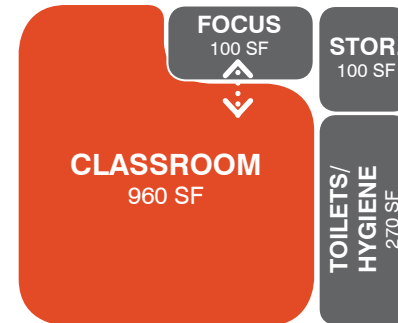
RSP

RSP Students are integrated into general education classrooms, but need a space for focused help. All sites to have minimum of 1 RSP Classroom. Various sites as identified on plans have more to support population. In those cases, two teachers to share one RSP Classroom.



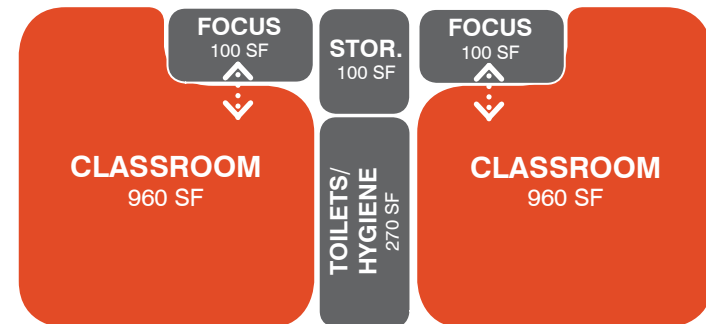
SDC MILD MODERATE (MM)

SDC MM includes autism program. Students are on diploma track. Locate integrated within campus.



SDC MODERATE/ SEVERE (M/S)

The SDC M/S program students are not on diploma track. Program is focused on functional skills.



STE(A)M labs: electives MIDDLE SCHOOL



Johnson Middle School



Samueli Academy

DESIGN OBJECTIVES

- Create a space that fosters collaboration, exploration and imagination and develops critical and creative thinking.
- Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.
- Learning opportunities using the building and systems as well as landscape features. Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration and experimentation.
- Direct access to a lockable, prep / storage room to store materials and on-going projects.
- Incorporate areas for display of student work (physical and digital).
- Provide the ability to easily reconfigure spaces to varied sizes to support multiple activities and group sizes.
- Design flexible spaces that can adapt to changing program needs.
- Locate Woodshop away from Robotics due to dust.

ACTIVITIES

- Interdisciplinary, project based learning in the areas of Science, Technology, Engineering, Arts and Math
- Building, crafting and prototyping
- Hands-on
- Whole group presentations, small group work
- Technology based work
- Lecture and investigation

SPATIAL FEATURES

Writable surfaces, on multiple walls. Mobile whiteboards to support small-group work / idea generation.

Large group work tables. Agile, durable, height adjustable furniture.

Mobile storage with some built-in casework. Multiple sinks for cleanup.

FURNITURE

FINISHES

Easy to clean flooring. Include finish materials that can absorb sound within the space. Additional acoustic treatment for music room.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

Wall gallery to display work. Slat-wall system for easy access tool/ supply storage.

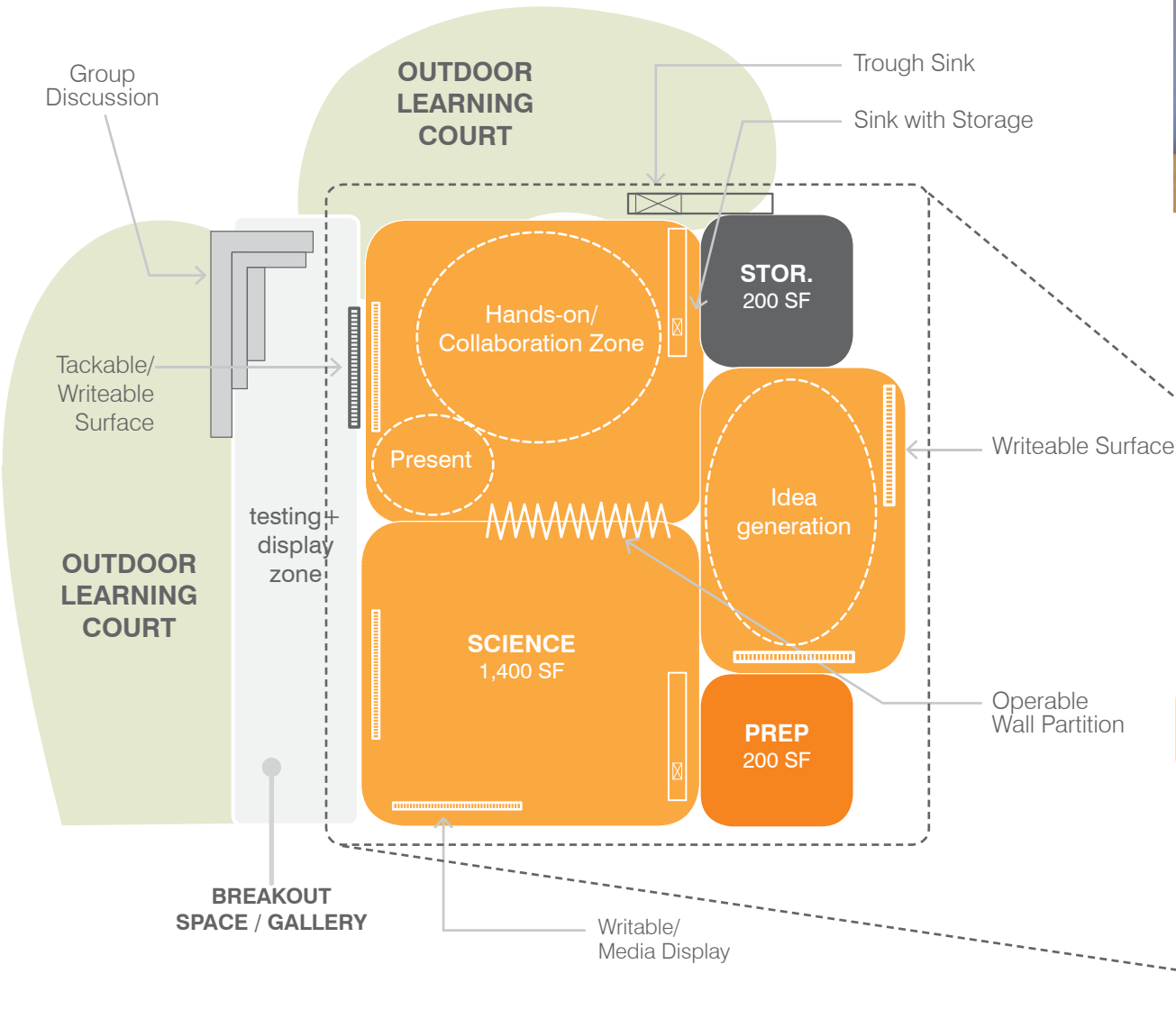
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

Flexible data/power, consider power cord reels at ceiling to adapt to changing configurations.

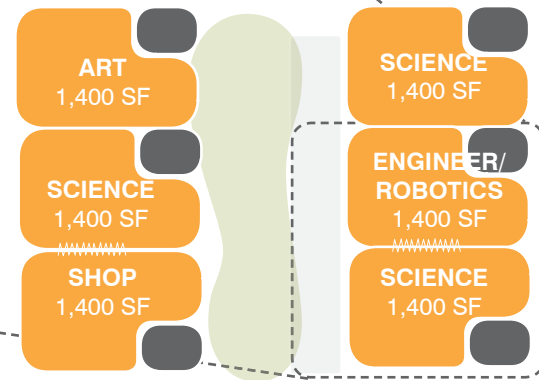
STE(A)M labs: electives MIDDLE SCHOOL

SPACE DIAGRAM



ORGANIZATION

Cluster STE(A)M program classrooms together to facilitate integration of subjects and promote team teaching opportunities.



music MIDDLE SCHOOL



San Marcos High School



Paramount High School

DESIGN OBJECTIVES

- Support whole brain learning; create an environment that encourages exploration, imagination and passion.
- Visual and physical connection to the outdoors. Outdoor areas can be utilized as an extension to the Classroom space.
- Practice rooms provide smaller areas for students to collaborate in.
- Evaluate and provide adequate storage needs for wardrobe, music and instruments.
- Design rooms with flexibility in mind to adapt to changing program needs.
- Music classroom should be acoustically separated from adjacent spaces.

ACTIVITIES

- Group performances
- Hands-on experience through rehearsals and performances
- Development of technical abilities and improvisation techniques
- Small group practice / ensemble

SPATIAL FEATURES

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Easily re-configurable and move-able furnishings; stackable chairs.

Mobile storage with some built-in casework.

Markerboard with staff lines.

FURNITURE

FINISHES

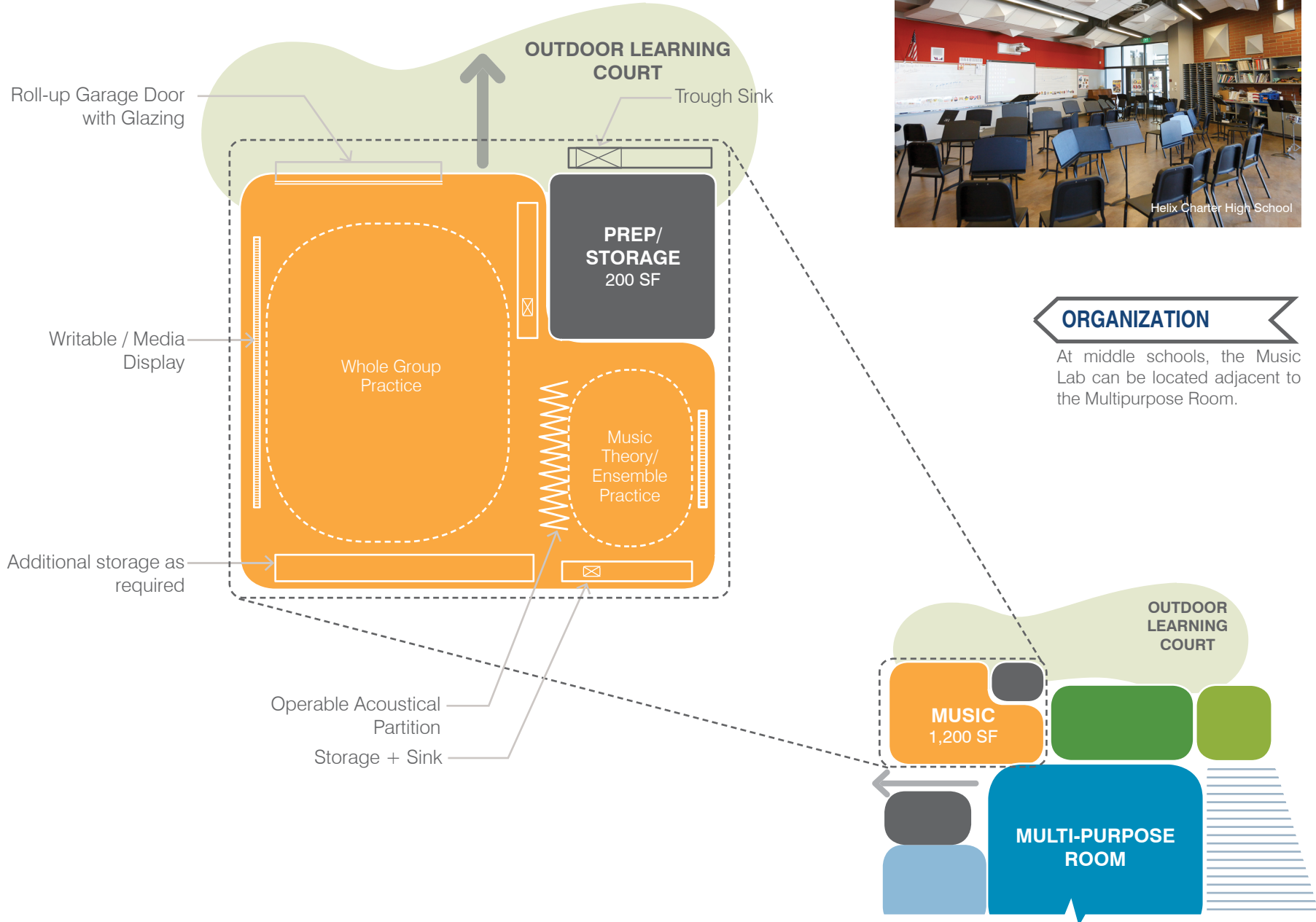
Finishes should accommodate the activities. Appropriate acoustical design, including wall/ ceiling shaping finishes and absorptive panels.

Consider STC ratings at partitions and door/ window assemblies.

EQUIPMENT

Furnish with typical Classroom technology and AV system.

SPACE DIAGRAM



administration MIDDLE SCHOOL



DESIGN OBJECTIVES

- Define a single-point entry, establish school identity and pride. Provide area for student work display. Limit public access points. Create clear separation of lobby and more public functions versus more private administrative areas. Limit access to private staff spaces.
- Adequate size lobby waiting area to provide a welcoming, obvious presence to visitors and parents. Provide display area for parent information.
- Encourage staff communication and collaboration by creating welcoming areas with soft furniture, varied lighting, views to exterior and amenities.
- Meet CDE standards for health office.
- Dedicated parent volunteer workroom / resource area to allow for storage of materials and workroom, separate from staff workroom.
- Student waiting area should be separate from lobby.
- Staff Workroom has the ability to open up into the Staff Lounge to create a larger space that can be utilized for staff meetings and professional development. The space should be open with furniture options and allow for social interaction and professional collaboration.
- In new construction, design for additional staff restrooms at various parts of campus in addition to restrooms at the main office.

ACTIVITIES

- Check-in/ main entry to campus
- Front entry to the school community
- Welcome center
- Administrative duties, conference, discipline meetings, counseling, health and student support
- Staff collaboration and professional development
- Consultation and meetings
- Parent support

SPATIAL FEATURES

Health Office should include lockable storage cabinets for student medicine and under-counter refrigerator with ice maker. Ceiling mounted cubicle curtains to separate cot areas.

Furniture to support the activities and tasks in the space. Promote collaboration.

Writeable surface and digital display or projection surface in conference rooms.

Carpet in office/ conference areas; resilient in workrooms and health.

Ceilings should be primarily acoustic with limited areas of dropped hardlid.

Display area for school information and notices.

Integrated technology (wireless access) should be uniformly provided. Digital display for announcements and student work.

Adjustable lighting balanced with natural daylighting and personal controlled shading devices.

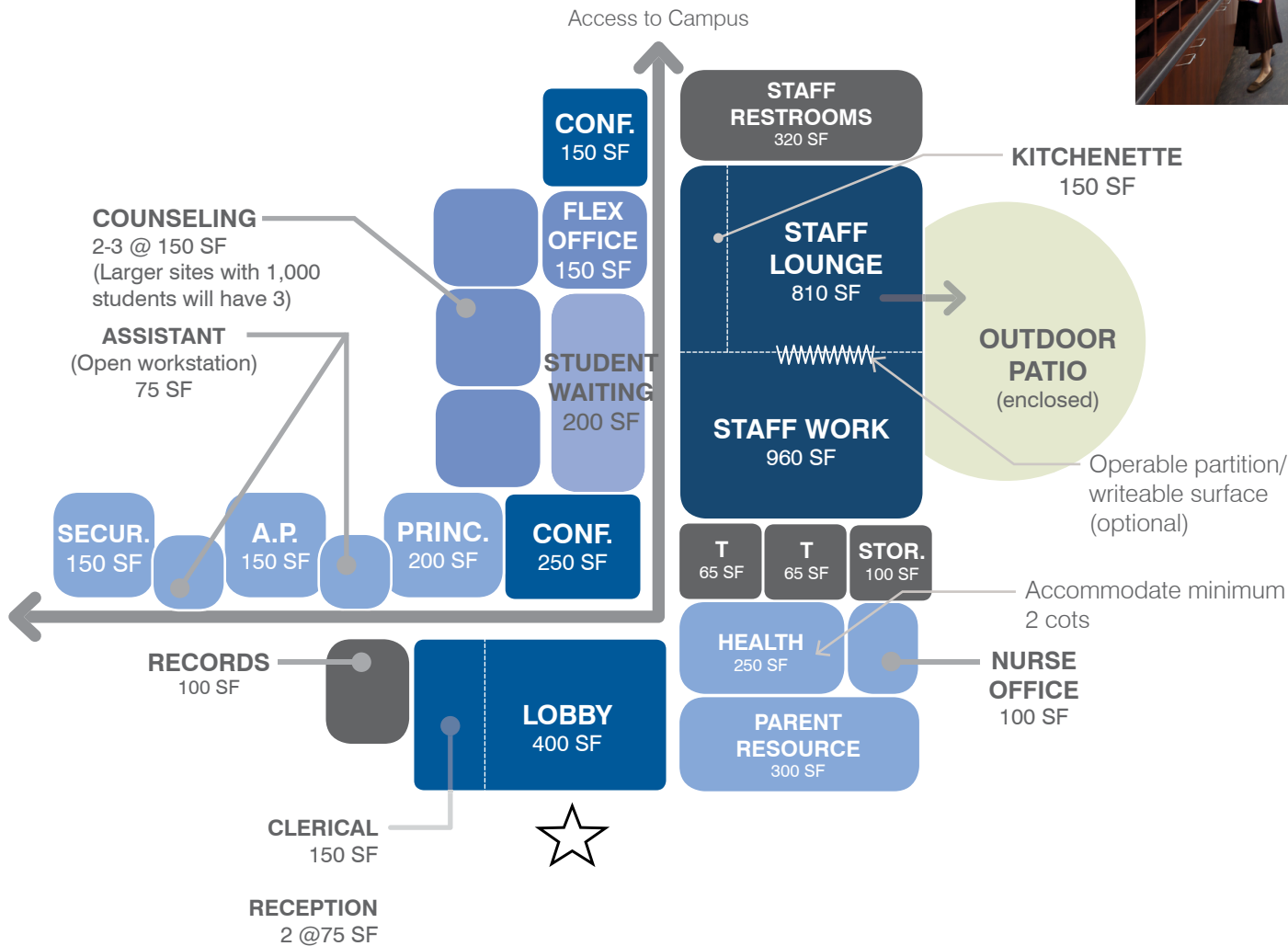
Staff lounge to have video conference ability, projection surface and writeable surface.

FURNITURE

FINISHES

EQUIPMENT

SPACE DIAGRAM



Arcadia High School

ORGANIZATION

Administration building should be the main public entry of the school. Organize more 'public' functions (Parent Center, Health, and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide student access towards the campus interior.

library media center MIDDLE SCHOOL



Johnson Middle School



Montgomery Middle School

DESIGN OBJECTIVES

- The Library-Media Center can be seen as a 'hub' on a school campus; a place that all students and staff can access for multiple functions. Locate centrally but with clear access from parking to allow for before/ after school hours access for student / school community.
- Support multiple, concurrent activities and allow for diverse sized groups.
- The Innovation Lab is a non-scheduled computer-based space that can be opened up to the Library. As technology becomes more integrated into the Classrooms, this will be the only computer lab that will remain on a campus and can be used as a student resource and for professional staff development.
- Study Rooms are multi-use allowing students to do more focused activities without distraction as well as Staff use for various meetings. Rooms can also be used for one-on-one instruction, testing, volunteer work, etc. Supervision into the space is important.
- Outdoor areas shall be seen as an extension to the indoor learning environment.
- Design for easy supervision across the space.
- Consider scale appropriate for students. Where possible, incorporate high ceilings, good daylighting and the feeling of open-ness.

ACTIVITIES

- Research, quiet reading, group instruction, individual / small group work/ study, technology exploration
- Access information and create content
- Professional development and community meetings
- Display of student work and learning / informational material

SPATIAL FEATURES

Variety of options for seating; tables with chairs and comfortable, soft seating with access to power and wireless for mobile devices. Flexible, and easily re-configurable and move-able.

Move-able shelving for books; lower level shelving for student accessibility.

High density storage shelving at textbook/ technology storage.

FURNITURE

FINISHES

Finishes should accommodate the activities. Carpeting; resilient flooring at storage and workroom areas. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Utilize glass to contain sound in rooms but allow for supervision.

Writeable surfaces in Study Rooms and Innovation Lab.

EQUIPMENT

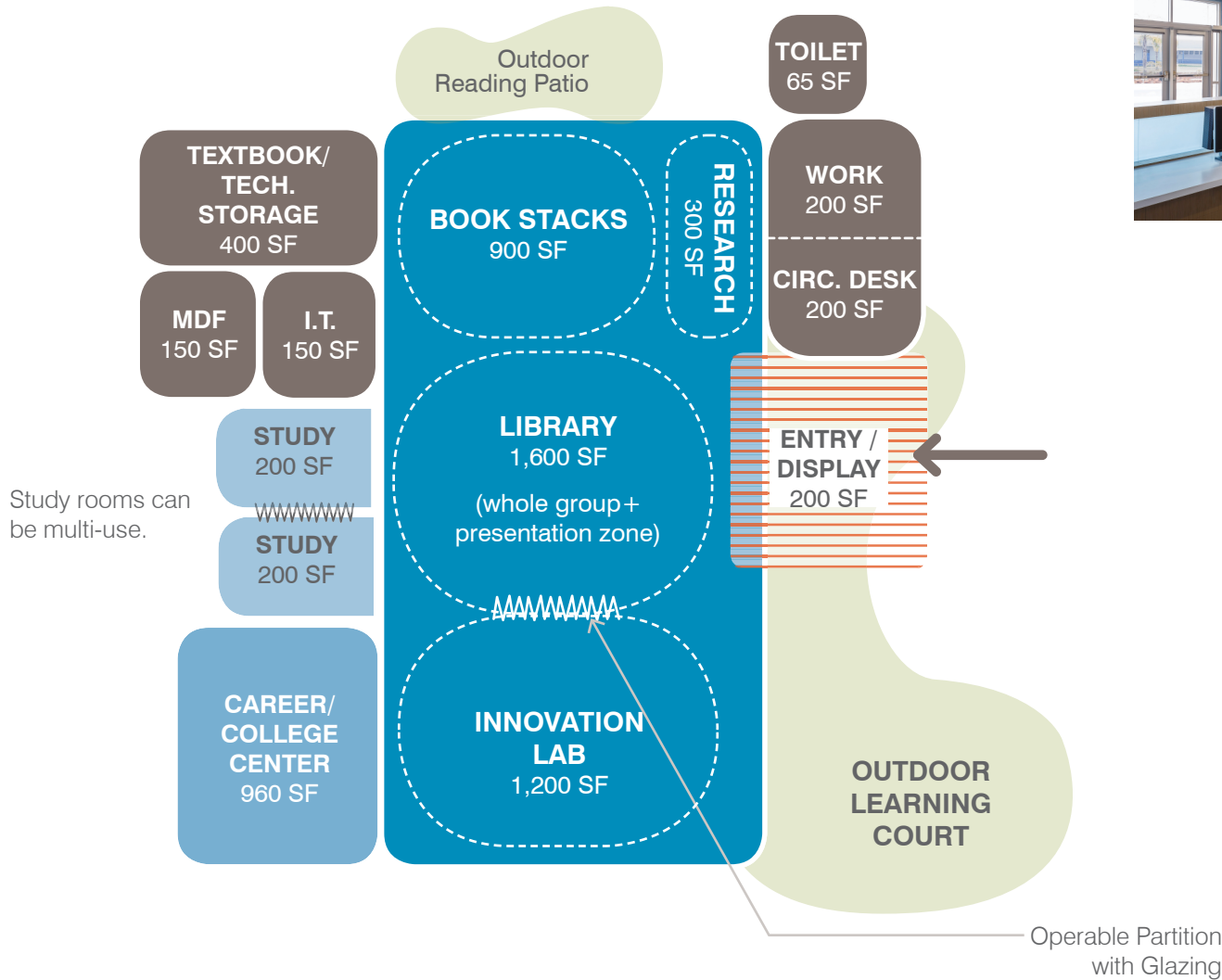
Integrated technology (wireless access) should be uniformly provided. At group instruction area, include interactive whiteboard and large media display; AV system with ability to video broadcast, access virtual learning.

Access to power throughout; floor outlets for flexible arrangements. Research Center with computer counter available for students to search for online information.

Innovation Lab to include Classroom technology and enhanced technology, potentially multiple projection/ displays.

library media center MIDDLE SCHOOL

SPACE DIAGRAM



ORGANIZATION

Square footage based on CDE recommended 3 sf / student

multi-purpose / gym MIDDLE SCHOOL



Paramount High School



Montgomery Middle School

DESIGN OBJECTIVES

- As the activity center for the campus, instill a sense of school pride through color, graphics, signage, award / trophy display. The gym or pavilion (covered, but open to exterior) should be sized to accommodate 1 full size court.
- The MPR and Gym/ Pavilion shall be located near parking for after hours/ community event access.
- The MPR is intended for multi-use. There should be an easy transition from performance space to dining space. Provide ample storage for chairs and tables and PE equipment.
- Warming kitchen with some fresh food options. Provide adequate sized queuing area and system that allows quick flow through serving line to dining area.
- Design with appropriate acoustics to accommodate large group activities.
- Attractive outdoor, covered seating area with shade.
- Access to restrooms and drinking fountains adjacent to the dining area.
- Security / safety measures and storage to accommodate potential community use.

ACTIVITIES

- Assemblies and large group presentations
- Food service seating / social gathering
- Community use
- Instructional activities to support physical education / fitness, music and performance

SPATIAL FEATURES

Flexible / adaptable and durable tables and chairs that are multi-use with the ability to stack/ fold / store away.

Accommodate various storage needs for chairs and tables, PE equipment, community use, activity materials.

Recycling area.

FURNITURE

FINISHES

Acoustically designed space. Incorporate ceiling and wall materials that absorb sound and reduce reverberation time.

Resilient, durable and easy to clean flooring.

Consider operable, acoustic partition at platform to be able to create a Music Classroom space in lieu of separate Music Classroom.

EQUIPMENT

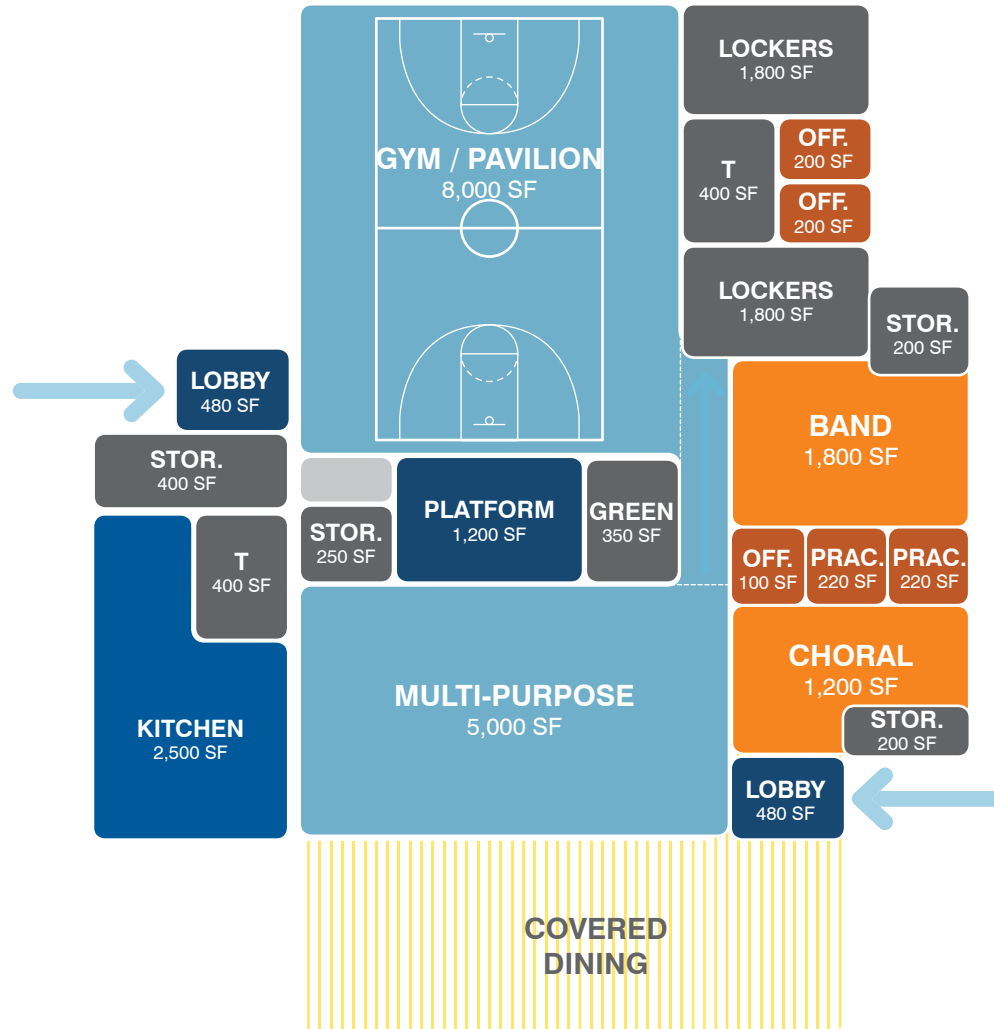
Integrated technology (wireless access) should be uniformly provided. Include large projection.

Integrated audio-visual system for presentation capabilities.

Adjustable lighting to accommodate multiple types of events (testing, presentations, assembly, fitness).

multi-purpose / gym MIDDLE SCHOOL

SPACE DIAGRAM



ORGANIZATION

Locate facility near parking for community events with access to hardcourts and playfields.



3.5

HIGH SCHOOLS
EDUCATIONAL VISION

overall campus HIGH SCHOOL

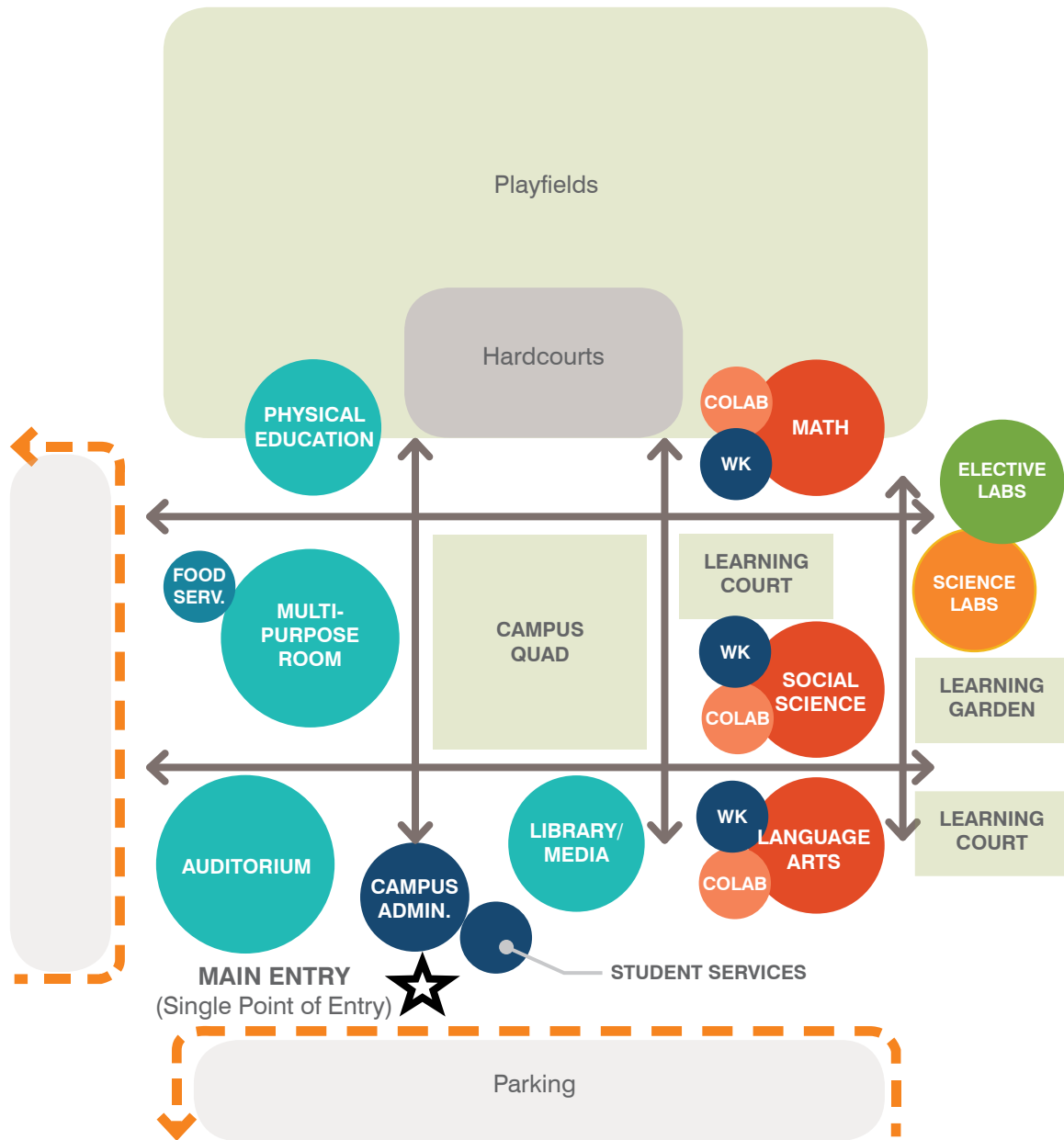
High school students are preparing for the next steps of college or career. Therefore space should support the necessary programs to better prepare students to succeed. The campus should have more of a collegiate feel.

It is Colton Joint Unified School District's (CJUSD) goal to create safe school campuses while maintaining an environment that is welcoming to the community. Students and teachers should feel safe anywhere in the school building and on the campus grounds. A secure environment is one that creates opportunities for passive security strategies and active solutions.

The organization of buildings and site elements should take into consideration supervision and circulation. Campuses should be organized with a clear main point of entry with signage throughout the campus to facilitate wayfinding. Visitors must enter through the main administration office before accessing the rest of the site. Avoid creating areas where supervision could be obscured and consider perimeter fencing and gates to be able to secure the campus. Sites should have the ability to lock down. At a minimum, all exterior doors should be alarmed. Sites should have a security system with cameras in appropriate locations (locations will need to be evaluated by the District).

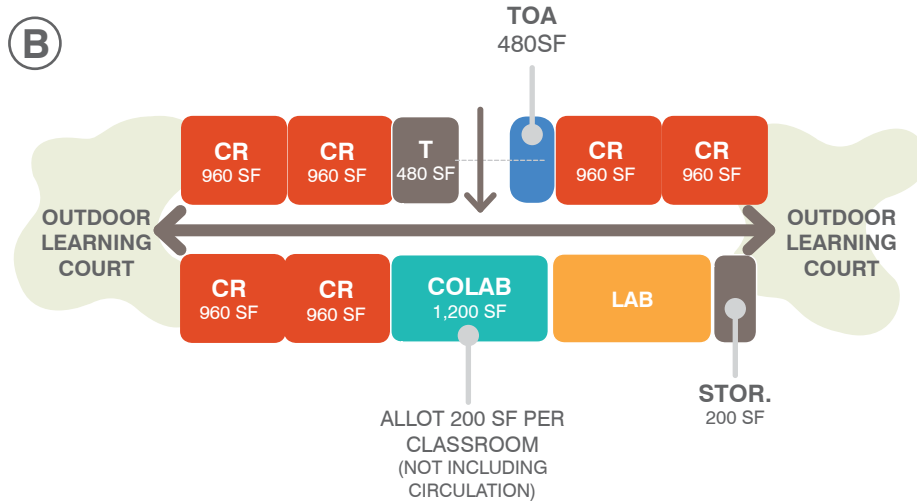
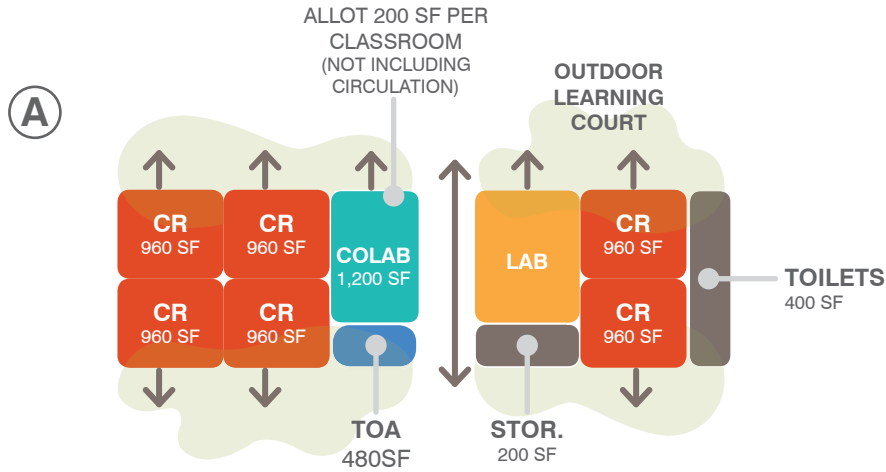
Provide adequate lighting at parking and exterior circulation areas to allow for safe, after hours staff and District maintenance access, as well as school events held at night. Where possible, provide adequate parking to accommodate staff and students. Design for separate drop-offs for bus and parents. Create clear, simple circulation in parking lots to minimize conflicts and provide a safe area for new drivers.

The following is a diagrammatic overall campus. It does not reflect any campus in particular but provides a layout that demonstrates the design considerations as stated within these pages.



classrooms HIGH SCHOOL

SPACE DIAGRAM



ORGANIZATION

Classroom organization options demonstrating labs located with classroom clusters with access to collaboration spaces and outdoor learning commons.

Two Science classrooms are grouped together with a shared lab space.

Provide one TOA shared office space (960sf) per school. TOA's can work with students in shared Collaboration Space.

classrooms HIGH SCHOOL

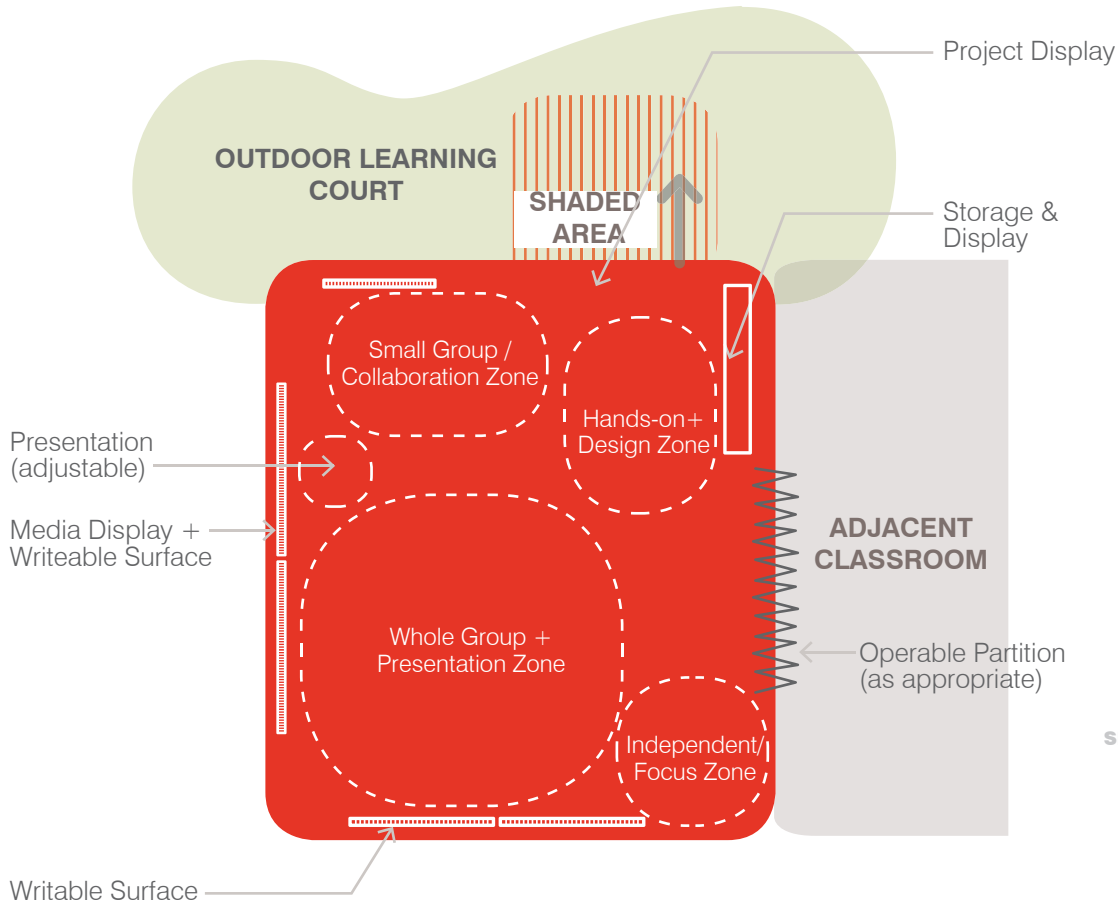


DESIGN OBJECTIVES

- Classrooms to be acoustically separated from each other, organized in a cluster with direct access to an outdoor commons collaboration space with visibility across classroom space to exterior.
- The District is moving towards one to one student to computer access. Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access and the ability to expand capacity in the future.
- Flexible space that can be configured to support the following: whole group instruction, collaboration / small group work, hand-on design, independent / quiet work, outdoor learning.
- Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
- Rooms should be daylit supplemented with high-efficiency fixtures that balance indirect / direct light to reduce shadows and glare and provide even illumination. Lighting should be occupant-controlled around projection, through shading devices and separate switches.
- One TOA (Teacher on Assignment) office and workspace area should be allotted per school. TOA's need a space to store their materials and a space to work with small group of students, which could occur in the Shared Collaboration area.

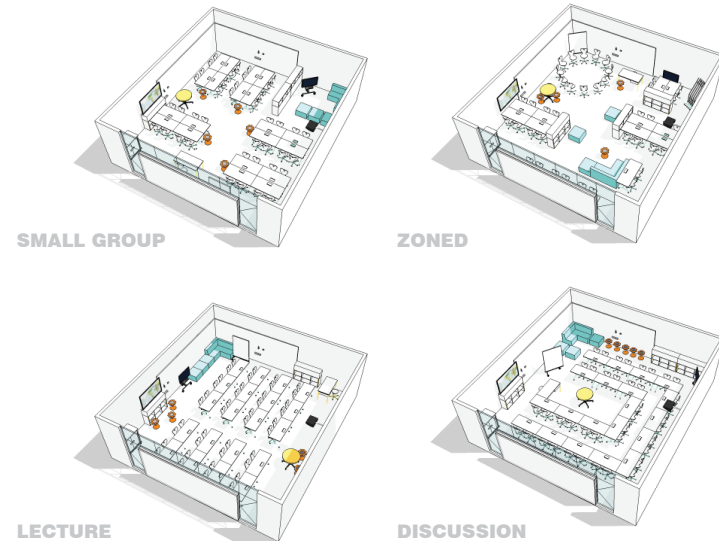
ACTIVITIES	
<ul style="list-style-type: none"> Interdisciplinary, learner-centered instruction with integration of technology Active and passive learning activities Large lecture, small group and individual work Core subject instruction: English Language Arts, Social Studies, Mathematics, Foreign Language 	
SPATIAL FEATURES	
FURNITURE	<p>Furniture should vary based on the activities. Include a variety of types, soft furnishings or stools to encourage mobility throughout the space.</p> <p>Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.</p> <p>Presentation spaces for instructor and students alike.</p>
FINISHES	<p>Finishes should accommodate the activities listed. The space should have resilient flooring for project based activities. The finishes contribute to the acoustical qualities; include materials that absorb sound.</p> <p>Disperse writable surfaces throughout, with spots for gathering and small group break-out. Moveable whiteboards can support small group instruction.</p>
EQUIPMENT	<p>Integrated technology (audio systems, wireless access) should be provided.</p> <p>Classrooms should receive the typical District Presentation Package.</p> <p>Include natural + adjustable lighting with temperature controls within individual classrooms.</p>

SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in 'pods' that open into a shared collaboration space. Typical classrooms shall be 960 SF.



special education HIGH SCHOOL



Johnson Middle School



Grossmont High School

ACTIVITIES

- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Assistive technology and communications devices for those in need

SPATIAL FEATURES

Flexible furnishings, both soft and hard that could include, but not limited to bean bag chairs, hanging swing, tables and chairs.

Living Skills area should include residential kitchen and laundry equipment and storage including sink, refrigerator, stove and oven with exhaust, microwave, and washer / dryer area with acoustic separation from main learning space. Area should be large enough for 4-5 person use.

Flooring should be carpeted in learning spaces, focus rooms, and conference spaces, resilient in living skills or storage areas

Ceiling should be highly acoustic to reduce reverberation time and include acoustical wall treatments.

Use calming colors and dimmable lighting strategies with high color rendering index (CRI 85+), balanced with natural daylighting.

Focus room to have high acoustical separation and visual connection to classroom but not to exterior, with ability to darken space.

Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

Provide electrical and infrastructure necessary to support specialty equipment and devices.

DESIGN OBJECTIVES

- Special Education students shall be integrated as much as possible with the rest of the campus.
- RSP students are integrated into general education classrooms, but need a pull out space for focused help. At schools with a greater population, 2 teachers to share 1 full size Classroom.
- SDC MM and SDC M/S facilities should be self-contained and have direct access to restrooms with changing area, focus room and storage room. Focus rooms provide a calm area for students to recompose.
- The Learning Center is where students can access Counseling, Psychologist, Mental Health Counseling and Speech services. A larger type of office space provides desk space and small group workspace. Offices shall open up into a shared small group space.

FURNITURE

FINISHES

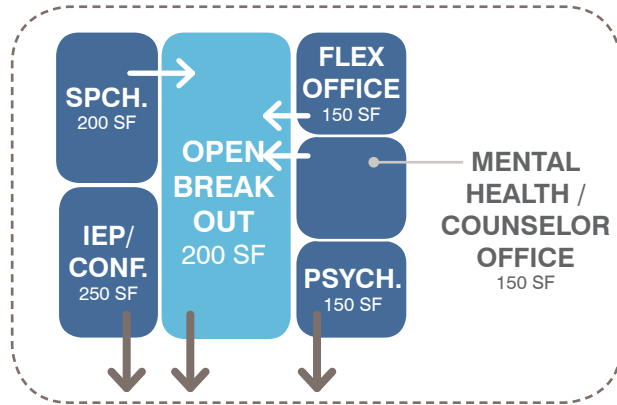
EQUIPMENT

special education HIGH SCHOOL

SPACE DIAGRAM

LEARNING CENTER

Located adjacent or near Administration or central location of campus.



PROGRAMS

Special education programs vary at each site depending on the need of that particular school community. Consult with District Special Education Director for information on which programs reside where at the time. Sites are master planned to current program needs. Current programs include: Hard of Hearing, Visual Impaired, Orthopedic Impaired, Muscular Dystrophy, DHH (through the County), Mild Moderate, Moderate/ Severe, RSP, Speech Services, Autism, Mental Health. Occupational Therapy is at an off site medical therapy unit.

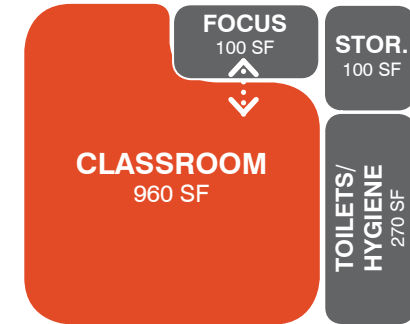
RSP

RSP Students are integrated into general education classrooms, but need a space for focused help. All sites to have minimum of 1 RSP Classroom. Various sites as identified on plans have more to support population. In those cases, two teachers to share one RSP Classroom.



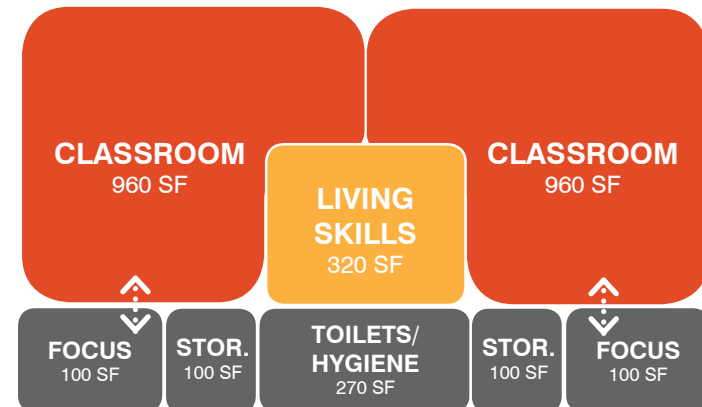
SDC MILD MODERATE (MM)

SDC MM includes autism program. Students are on diploma track. Locate integrated within campus.



SDC MODERATE/ SEVERE (M/S)

The SDC M/S program students are not on diploma track. Program is focused on functional skills.



science labs HIGH SCHOOL



DESIGN OBJECTIVES

- Inspire curiosity, discovery; foster individual interest and investigation. Create an environment where students can take the opportunity to take risks without the fear of failure.
- Appropriate exhaust systems to flush out odors in the spaces that use laboratory chemicals for experiments.
- Incorporate storage space for equipment and materials. Plan for areas for student work display and ongoing project observations.
- Provide opportunities for team teaching and staff collaboration.
- Design space to allow for hands on experimentation lab work as well as lecture. Extend the classroom to the outdoors.

ACTIVITIES

- Whole group, direct instruction and demonstrations
- Small group work
- Hands on experimentation
- Observations and documentation
- Independent work
- Real world problem solving
- Research
- Presentation of projects and ideas

SPATIAL FEATURES

Flexible, mobile furniture to support active learning, locate utilities at ceiling or perimeter of classroom.

Cabinets need to be lockable.

Sinks with countertop space.

FURNITURE

FINISHES

Flooring should be resilient and durable, able to resist acids and stains, encouraging use for creative endeavors and “messy” work.

Acoustical ceiling and finishes to reduce reverberation time to allow for concurrent activities.

Casework/ countertops to be chemical resistant and laboratory grade, lockable, with hot and cold water.

EQUIPMENT

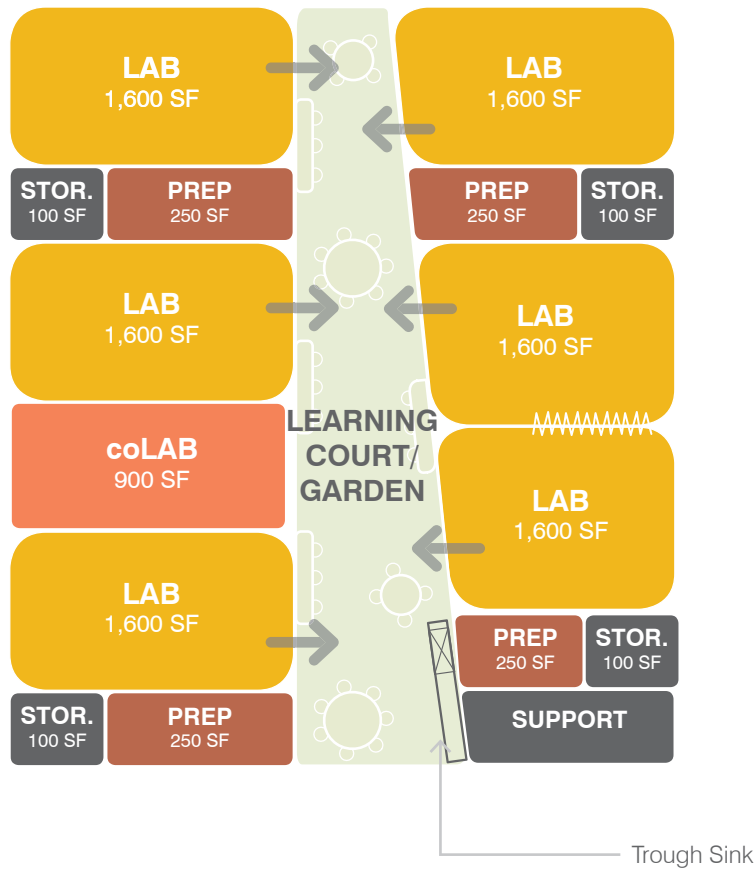
Allow for technology connectivity, with stand-up workstations/tables, multiple presentation areas, digital screens on all walls..

WiFi access throughout (indoors and out).

Recessed emergency eyewash and shower. Fumehood, as required.

science labs HIGH SCHOOL

SPACE DIAGRAM



ORGANIZATION

Group science labs together so that resources can be shared and utility connections can be designed efficiently. Cluster labs together to provide shared Prep Room areas and collaborative areas for students and staff. An exterior learning courtyard can provide an extension of the classroom learning environment.

art (2d / 3d) HIGH SCHOOL



DESIGN OBJECTIVES

- Create an open, flexible classroom environment with space and infrastructure that will respond to changing technology and program needs.
- Showcase student work in these programs to rest of campus through exterior glazing, controllable through shading devices.
- Collocate related programs on site with applicable related fields of study per diagram.
- Provide hands-on “real-world” scenario for students to experience possible career applications.

ACTIVITIES

- Large group instruction and demonstration
- Group and individual project-based learning
- Discussion of design theory and principles of design
- Presentation of artwork, curation of art exhibits
- 2D drawing / sketching / painting / mixed media
- Digital illustration and painting, photo manipulation
- Cross-collaboration with other classes / fields of study

SPATIAL FEATURES

Adjustable height workstations to allow for sitting or standing height.

Multiple sinks for project cleanup and handwashing.

Display areas in and outside of the classroom to showcase student work.

Deep counter areas for larger paper storage, paper cutters, light tables, and other equipment.

FURNITURE

FINISHES

Resilient, durable flooring that is easy to clean and will resist paint spills.

Acoustical ceiling system.

EQUIPMENT

Natural daylighting and views with interior occupant control, blackout for controlled lighting still-life setups, etc.

Increased ventilation rates for paint use and operable windows for improved occupant comfort.

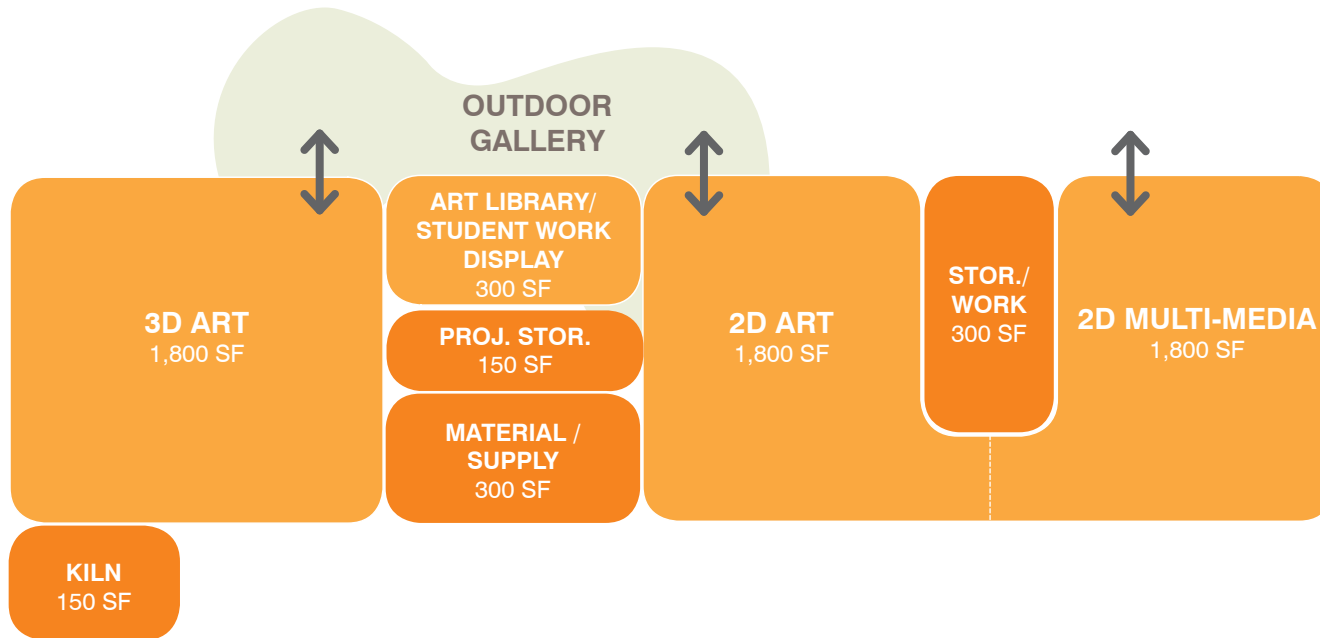
Lockable project and material storage.

art (2d / 3d) HIGH SCHOOL

SPACE DIAGRAM



San Marcos High School



performing arts HIGH SCHOOL



DESIGN OBJECTIVES

- Auditorium renovation considerations: A/V and technology integration, lighting equipment and positions, upgrade lighting including emergency lighting per code; replace fixed seating and provide accessible seating and control desk work areas per code.
- Additional equipment includes lighting/curtain pipe grid, storage for costumes and props, mirror/makeup area. Flooring should be masonite, comparable to stage flooring, and black walls with levels of lighting for classroom use as well as performance use. Utilize acoustical treatment at ceiling/exposed roof deck and walls at high elevations.
- Classrooms should emulate the performance environment.

ACTIVITIES

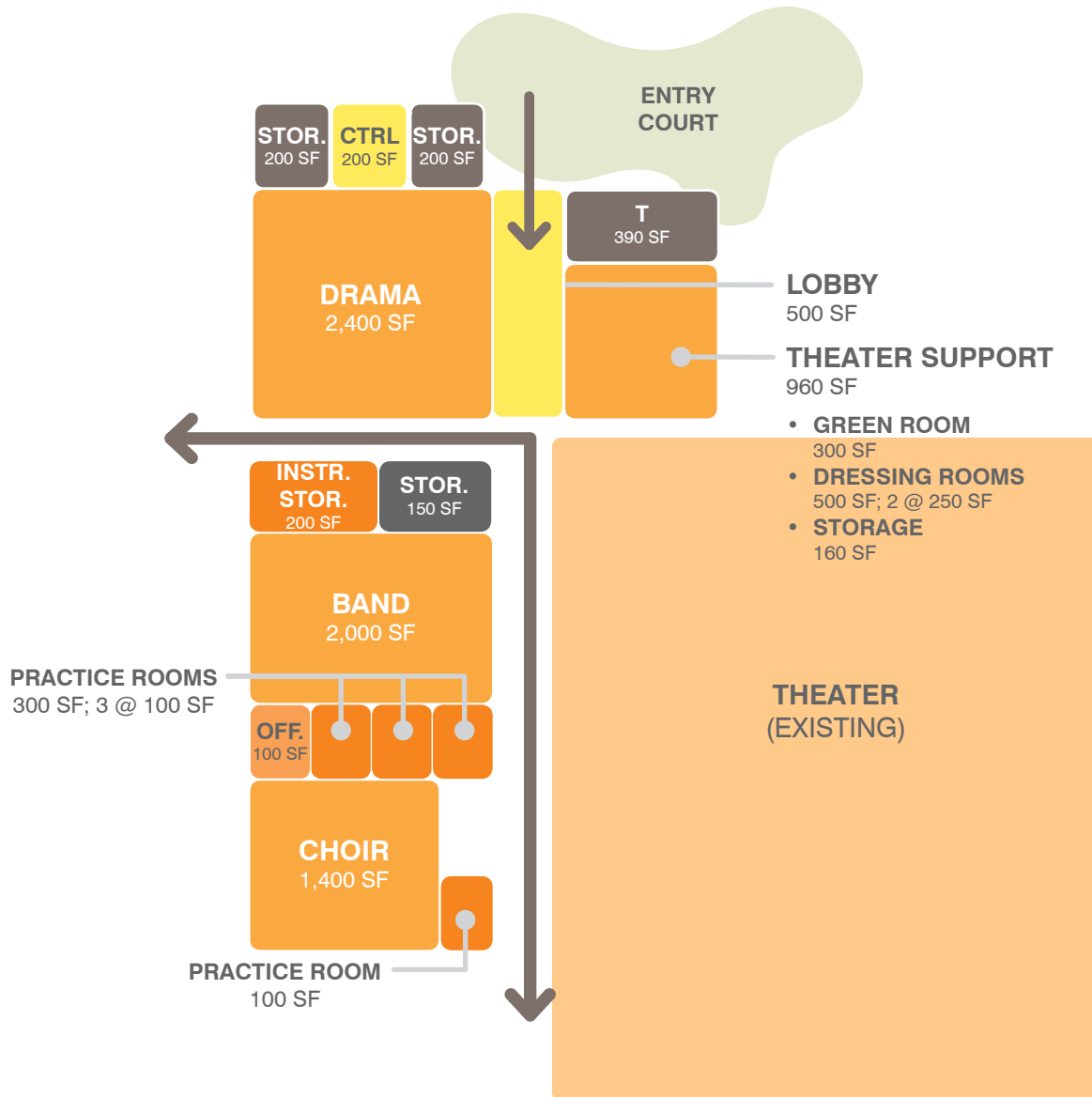
- Large group performances for drama, music, assemblies, lectures, large group meetings, community events
- Music and Drama classroom space with storage and teacher office area
- Hands-on experience through rehearsals and after-school performances
- Development of technical abilities and improvisation technique

SPATIAL FEATURES

FURNITURE	FINISHES	EQUIPMENT
Select furniture as based on the needs of the elective program.	Appropriate finishes for acoustics at walls.	Instrument storage at Music, prop/costume storage at Drama, accessible sinks at each for cleaning out instruments and washing up stage makeup.
Furnishing should be flexible, mobile and durable.	Resilient flooring at Music and masonite/stage flooring at Drama.	Display area for upcoming shows & awards.
		Typical classroom technology and Audio/Visual (AV) system.

performing arts HIGH SCHOOL

SPACE DIAGRAM



high bay lab / cte HIGH SCHOOL



DESIGN OBJECTIVES

- CTE labs should provide “real-world” scenarios for students to experience possible career applications.
- Design labs to be open and flexible with space to accommodate the changing the technological and infrastructure needs of the program.
- Showcase student work to campus through the use of exterior glazing with controllable shade devices.
- Consider co-locate CTE labs with classroom spaces to allow for collaboration and interdisciplinary learning.

ACTIVITIES

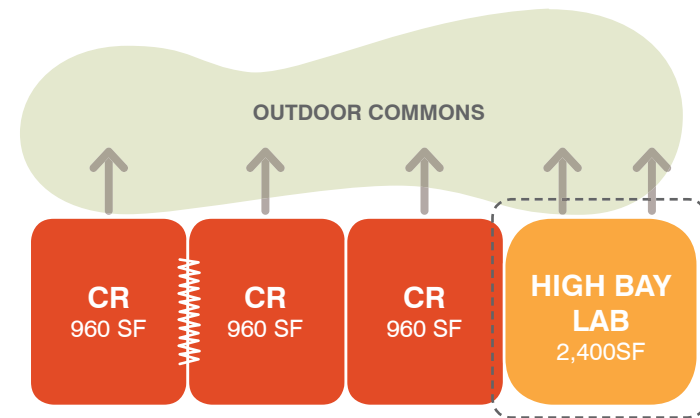
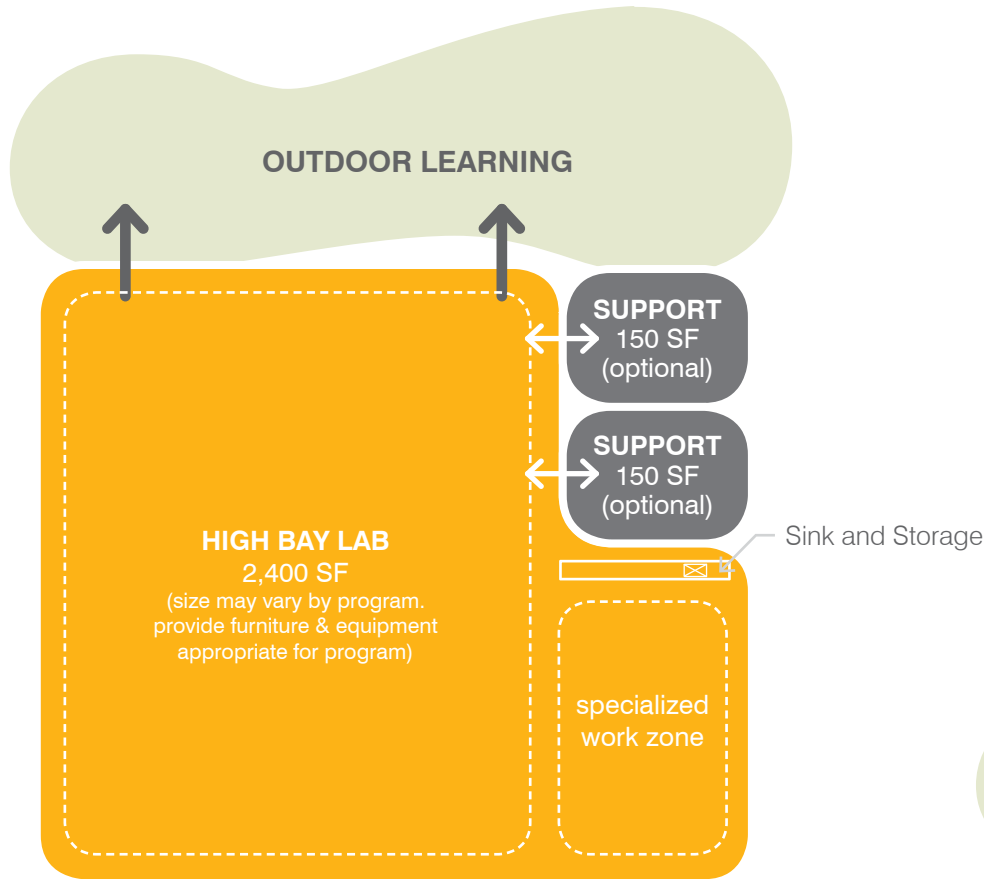
- Hands-on learning for technical skills training
- Large group instruction and demonstration
- Interdisciplinary technical projects relating to other course work

SPATIAL FEATURES

FURNITURE	Select furniture as based on the needs of the CTE program.
	Furnishing should be flexible, mobile and durable.
FINISHES	Polished concrete or epoxy coated floor for durability and dirt/oil resistance.
	Furnishings should be flexible, mobile and durable. Acoustic ceiling and wall treatments as needed.
EQUIPMENT	Provide technology and equipment appropriate to CTE elective.
	Equipment provided should reflect technology used in current field practices in order to create a “real-world” learning environment. Integrated technology (audio systems, wireless access) should be provided.

high bay lab / cte HIGH SCHOOL

SPACE DIAGRAM



elective/ cte lab HIGH SCHOOL



DESIGN OBJECTIVES

- CTE labs should provide “real-world” scenarios for students to experience possible career applications.
- Design labs to be open and flexible with space to accommodate the changing the technological and infrastructure needs of the program.
- Showcase student work to campus through the use of exterior glazing with controllable shade devices.
- Consider co-locating CTE labs with classroom spaces to allow for collaboration and interdisciplinary learning.

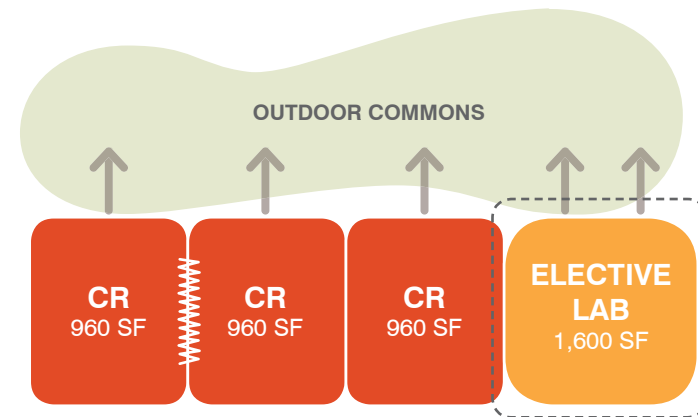
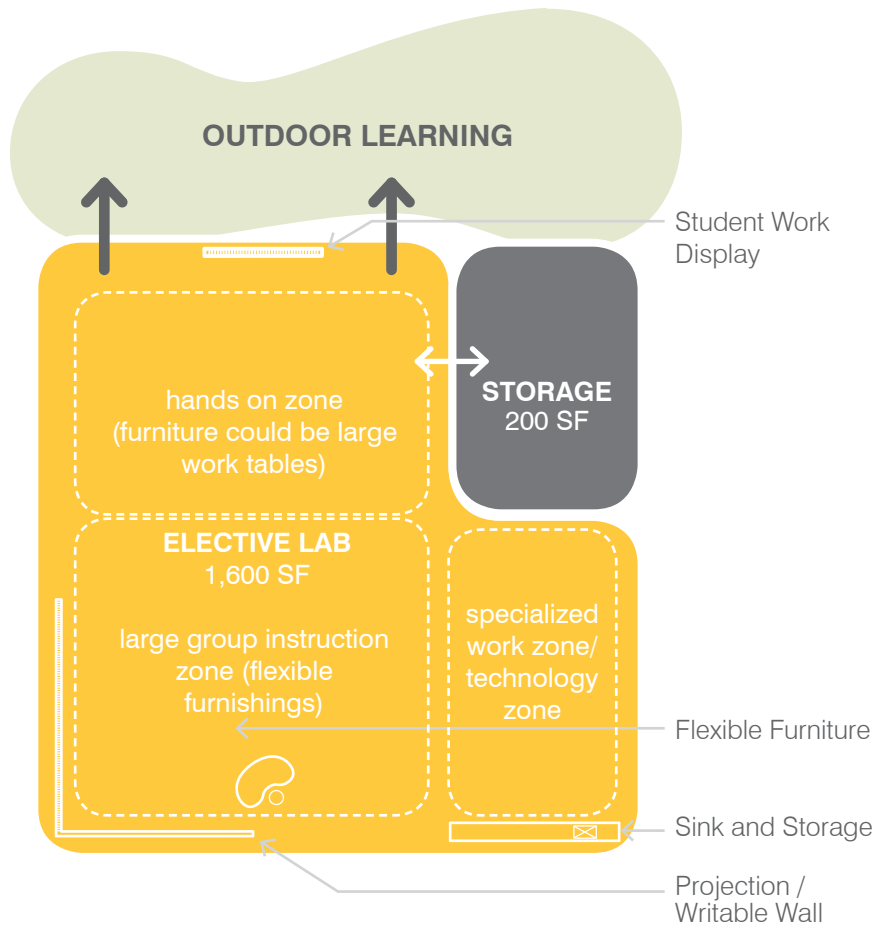
ACTIVITIES

- Hands-on learning for technical skills training
- Student-lead project based learning
- Interdisciplinary technical projects relating to other course work

SPATIAL FEATURES

FURNITURE	Select furniture as based on the needs of the CTE program.
	Furnishing should be flexible, mobile and durable.
FINISHES	Finishes should accommodate the activities listed. The space should have resilient flooring or carpet dependent on program needs.
	The finishes contribute to the acoustical qualities; include materials that absorb sound.
EQUIPMENT	Provide technology and equipment appropriate to CTE elective.
	CTE Elective Labs should receive the typical Classroom technology.
	Integrated technology (audio systems, wireless access) should be provided.

SPACE DIAGRAM



administration HIGH SCHOOL



ACTIVITIES

- Check-in, Front Entry, “Welcome Center”
- Administrative duties
- Conference
- Discipline meetings
- Counseling
- Health Support
- Staff Collaboration and Professional Development
- Attendance, enrollment, supply/records storage

SPATIAL FEATURES

Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area.

Casework at standing and seated working heights for reception and workrooms.

Carpet in office/ conference areas; resilient in workrooms and health.

Ceilings should be primarily acoustic with limited areas of dropped hardlid.

Display area for school information and notices.

Integrated technology (wireless access) should be uniformly provided. Digital display for announcements and student work.

Adjustable lighting balanced with natural daylighting and personal controlled shading devices.

Staff Lounge to have video conference ability, projection surface and writeable surface.

DESIGN OBJECTIVES

- Define a single-point entry, establish school identity and pride.
- Welcoming, obvious presence to visitors and parents.
- Area for student work display.
- Limit access to private staff spaces, clearly define public spaces (lobby / waiting area).
- Encourage staff communication and collaboration by creating welcoming areas with soft furniture, varied lighting, views to exterior and amenities such as coffee makers.
- Meet CDE standards for health office.
- Parent / volunteer workroom area.
- 3 SF per pupil (min. 600 SF) per California Dept. of Education.
- In new construction, design for additional staff restrooms at various parts of campus in addition to restrooms at the main office.

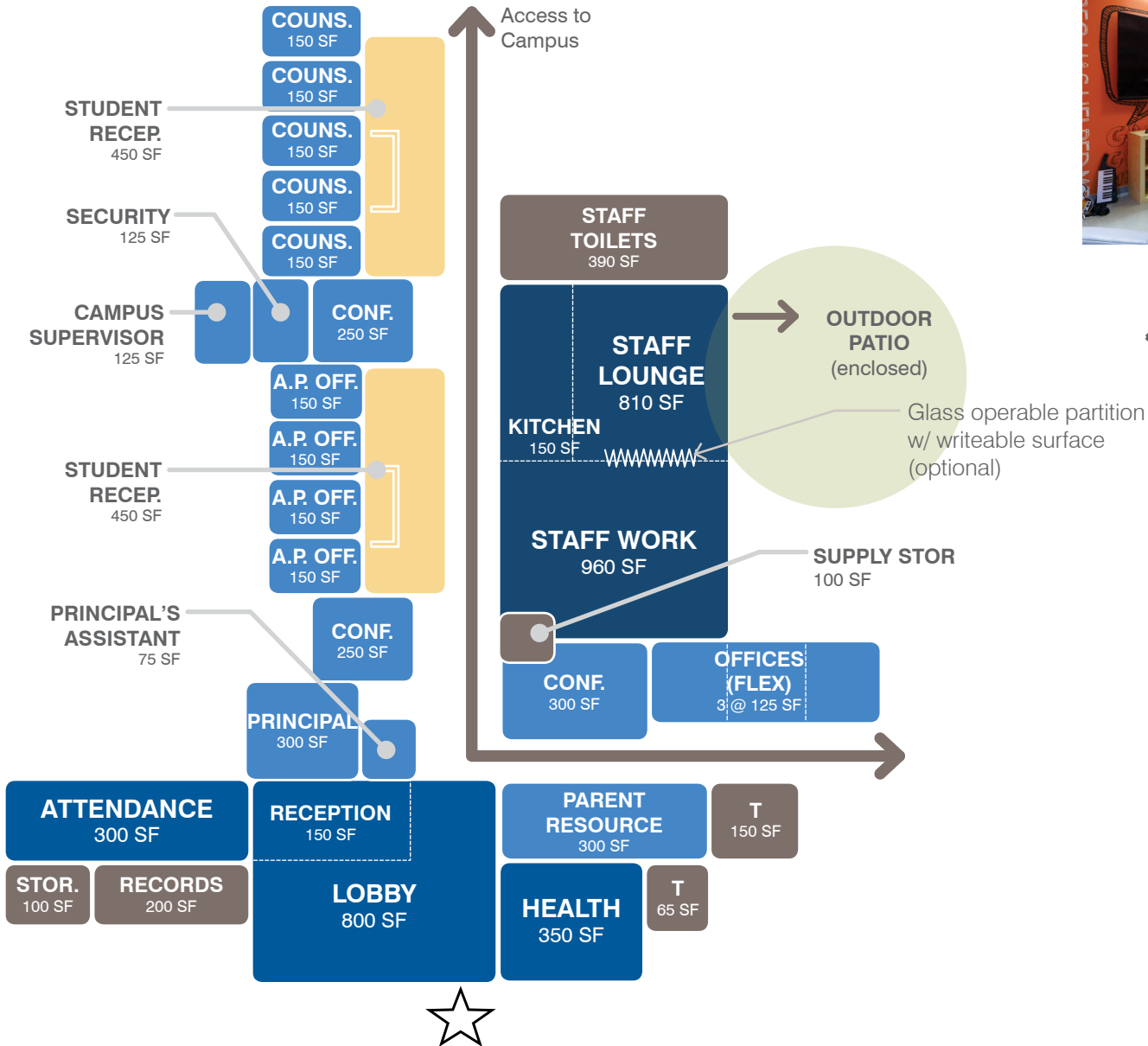
FURNITURE

FINISHES

EQUIPMENT

administration HIGH SCHOOL

SPACE DIAGRAM



ORGANIZATION

Principal should be located near staff to facilitate collaboration and communication.

Separate public functions / lobby from more private administrative functions.

student union & cafeteria + library HIGH SCHOOL



Ernst McBride High School



Paramount High School

ACTIVITIES

- Main, central gathering space for students
- Promote staff, student & community social interactions
- Display student work
- Promote current events at the school

SPATIAL FEATURES

Comfortable, soft seating with access to power / wireless internet for personal devices.

Recycling area for storage and collection of recyclables.

Display area for clubs and activities.

Carpet. Painted Gypsum Board. Tackable / writable wall surfaces.

Acoustically absorptive finishes, including ceilings, floors and walls as necessary to maintain an environment with multipl group activities occurring.

Audio-Visual systems for presentation capabilities.

Food service area to conform to health department standards and equipment to be verified by the district.

DESIGN OBJECTIVES

- Provide a high flexible space for collaboration and multimodal learning.
- Provide ubiquitous access to mobile technologies.
- Provide spaces for the display of student work and revolving thematic displays.
- Provide a clear “line of sight” to all student areas for supervision.
- Food Service area should have easy access and queuing system that flows through serving lines and into interior dining area, encouraging student use of food service.
- ASB classroom area with school store and project storage room.
- Adjacent to Parking / After School Events.
- Access to restrooms adjacent to lunch areas.
- Shade/covered areas at exterior for dining.
- Inspire students and instill a sense of school pride through color, graphics, signage, display areas.
- Ample storage for chairs & tables, instructional equipment.

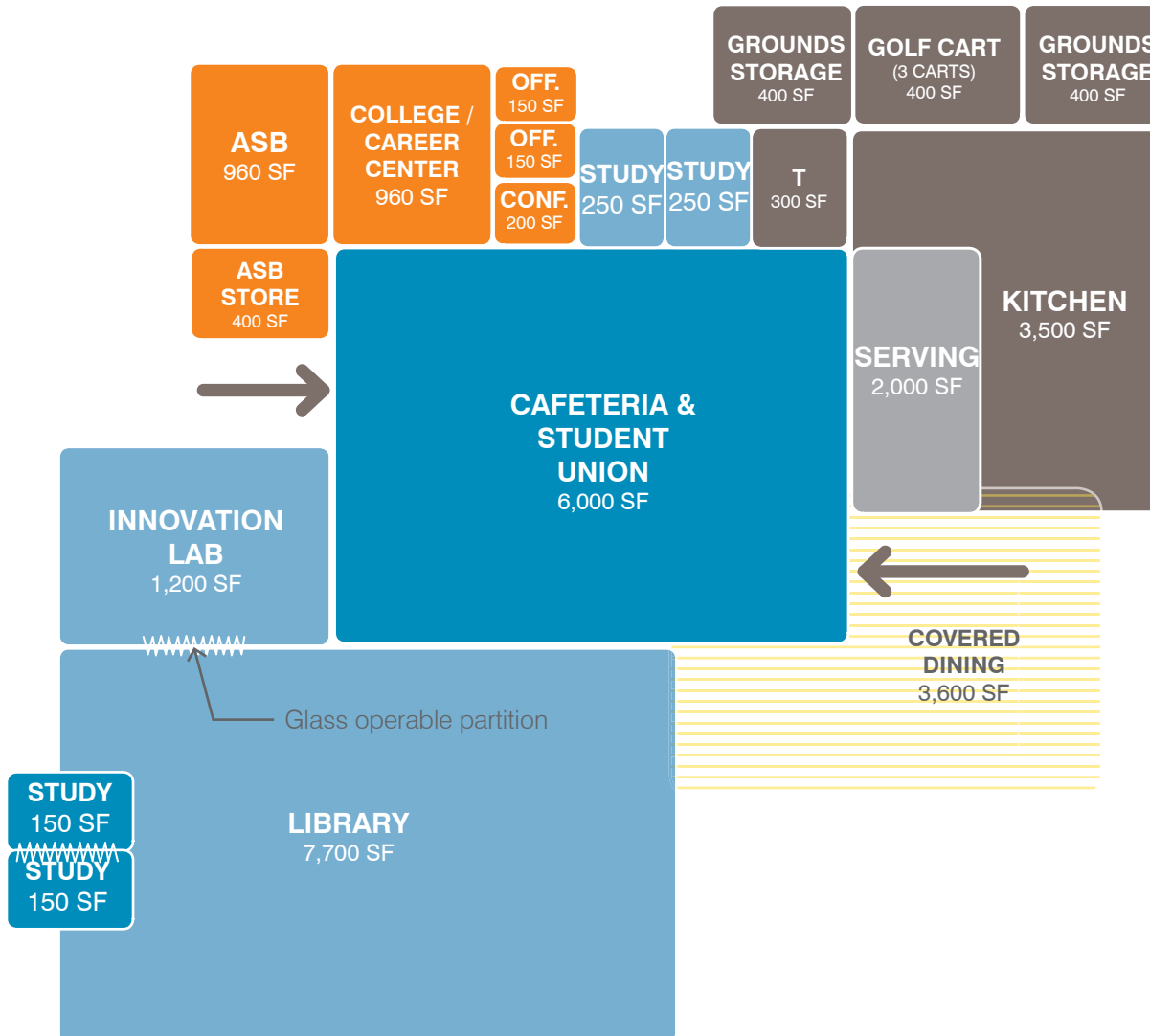
FURNITURE

FINISHES

EQUIPMENT

student union & cafeteria + library HIGH SCHOOL

SPACE DIAGRAM



ORGANIZATION

Square footage of Library based on CDE recommended 4 sf / student.

LIBRARY INCLUDES:

- CIRC. DESK & OFFICE	300 SF
- WORK/ PROCESSING	300 SF
- STAFF TOILET	75 SF
- TEXTBOOK/ TECH STORAGE	200 SF
- READING	1,800 SF
- STACKS	1,800 SF
- REFERENCE	400 SF
- STUDENT WORK/ STUDY	2 @ 150 SF
- TECH OFFICE & SUPPORT	550 SF
- MDF	200 SF

gymnasium HIGH SCHOOL



McBride High School



Paramount High School

ACTIVITIES

- Instructional activities
- Assemblies and large group presentation
- Community use
- Physical education / athletics
- Health instruction

SPATIAL FEATURES

Display area for awards and scheduling.

Ceilings should be acoustically absorptive and durable.

Resilient, durable and easy to clean flooring.

Audio-Visual systems for presentation capabilities.

DESIGN OBJECTIVES

- Proper acoustics & durability.
- Sprung wood flooring at gym.
- Access to building near parking.
- Provide quality sound, lighting and acoustic systems.
- Ample storage for athletic equipment.
- Inspire students and instill a sense of school pride through color, graphics signage, display.
- Coach's offices should be elevated and have supervision over Locker Room areas.
- Main gym should have 3- cross courts.
- Bleacher type seating shall be retractable to provide flexibility.

FURNITURE

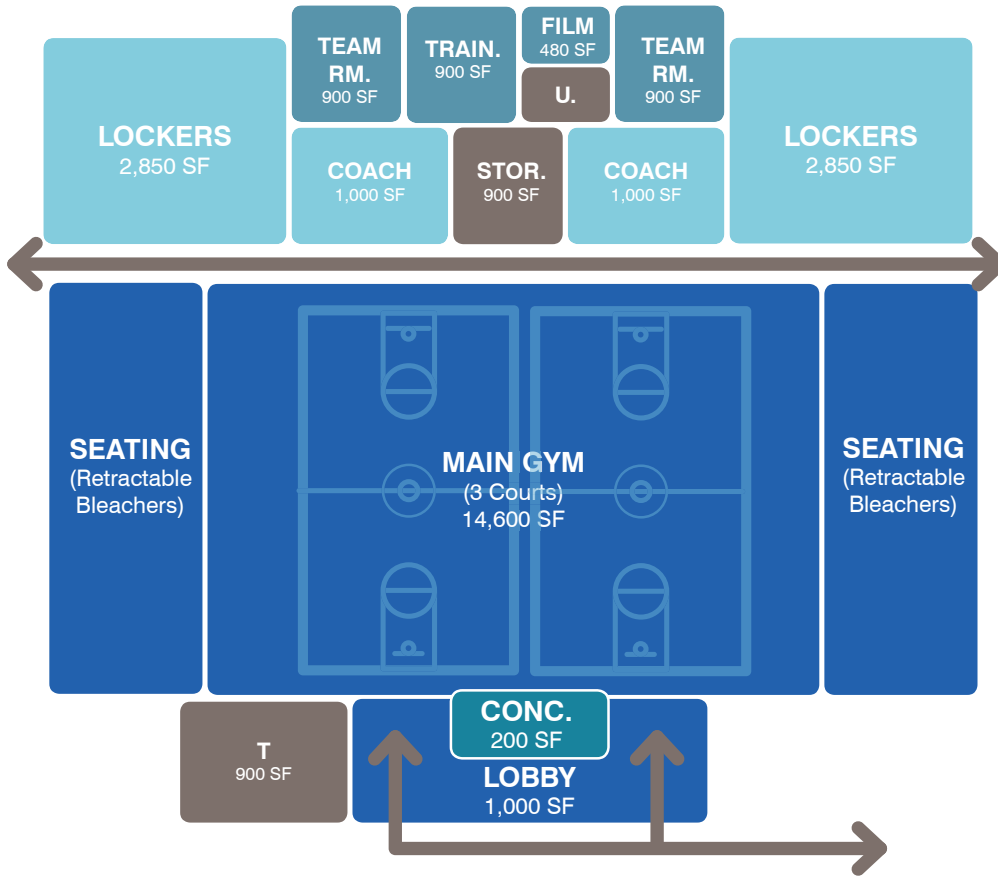
FINISHES

EQUIPMENT

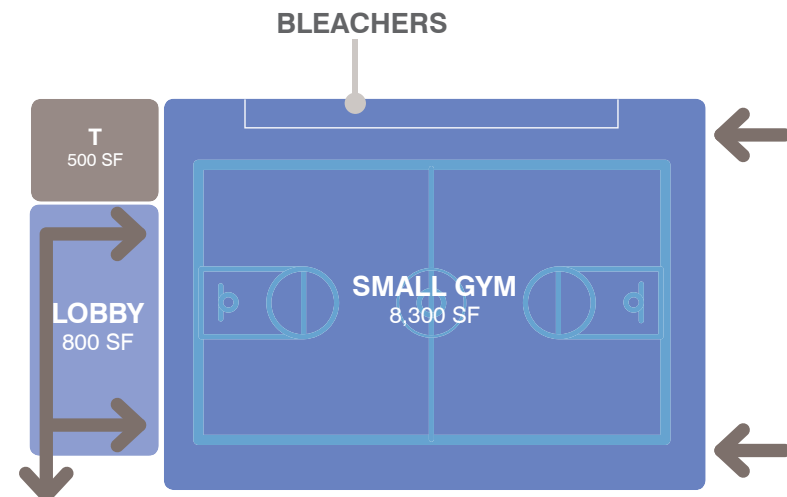
gymnasium HIGH SCHOOL

SPACE DIAGRAM

MAIN GYM



SMALL GYM



physical education classrooms HIGH SCHOOL



Paramount High School



San Marcos High School

ACTIVITIES

- Sports Medicine instruction and hands-on applications
- Physical education instruction and practice for wrestling and dance
- Weight lifting and physical training
- Film review

SPATIAL FEATURES

DESIGN OBJECTIVES

- Physical education classrooms provide spaces for learning, training and practice for various athletic and PE programs.
- Pe classrooms should provide ample space for safe training and instruction.
- PE classrooms co-located to gyms, locker rooms, and playfields as much as possible.
- Ample storage for athletic equipment.

FURNITURE FINISHES EQUIPMENT

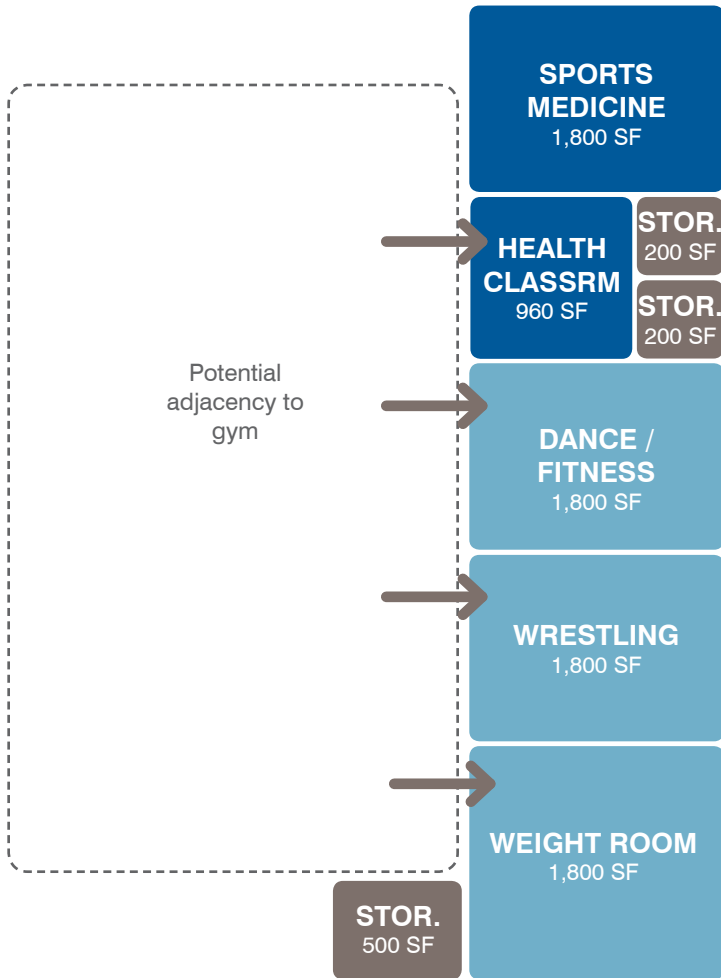
Furniture for each space to be provided based on the need of the activity, if needed at all.

Durable floor and wall finishes to be provided based on the program needs for each space..

Equipment for each space to be provided based on the need of the activity.

physical education classrooms HIGH SCHOOL

SPACE DIAGRAM



stadium HIGH SCHOOL



Paramount High School



Paramount High School

ACTIVITIES

- Physical Education
- Athletic Practice Space
- Assembly
- Changing

SPATIAL FEATURES

DESIGN OBJECTIVES

- Physical education / athletic facilities display a sense of school pride and are the 'face' of the school for the community. Design aesthetically pleasing facilities that demonstrate school pride.
- Physical education programs are integral in supporting students' high school experience. Engage students to value the importance of fitness and help them develop life long, healthy habits.
- Gym and locker facilities with access to other PE / athletic spaces. Adequate size locker rooms and lockers that accommodate student backpacks.
- Provide Team Rooms for Athletics separate from PE. Include a training room, fitness room with sports flooring and adequate equipment storage.
- Utilize synthetic field and track at stadiums to support heavy, year round usage.
- Consider community access and safety.

SHARED CONCESSIONS

- Finishes shall be easy to maintain and easy to clean. Consider the following:
- Concrete floors finished with epoxy.
 - FRP, large format ceramic tile, or other washable wall surface.
 - Painted gypsum board or lay-in ceiling.

Standing height counter with lower and upper cabinets.

Counter with lower cabinets at transaction window with open shelving.

POS station.

Under counter refrigerator, microwave, and other concession equipment.

Fixed marker board.

PRESS BOX

Concrete floors finished with epoxy.

Gypsum board walls finished with paint.

Suspended ACT ceiling.

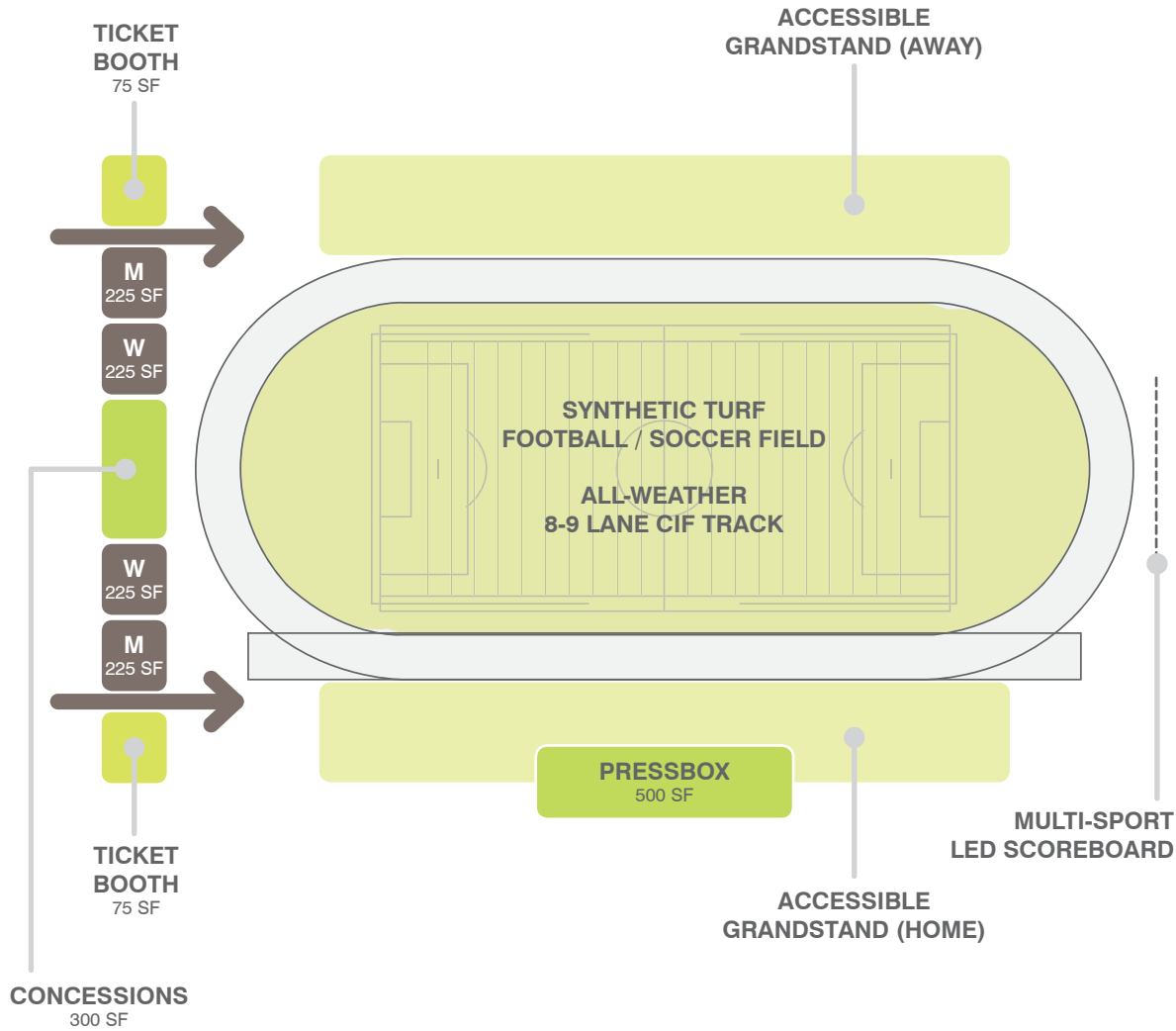
Sitting height counter with clear floor space for chairs.

AV system.

Computer station and printer.

stadium HIGH SCHOOL

SPACE DIAGRAM



3.5

EDUCATIONAL VISION HIGH SCHOOLS

Colton Joint Unified School District
Long Range Facilities Master Plan

aquatic center HIGH SCHOOL



ACTIVITIES

- Physical education
- Athletic practice space
- Instructional, competitive, recreational swim programs

SPATIAL FEATURES

- Concrete floors finished with epoxy.
- Ceramic tile walls.
- Painted gypsum board ceiling.
- Provide proper ventilation, floor drainage and adequate lighting.

DESIGN OBJECTIVES

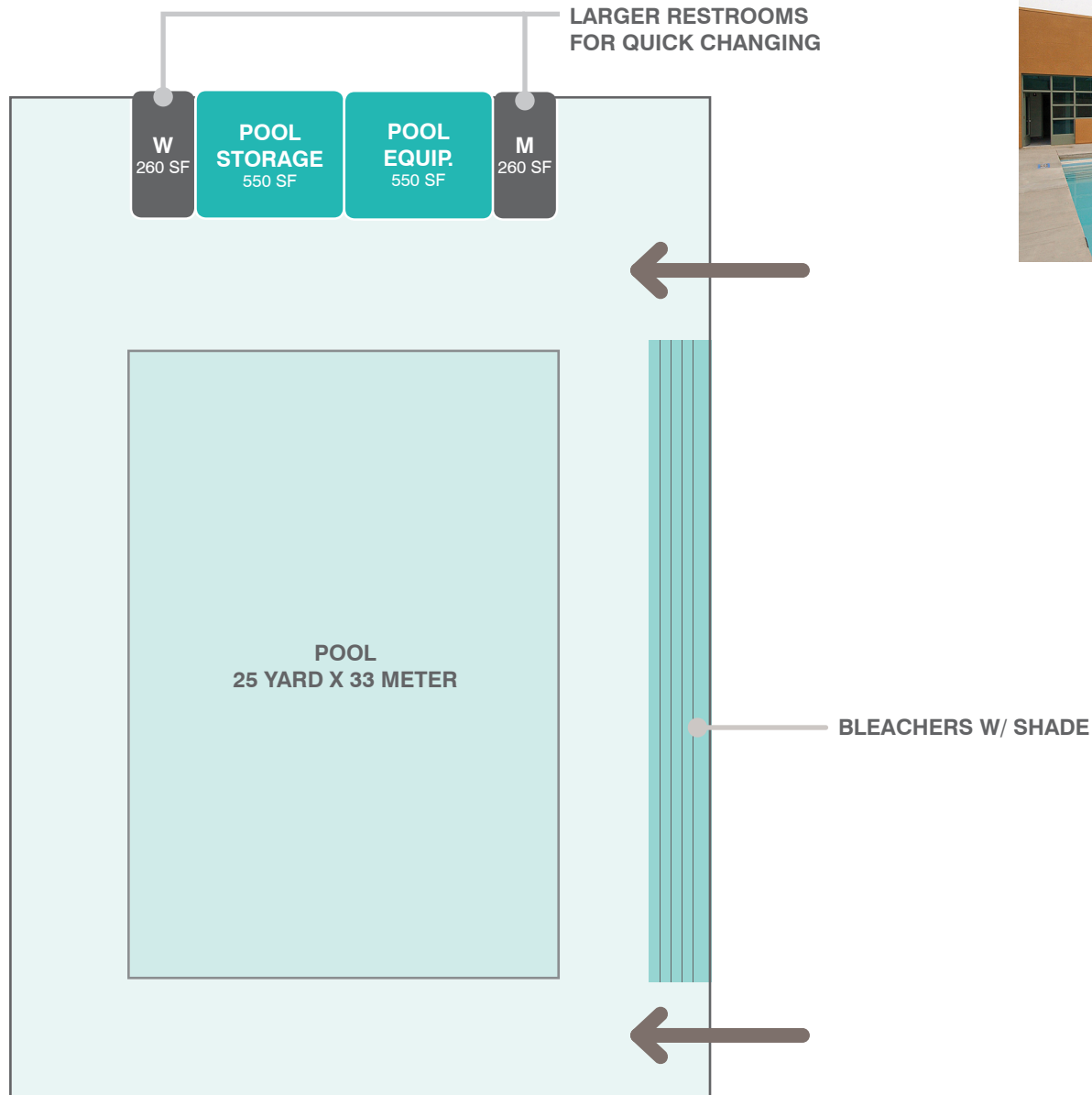
- Swimming is a big part of the high school athletics and physical education program.
- Physical education programs are integral in supporting students' high school experience. Engage students to value the importance of fitness and help them develop life long healthy habits.
- Facilities should be aesthetically pleasing and exhibit school pride.
- Locate aquatics center near main locker room facilities.
- Larger restrooms on deck allow for quick changes.
- Provide adequate storage for pool equipment.

RESTROOMS / CHANGING

- Regulation size of 25 yard x 33 meter.
- Concrete deck.
- AV System.
- Outdoor lighting.

POOL

SPACE DIAGRAM



ORGANIZATION

Locate near main locker rooms for access.