

# San Ramon Valley Unified School District

Facility Development Committee (FDC)

**MEETING #02: FINDINGS**

**MARCH 20, 2023**



# AGENDA: SCHOOL SITE FINDINGS & WIP

## Meeting #1

February 6  
Mon 5:45-7:45  
Virtual

### “If You Could Dream”

FMP Process & Schedule Overview  
Draft Community Survey Review for Input  
Draft Guiding Principles  
Community Asset Mapping

## Meeting #2

March 20  
Mon 5:45-7:45  
Virtual

### Findings

Facility Condition Assessment Findings  
Ed Specs Focus Group Findings  
Campus Visioning Workshop Emerging Patterns  
Engagement Activity: Challenges & Strategies

## Meeting #3

May 23  
Tues 5:30-7:30  
PDC - in person

### District Vision

Community Engagement Survey Results  
Demographic Trends & Capacity Analysis  
Input on Campus Vision Projects for each Campus

## Meeting #4

Oct 5  
Thurs 5:30-7:30  
Virtual

### Community Forums Debrief

Final Site Plan Diagrams  
Final Ed Specs  
Community Engagement Survey Results Update

## Meeting #5

Nov 30  
Thurs 5:30-7:30  
PDC - in person

### Project Prioritization

Total Program Cost & Potential Funding Sources  
Stakeholder Groups Priorities  
SRVUSD Planning Team Prioritization Activity



# **AGENDA:**

## **FINDINGS & WORK-IN-PROGRESS**

1. Synthesis of Engagement Exercises from FDC #1
2. Kitchen / Child Nutrition Long Range Plan Update
3. Facility Condition Assessment (FCA) Findings (Physical)
4. Ed Specs Focus Group Findings (Educational Effectiveness)
5. Campus Visioning Workshop Emerging Patterns
6. Engagement Activity: Prioritizing Strategies



# LONG RANGE FACILITIES PLAN SCHEDULE

- **LRFP Committee Meetings:** Monthly starting February 6<sup>th</sup>
- **Site Committee Visioning Workshops #1:** February 16<sup>th</sup> – March 10<sup>th</sup>
- **Community Online Surveys:** deployment to align with District schedule
- **(4) Town Halls:** ~~April 26<sup>th</sup>, April 27<sup>th</sup>, May 10<sup>th</sup>, May 11<sup>th</sup>~~
- **Site Committee Workshops #2:** ~~Weeks of May 1<sup>st</sup> and May 15<sup>th</sup>~~
- **Finalize site plan diagrams, cost estimating:** ~~Summer 2023~~
- **Goal: Project Prioritization, finalize website, Board approval by** ~~October 2023~~

# LONG RANGE FACILITIES PLAN **SCHEDULE UPDATE**

- **SRVUSD Planning Group Meetings:** Monthly starting February 6<sup>th</sup>
- **Site Committee Visioning Workshops #1:** February 16<sup>th</sup> – March 10<sup>th</sup>
- **Community Online Surveys:** deployment to align with District schedule
- **(4) Town Halls:** 9/7: Cal HS, 9/13: Dougherty HS, 9/14: Monte Vista, 9/20: SRVHS
- **Site Committee Workshops #2:** 30 min. virtual call week following that site's Town Hall
- **Finalize site plan diagrams, cost estimating:** October / November
- **Goal: Project Prioritization, finalize website, Board approval by February 2024**

# AGENDA:

## FDC SCHEDULE UPDATE

### Meeting #1

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FACILITIES DEVELOPMENT MEETING #1

# **SYNTHESIS OF ENGAGEMENT EXERCISES**

# **SURVEY INPUT FROM FDC #01 SUMMARY**

## **COMMUNITY SURVEY**

- Lingo for staff adjusted + rewording
- Added more items to the selections, a few noted below
- Some comments had to do with operations, not long-range plan
- Ask community if they use the campuses outside of school hours
- Added Education Center and Service Center to list to identify site you are on
- Added “Confidential Meeting spaces” to list of environments most important
- Re: TK preferred schedule (half vs. full day), asking why they choose it

**NOTE: See Appendix for complete list of comments and how they were processed.**



# **SURVEY INPUT FROM FDC #01 SUMMARY**

## **STUDENT SURVEY**

- Added more response options and more questions
- Eliminate questions in survey that are repeated in Healthy Kids Survey.
- Add a question re: technology connectivity (ties into adequate infrastructure)
- Add: What elementary school did you go to?
- Clarify how answering these questions will be factored into the Facilities Devt. Plan
- Add a question to find out when kids are on campus (before or after)
- Provide examples for students describing alternative options to plan for the future
- Added Community Services Opportunities -an option for learning experiences
- Find out how many SRVHS students eat school lunch or what they do instead
- Since Cal HS can't go off campus, ask questions to find out what they like and don't
- Add question: "How do you get to school?"
- Add: I enjoy attending sporting events and feel school spirit is inclusive.

**NOTE: See Appendix for complete list of comments and how they were processed.**

# SURVEY INPUT FROM FDC #01 SUMMARY

## CTE SURVEY - OVERARCHING COMMENTS

- *Adding programs means losing other successful programs. A trades program means dedicated facility, tools, materials, storage, space, staffing, etc. Will have buy in to make it a large enough program to justify all the above?*
- *CTE must be high skilled, high demand, high paid, and available in the area.*
- *Centralized CTE + offer transportation included vs. offer at all campuses.*
- **At SRVUSD there are different CTE Pathways offered at different high schools. Would it be better to offer the same pathways at each HS campus? “This is great, but how do kids get exposed to these to know if they’re interested?”**
- **Would it be a good idea to begin offering CTE Pathway Preview classes at the middle school level so students could try out three different pathways in a semester? How would it work if its not at every campus?**
- **Clarifying questions, adding selections**

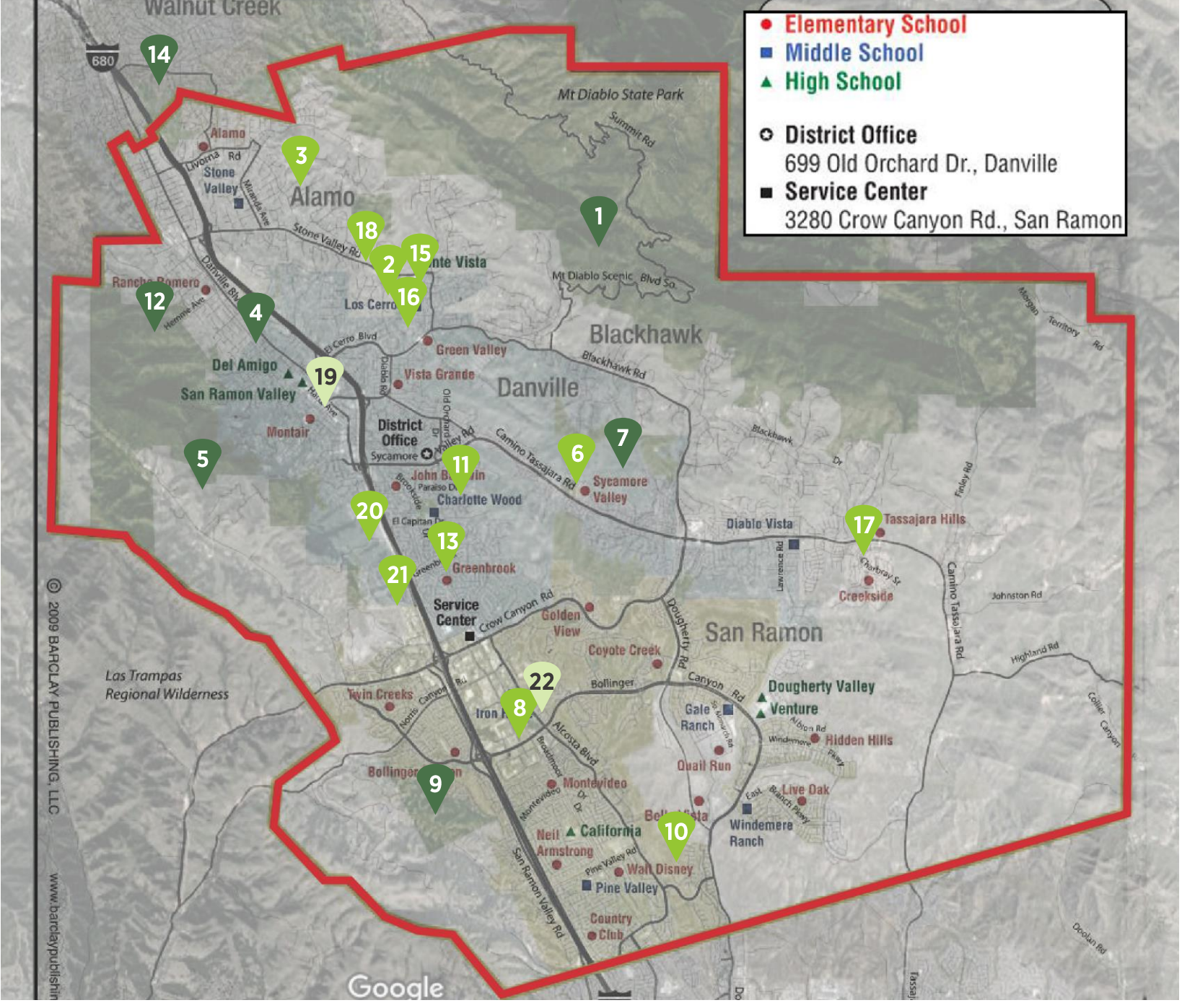
**NOTE: See Appendix for complete list of comments and how they were processed.**

# Community Asset Mapping

1. What successful alliances already exist? (i.e. industry partners for internships, joint use parks, community colleges, etc.)
2. What places do students say they love and why?
3. What are places you love or think have potential to be an SRVUSD asset and why?

*Participants were asked to map out Community Assets for a holistic approach to planning that factors in successful alliances and community connections.*

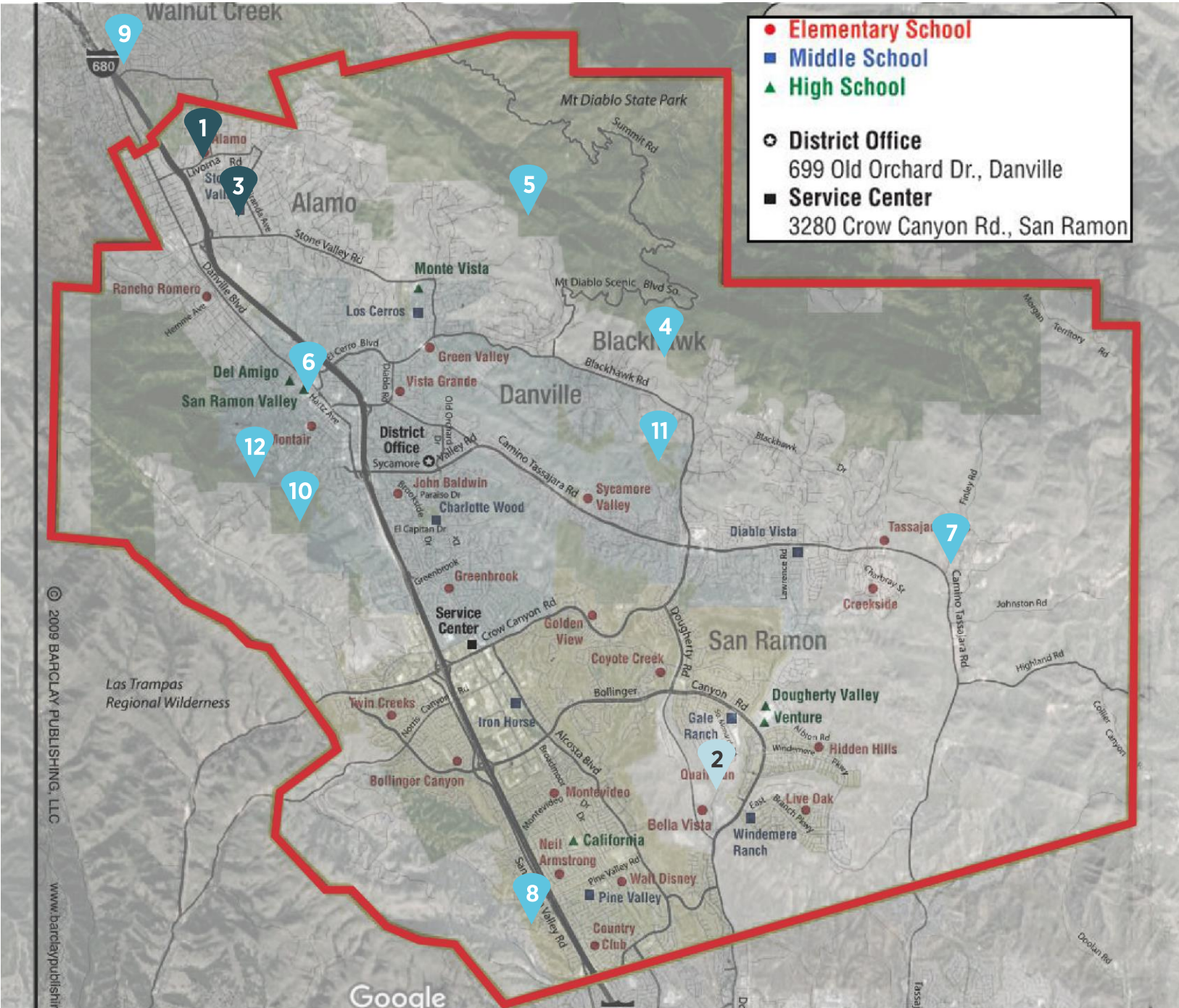
*For planning, there is a lot to draw from by understanding what the community values – the local libraries, outdoor recreational places, and places for social interaction.*



# Health Assets

- x Natural Attractions
- x Healthcare
- x Parks and Recreation
- 1** Mount Diablo- hiking and mountain biking
- 2** Oak Hill Park
- 3** Livorna Park- great place for all kids, especially young kids.
- 4** Iron Horse Regional Trail
- 5** Las Trampas- Hikes, Horseback riding
- 6** Sycamore Valley Park- with Bocce Ball
- 7** Sycamore Valley Regional Open Space Preserve- hiking, horseback riding, 4H-like opportunities
- 8** Central Park
- 9** Bishop Ranch Regional Preserve Park
- 10** Rancho San Ramon Community Park
- 11** East Bay Regional Parks (district alliance)
- 12** Ringtail Cat Staging Area- Hiking
- 13** Osage Park
- 14** Lindsay Wildlife Experience
- 15** Monte Vista Baseball Field- SRVLL/TVLL potential asset
- 16** Next Level Sports and T birds
- 17** Mustang Soccer Complex
- 18** Empty Lot (could be a skate park or pump track)
- 19** Discovery Counseling Center
- 20** East Bay Sports (youth indoor soccer and LAX)
- 21** Cal Strength (HS Athlete fitness and Athletics)
- 22** San Ramon Regional Medical Center

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# Learning Assets- Formal

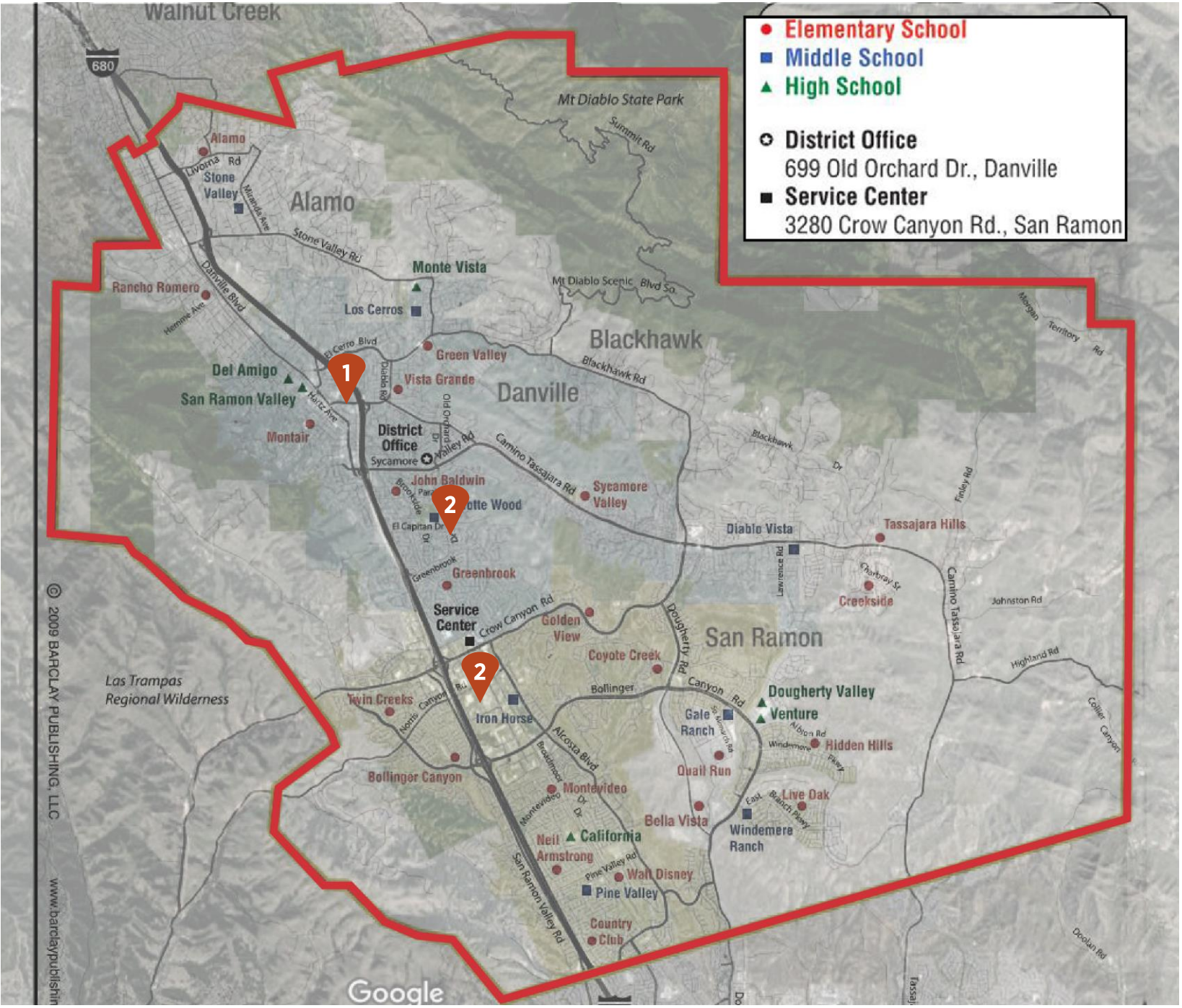
- SRVUSD Schools
- Higher Ed
- Learning Out in the World

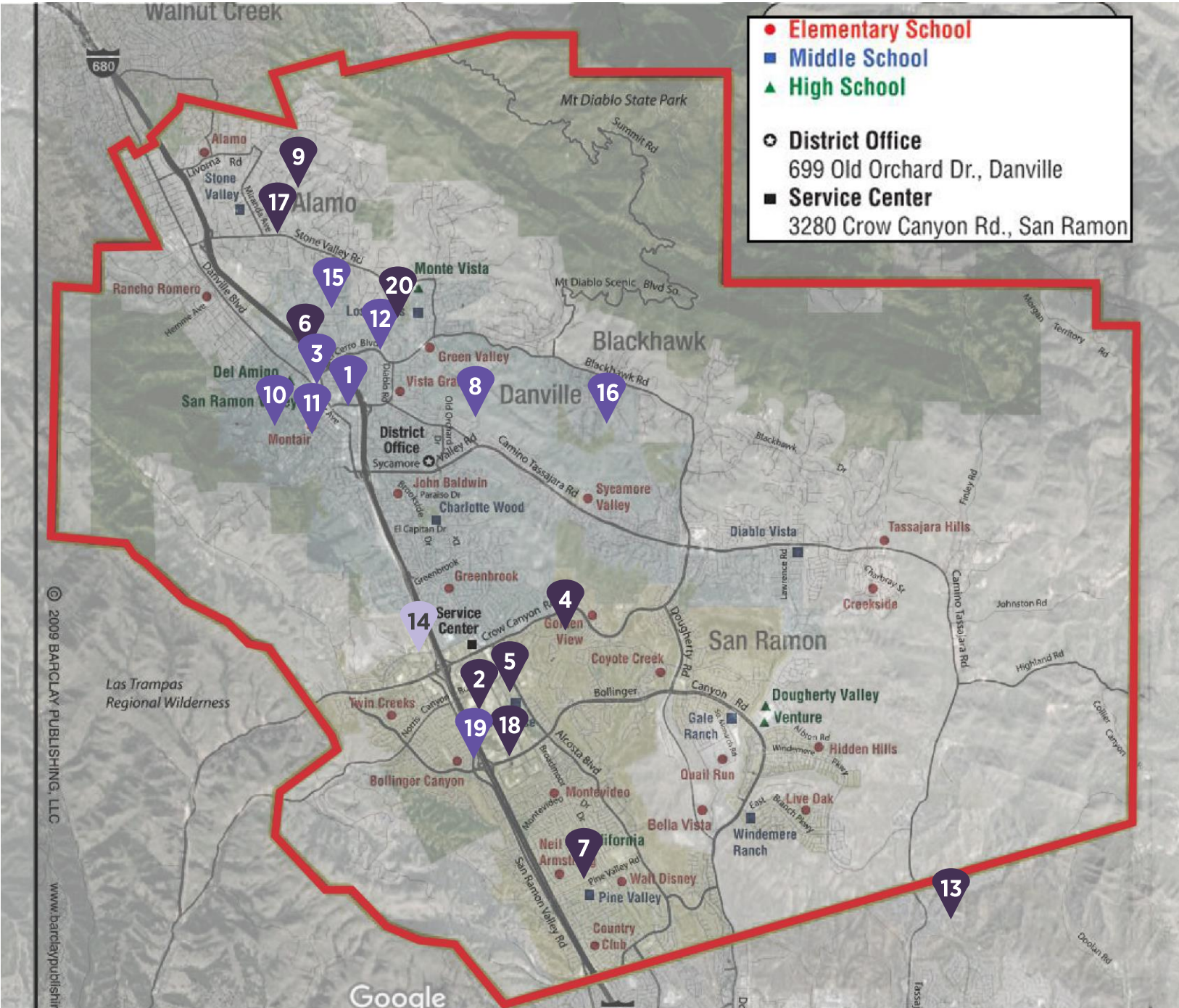
- 1 Alamo School
- 2 Diablo Valley College San Ramon Valley Campus
- 3 Stone Valley Middle School
- 4 Blackhawk Museum (auctions, events, ED foundation)
- 5 Mount Diablo State Park (field trips and geology)
- 6 Museum of the San Ramon Valley/train station
- 7 Old School House
- 8 Glass House Museum
- 9 Lindsay Wildlife Experience
- 10 East Bay Regional Parks
- 11 Sycamore Valley Regional Open Space Preserve-hiking, horseback riding, 4H-like opportunities
- 12 Las Trampas- horseback riding

# Learning Assets- Informal

 Places to Study and Connect with Each Other

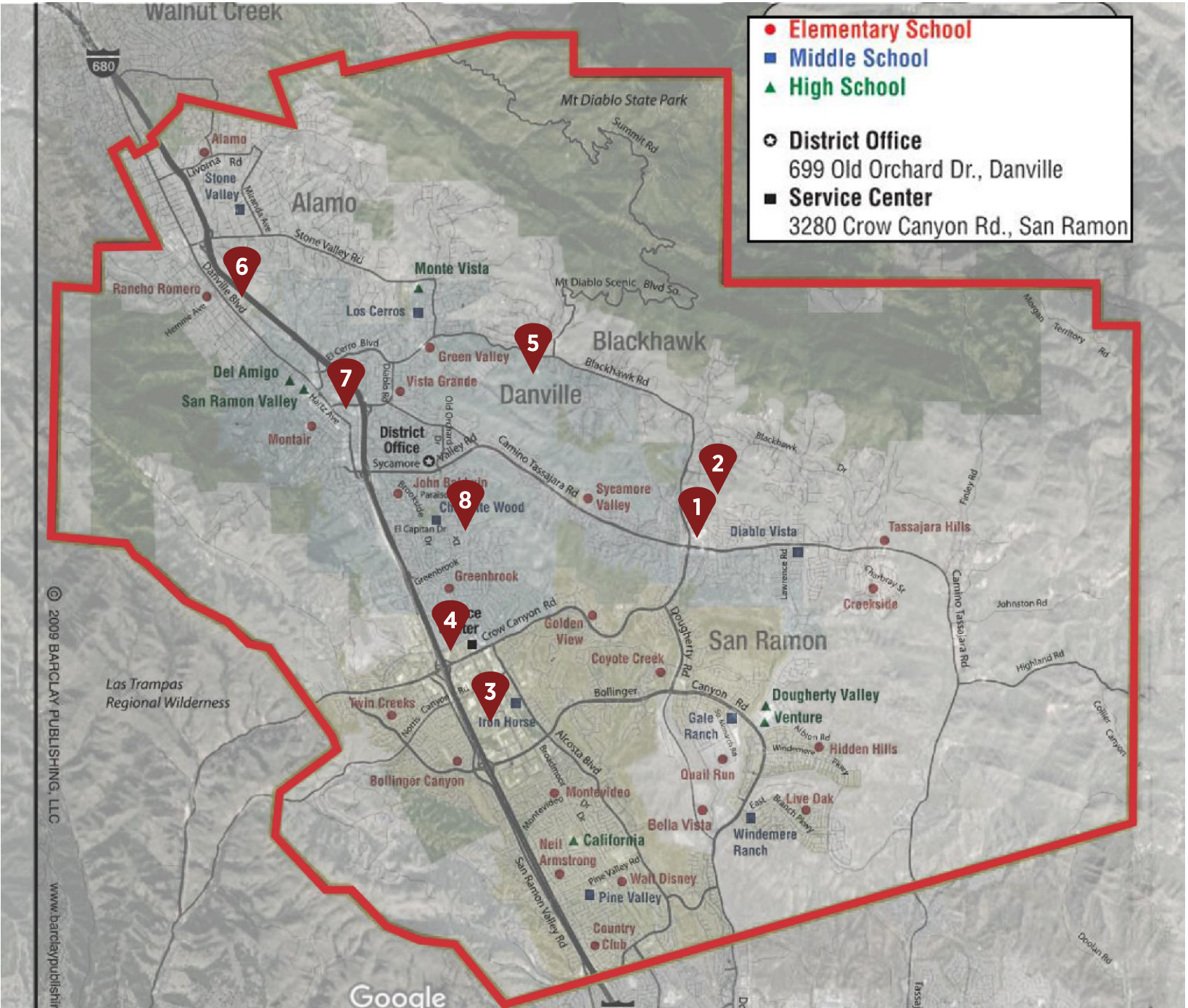
-  Danville Library
-  Starbucks
-  San Ramon Library





# Experiential Learning Assets

- x Internship Opportunity
 x CTE Opportunity
- x Job Opportunity
- 1 Danville Library
- 2 Sunset Development Co.
- 3 Foodservice-Chipotle, Starbucks, etc.
- 4 Bishop Ranch- PAC 12
- 5 Bank of the West
- 6 Town of Danville Offices
- 7 SRV Fire District
- 8 Downtown Danville Shops and Restaurants
- 9 Rotary Club of Alamo
- 10 The Crayon Initiative- Volunteering
- 11 SRV Montair Careers in Teaching
- 12 TOD Community Center Volunteer Opportunities
- 13 Lawrence Livermore Lab
- 14 Land (Burrell Property) could be bought to become a CTE hub
- 15 Police and Fire Department (Alamo)
- 16 Danville Police Department
- 17 Alamo Municipal Advisory Council
- 18 Chamber of Commerce
- 19 City of San Ramon
- 20 Boys team charity



# Social Interaction Assets

**X** Places for Social Interaction

- 1** Shopping Centers
- 2** Blackhawk Plaza
- 3** City Center Bishop Ranch
- 4** In-n-Out
- 5** Downtown Danville Business Fundraising (hazy BBQ, Chipotle, Jimmy John's)
- 6** Tree Lighting Ceremony
- 7** Pete's Brass Rail/Primos (community businesses)
- 8** Starbucks



UPDATE

# **KITCHEN / NUTRITION LONG RANGE PLAN**

# BIG PICTURE: LONG TERM FOODSERVICE GOALS



## San Ramon Valley Unified School District

San Ramon Valley Unified School District (SRVUSD) serves 31,000 students in San Ramon, California.

SRVUSD excels in meeting the dietary and cultural needs of its diverse student population. Their menus are designed to bring students together by sharing delicious and nutritious meals that meet their needs and bring them joy. This year, they brought in a full-time chef to increase scratch cooking and bring their menus to the next level. By working with Eat Real, the district is looking forward to not only raising the bar for school food in their community but setting an example for how districts can leverage school meals to foster a sense of belonging among students in school.



SRVUSD has recently joined the **Eat REAL Program** with a push to support student health through nutrition. Dedication to making meaningful changes to menus and education through food for all ages.

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# BIG PICTURE: NATURE-BASED LEARNING







# LEVERAGING SRVUSD VISIONING SPRING 2022

SPRING 2022  
SCHOOL MEAL EXPERIENCE  
TASK FORCE  
VISION, RECOMMENDATIONS &  
RESEARCH BRIEF

San Ramon Valley Unified School District

San Ramon Valley Unified School District Strategic Directions	3
San Ramon Valley Unified School District Statistics	4
Research, Inspiration, and Engagement	5
Recommendations for a New School Meal Experience	8
Quality Food	9
Menu Variety	11
Sustainability & Waste	13
Elementary Experience	14
Middle School Experience	18
High School Experience	21
Staff Experience	26
Future Engagement	28
Implementation Timeline	30

## Appendix

- Parent & Caregiver Workshop Materials
- Parent & Caregiver Survey
- High School Workshop Materials
- Middle School Workshop Materials
- Child Nutrition Workshop Materials

# LEVERAGING SRVUSD VISIONING SPRING 2022



## IMPLEMENTATION TIMELINE

This vision will take time to fully implement. The chart below lists tentative timelines, however, given supply chain issues with equipment as well as the continued staffing shortage, the timeline may shift.

	High Level Goals	Strategies	Tentative Timeline
<b>Planning &amp; Scoping</b>			
Phase 1 - Vision	Develop New Vision for School Meal Experience & Underlying Budget & Infrastructure Needed to Implement	A. Stakeholder Engagement B. Capacity Building (new POS & culinary training) C. Stakeholder Engagement	November 2021 - June 2022
<b>Implementation</b>			
Phase 2	Implement High School Experience Planning for Middle School Experience & Central Production for Elementary	A. Open new Chef & Cook positions B. Culinary training C. Kitchen Upgrades for Middle & High School D. Planning for new Middle School experience E. Planning for central meal production	July 2022 - December 2023
Phase 3	Implement Middle School Experience Implement Elementary School Experience	A. Open new Food & Nutrition Education position B. Launch of new meal production methods for Hub Kitchen(s) C. Serving Line Installation for Middle Schools	January 2024 - December 2023
Phase 4	Efficient Operations	A. Planning for Central Kitchen	July 2023 - June 2024

# **MAIN TOPICS** SRVUSD VISIONING SPRING 2022



**Food Quality**

**Menu Variety**

**Food Education**

**Lines & Times (specific to High Schools)**

**Waste**

# **MULTIPLE LENSES** SRVUSD VISIONING SPRING 2022



## **TASK FORCE WORKGROUPS**

Parent & Caregiver Task Force

Middle School Student Workgroup

High School Student Workgroup

Child Nutrition Staff

## **DISTRICTWIDE ASSESSMENT & REC.**

By Chef Brigaid Fall 2021

## **PARENT & CAREGIVER SURVEY**

April 2022

## **EXPERT INTERVIEWS**

EatREAL Program

Recycle Smart

Chef Brigaid

Friends of the Earth

## **ANALAGOUS SITE VISIT**

Santa Clara Unified School District



# HIGHLIGHTS FROM SRVUSD VISIONING SPRING 2022



## MENU VARIETY

### VISION FOR NEW EXPERIENCE

Like most public school districts in the Bay Area, SRVUSD students, and staff, come from a wide cultural backgrounds and many have ever evolving food preferences. Our vision is for students with religious restrictions or food preferences such as plant-based, vegetarian, or other food preferences will have options to choose from. Vegetables will move from a side offering to be more center of the plate and will be incorporated into the main entree offering. A selection of drinks will also be offered.

The menu variety will be more simple for elementary students and evolve in complexity and choice as students move up to High School. The menu will continue to offer kids favorites such as pastas, burgers, and pizzas, but sourced from high quality ingredients and have minimal sodium and fat.

# HIGHLIGHTS FROM SRVUSD VISIONING SPRING 2022



ELEMENTARY SCHOOL EXPERIENCE

## VISION OF ELEMENTARY SCHOOL EXPERIENCE

### DEVELOPMENTAL NEEDS OF ELEMENTARY AGE STUDENTS

Elementary age students often benefit from ritual and routine in their daily activities. Students are released to lunch one or two grades at a time and often move as one classroom through the lunchroom. The lunchtime break is an important part of the day to ensure access to nutrition and physical activity but also to provide support for social emotional learning. Elementary students are learning the basics of food and nutrition. Nutrition education often focuses on the importance of eating a rainbow of colors everyday or how food is grows from a seed. Elementary children often enjoy participating in student jobs.

# HIGHLIGHTS FROM SRVUSD VISIONING SPRING 2022



## VISION OF MIDDLE SCHOOL EXPERIENCE

### DEVELOPMENTAL NEEDS OF MIDDLE SCHOOL AGE STUDENTS

Middle school students are seeking more independence but still need guidance and structure during lunchtime. Lunchtime is very different from elementary in that Middle School lunch is much less structured. Students are released as a grade or two at a time and can choose to access the lunch or not. Peer groups and social time is even more important during this age, so waiting in a lunch line without friends is less appealing.

The menu will feature more choices for middle school students than what is offered at elementary, so there is a transition towards more independence. Larger schools will have a cafeteria lunch line but also a grab n go lunch line. If student participation grows, smaller schools will can also add additional lines.

MIDDLE SCHOOL EXPERIENCE

# HIGHLIGHTS FROM SRVUSD VISIONING SPRING 2022



HIGH SCHOOL EXPERIENCE

## VISION OF HIGH SCHOOL EXPERIENCE

### DEVELOPMENTAL NEEDS OF HIGH SCHOOL AGE STUDENTS

High School students have a high level of independence and value choice and a sense of control. Lunch time is often filled with activities other than sitting down to eat. Currently at SRVUSD high schools, there is only one 30-35 minute lunch period and so lunch needs to be served within 15 minutes to ensure student have enough time to eat.

High School students have a wide variety of menu preferences and they desire to have a deeper connection with food. They are interested in not only knowing what ingredients are in the food, but also what environmental impacts of consuming the meals (and packaging).

The menu provides a wide variety of daily choices as well as a variety. A la carte items, such as drinks and snacks, may be added back over the next few years, however, student feedback was to focus on improving the meals first. Equity was also important, in that students did not want resources going to a program which required students to pay.

# HIGHLIGHTS FROM SRVUSD VISIONING SPRING 2022



STAFF EXPERIENCE

## VISION OF STAFF EXPERIENCE

### NEEDS OF SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT STAFF

In addition to serving students, serving district staff is an important part of the long term plan. Our vision is to provide low cost, high quality, convenient options for our hard working staff. Staff can be role models for students by participating in the school meal program, this will further create a positive school food culture on campus.

Staff can access the student menu, and on-site cooking sites can offer staff specific menu items. If the High School technology integration goes well, online pre-ordering of staff meals could be added. Staff could pre-order meals and pick up from a designated staff only lunch line.

Further, the more staff served, the more revenue can be brought in and re-invested for further program improvements.

# HIGHLIGHTS FROM SRVUSD VISIONING SPRING 2022



## SUSTAINABILITY & WASTE

### FOOD SHARE

Students and families are very conscious of the environmental impact of uneaten food that goes to the landfill as well non-food items which could have been recycled or composted. Our vision is for each school to divert uneaten, unwanted food to share tables, where students who would like seconds of items can access. Students can be trained and be responsible for programmatic activities, such as educating other students about sorting of waste, etc.

### SUSTAINABLE PACKAGING

One time use packaging will be limited as much as possible, however will continue to be used for the foreseeable future. The majority of SRVUSD's facilities do not have dishwashers onsite or the space to accommodate reusable service wares. However, sustainably sourced packaging will be written into the bid specifications and sourced as much as possible.



Food Share Cart set up



Signage to Assist with Proper Sorting

# **SCOPE FOR RICCA FOODSERVICES & LPA: KITCHEN / NUTRITION LONG RANGE PLAN**



## **DELIVERABLES:**

- 1. Team to develop a PROTOTYPE KITCHEN for High School, Middle School, and Elementary School**  
**The prototype will note adjacency recommendations and square footage recommendations**
- 2. Team to assist in developing infrastructure requirements for each prototype model**
- 3. Present potential needs for a Central Kitchen at the District Warehouse (requires relocating departments currently housed there)**

# KICK OFF HIGHLIGHTS: LONG TERM FOODSERVICE GOALS



## FACTS AND CHALLENGES:

- Lunch has increased from approximately 5,000 meals per day to 11,000 meals per day.
- Poor flow through serving spaces with extended time and lines at each campus (need 20 mins to eat)
- Some sites use corridors as serving areas (Windmere MS, Diablo Vista MS, Iron Horse MS)
- Cal High & San Ramon HS are “hub” kitchens using 2 warehouses to support ES, MS and HS sites.
- Dougherty Valley HS is currently the only scratch cooking site.
- The new Stone Valley Middle School was noted as the ideal model for a MS kitchen.
- Child Nutrition Warehouse currently holds 1.5 weeks of inventory. Goal is to hold 3-4 weeks.
- Items prior to instituting Universal Free Meals, meals were primarily served a la carte, there are still a la carte offerings from a daily Harvest Bar



# **KICK OFF HIGHLIGHTS: LONG TERM FOODSERVICE GOALS**



## **POTENTIAL SOLUTIONS AND GOALS:**

- Speed Scratch Cooking for improving the quality of meals
- Expanding District Nutrition Services Warehouse to expand from Storage & Distribution to also include Production.
- High Schools having Food Court and Satellite Kiosk Service on Campus
- Possible HS Satellite Kiosk that allows for service of prepackaged items within a prefab structure with roll down door
- Benchmark Serving Models: Santa Clara High School and Napa USD

Facility Condition Assessments

# **PHYSICAL CONDITION FINDINGS**



# FACILITY CONDITION FINDINGS: THEMES OF IMMEDIATE NEEDS

- No immediate needs identified for 10 sites so far!
- Items identified across 12 sites:
  - Studies or inspections recommended for ADA accessibility, roofing, and electrical items
  - Roof and gutter repair
  - Replacement of certain HVAC parts
  - Replacement of certain electrical components
  - Kitchen equipment replacement
  - Parking lot surface repair

# FACILITY CONDITION RATINGS: CATEGORIES EXAMPLE



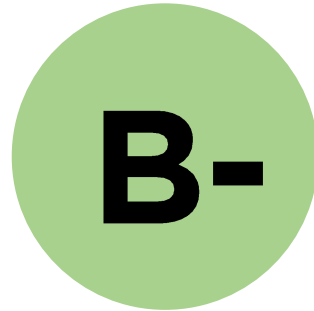
1. Building Envelope and Structure
2. Building Interiors
3. Building Systems and Utilities
4. Equipment and Furnishings
5. Site Improvements
6. Special Construction and Demo

<b>XYZ School</b>				
Building Area = 40,220 SF				
FTA Primary Level	Cost / SF	Primary System Replacement Cost	Condition Rating	System Replacement Cost x Condition Rating
Substructure	\$21.52	\$865,478	3.76	\$3,257,859
Shell	\$31.85	\$1,281,072	2.56	\$3,274,710
Interiors	\$24.07	\$967,906	3.02	\$2,920,483
Conveyance	\$0.52	\$20,978	1.00	\$20,978
Plumbing	\$17.91	\$720,471	3.08	\$2,221,632
HVAC	\$6.07	\$244,332	3.04	\$742,745
Fire Protection	\$0.18	\$7,404	3.00	\$22,212
Electrical	\$21.03	\$845,808	3.19	\$2,697,845
Equipment	\$1.90	\$76,594	3.21	\$246,195
Site	\$12.39	\$498,228	3.68	\$1,831,441
<b>Total Building</b>	<b>\$137.45</b>	<b>\$5,528,272</b>	<b>Subtotal</b>	<b>\$17,236,100</b>
<b>Building Weighted Average Condition</b>			<b>3.12</b>	
<b>Rounded</b>			<b>3</b>	
<p>Building Weighted Average Condition equals the Sum of the individual Primary System Replacement Costs multiplied by the Condition Ratings then divided by the Sum of the Primary System Replacement Costs.</p> <p>The Primary System Replacement Costs are calculated by totaling the secondary level system costs for each Primary System. The cost calculations are included in Appendix D.</p>				

# FACILITY CONDITION RATINGS: REPORT CARD GRADES EXAMPLE



**XYZ Elementary School's**  
Condition Rating:



**Condition Rating**      **Grade Equivalent**

4.1 - 5



3.1 - 4



2.1 - 3



1.1 - 2



0 - 1



New	New or very close to new Recently installed Sound and functioning	<b>A+</b>
Good	Satisfactory as is Typically within the first third of its life cycle Sound and functioning Minor signs of wear and tear	<b>B</b>
Fair	Satisfactory as is Near the median of its useful life Adequately functioning Signs of wear, deferred maintenance, previous repairs	<b>C</b>
Poor	Significantly aged Near the end of useful life Functions unreliably Condition could contribute to deterioration of related elements	<b>D</b>
Failed	Function has ceased Replacement or repair is required	<b>F</b>
Not Applicable	Component is not present	<b>N/A</b>

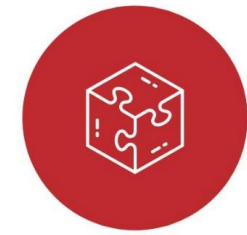


# OTHER RATING FACTORS: WOODLAND JUSD EXAMPLE

<b>A</b>	2001 - 2022
<b>B</b>	1979 - 2000
<b>C</b>	1957 - 1978
<b>D</b>	1935 - 1956
<b>F</b>	1912 - 1934

School	Date Constructed	Age Rating
Beamer ES	1950	D
Dingle ES	1940	D
Freeman ES	1985	B
Gibson ES	1953	D
Maxwell ES	1970	C
Plainfield ES	1949	D
Sci Tech Charter	1940	D
Spring Lake ES	2022	A
Tafoya ES	1999	B
Whitehead ES	1980	B
Prairie ES	1988	B
Zamora ES	1985	B
Douglass MS	1912	F
Lee MS	1952	D
Cache Creek HS	1929	F
Pioneer HS	2003	A
Woodland HS	1969	C
Adult Ed	1912	F

# SITE RATINGS: WOODLAND JUSD SAMPLE



Compare

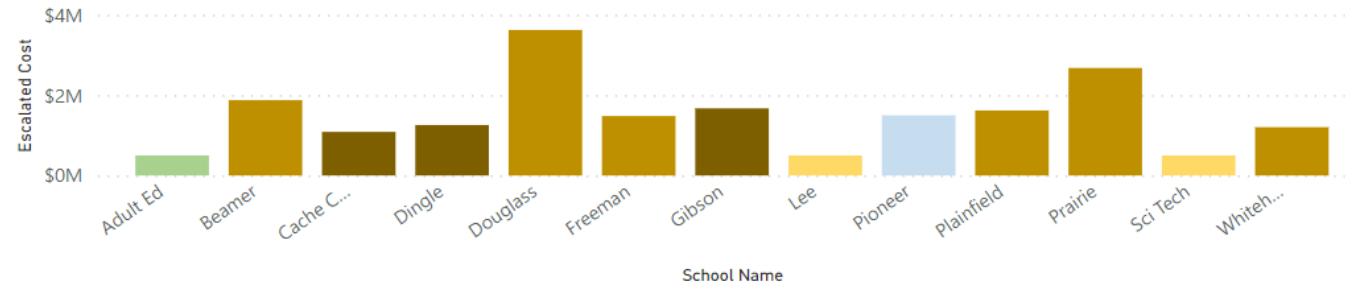
## 24.1M

Total Cost

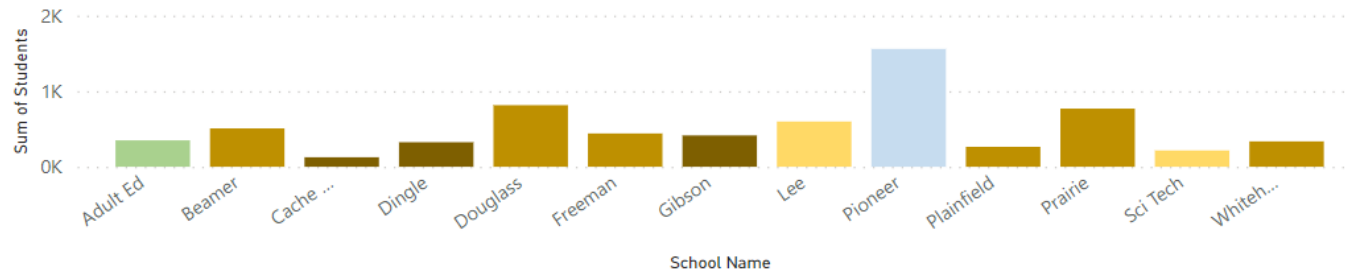
Total Cost Budget Info:

- Default Immediate Needs: \$4,600,000
- Green: <= \$30,000,000 Yellow: <= \$44,000,000 Red: Overbudget

Cost by School Name

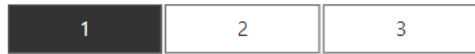


Impact on Students by School Name



Reset filters

Board Priority



Site Rating



Escalation Years



Projects by Site Rating

Site Rating	Classroom Modernization	Lunch Shelter (select sites)	Total
1		\$1,497,140.82	\$1,497,140.82
2		\$499,046.94	\$499,046.94
3		\$998,093.88	\$998,093.88
4	\$10,481,165.52	\$1,996,187.76	\$12,477,353.28
5	\$3,514,564.62	\$499,046.94	\$4,013,611.56
<b>Total</b>	<b>\$13,995,730.14</b>	<b>\$5,489,516.34</b>	<b>\$19,485,246.48</b>

Ed Specs Visioning Workshop & Focus Groups

# **EDUCATIONAL VISIONING UPDATE**





# ED SPECS (DESIGN GUIDELINES) INCLUDE:

Information includes ideal school size, grade configuration, guidelines for safety and security, circulation, sustainability and community use.



## Supporting Learning Activities

- Individual Learning
- Collaboration
- Special Education
- Hands-On
- Reading
- Making and STEM
- Play



## Physical Environment

- Primary Space
- Ancillary Support Spaces
- Circulation
- Outdoor Environments
- SF Requirements
- Adjacency Recommendations



## Qualities and Features

- Surface Finishes
- Writable, Tackable
- Technology
- Durability
- Sustainability
- Transparency
- Acoustics



## Elements of the Space

- Furniture
- Equipment
- Lighting
- Ventilation
- Materials



# San Ramon Valley Unified School District Strategic Directions

Built on a foundation of academic excellence, we are broadening our definition of success. **Success** means our teams create and nurture:

## Equity



We will ensure all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.

## Social Emotional Well-Being



We are committed to creating and nurturing inclusive learning environments where all students, staff, and families feel deeply connected to their school community.

## Deep Learning and Innovation



We will create learning environments that empower students to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.

## Shared Leadership



We will create the conditions for shared leadership by building a culture of trust, collegiality, and shared responsibility with students, staff, and families.

## Stewardship of Resources



We will maximize resources including time, talent and finances, to advance our student success goals.

## Culture of Responsiveness



We will effectively serve all stakeholders by listening, responding promptly, changing practices when appropriate, and communicating the rationale for decisions so students remain the focus of our efforts.

SRVUSD... Dedicated to academic excellence where all students thrive and succeed in innovative and inclusive learning environments.

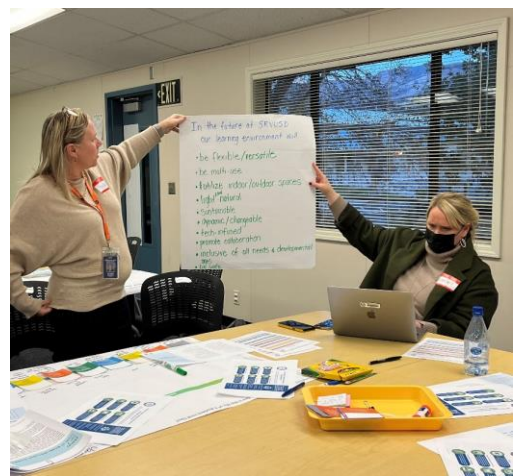
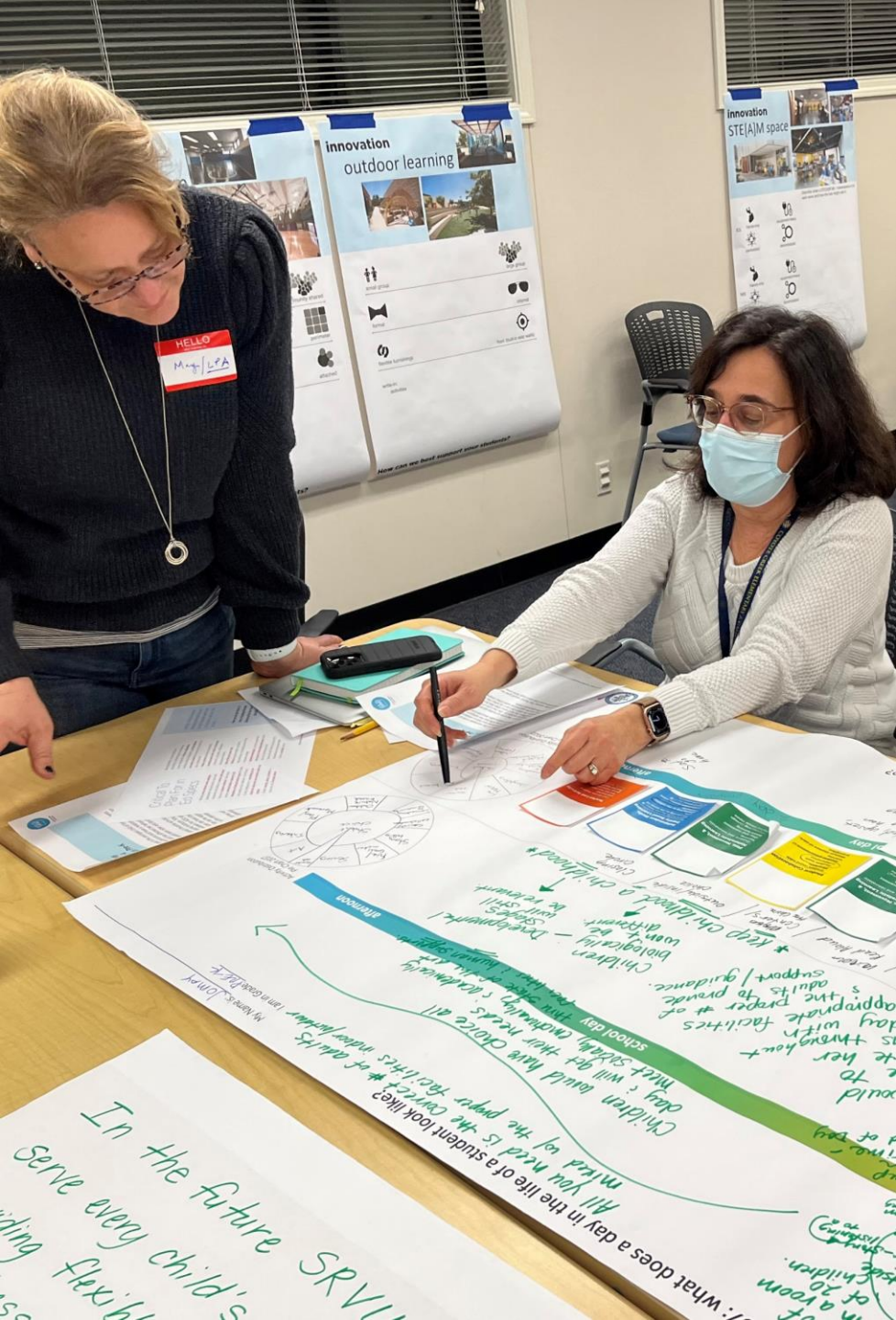


**Success** means our students:

- Achieve academically
- Experience social and emotional well-being
- Develop curiosity, confidence and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning

# Translating the Strategic Directions into the Built Environment

*At the kickoff Ed Specs Visioning Workshop, participants were asked to think how the built environment could better support the Strategic Directions.*



# EDUCATIONAL VISIONING



11 Educator Focus Groups

+

**STUDENT FOCUS GROUPS (In April)**

## Focus Group Interview Topics

1. SEL and Well-being
2. Safety and Security
3. Supporting Students with Special Needs K-12
4. Early Childhood and Outdoor Learning
5. Media Resources K-12
6. Arts K-12
7. Experiential and Applied Learning (CTE Programs)
8. Leveraging Technology K-12
9. Fitness and Athletics K-12
10. Dining Experience and Child Nutrition Services
11. Community Connections

# 4

## Future Learning Environment

*This is the first draft the LPA team took a stab at by merging together the draft statements each small group made at the Ed Specs Visioning Workshop.*

### Ed Specs Guiding Principles - Draft v1



To nurture and educate the whole student, SRVUSD's community will empower agency, a sense of connection and real-life application in student-centric learning environments that will:

- be flexible to support multiple learning styles simultaneously
- empower learners to choose high energy or calm reflection spaces
- promote collaboration and teamwork
- support applied and experiential learning (CTE)
- meet all learners' sensory needs
- support mental and physical wellness
- optimize the outdoors
- support sustainability

# DESIGN GUIDELINES FOCUS GROUPS: EMERGING PATTERNS **BIG PICTURE**



- Make school feel more like a home away from home + Admin more welcoming
- We want to showcase student work
- Community hubs that connect language and culture
- Inclusive design to integrate SPED indoors and outdoors + remove stigma
- Spaces geared toward different learning styles and sensory needs (UDL)
- Arts integration approach needs dedicated spaces for visual and performing arts
- Outdoor spaces that are an extension of the indoor learning environments
- Spaces for large outdoor gatherings
- Learning environments for hands on, real-life and experiential learning
- Sensory corners, Calm Rooms, Wellness Centers for ES & MS, Zen Dens for HS

# DESIGN GUIDELINES FOCUS GROUPS: EMERGING PATTERNS **DETAILS**



- Space to support professional development district-wide
- Age-appropriate modular furniture + variety to support multiple activities & collaboration
- Digital display monitors that support interactive learning and ease of displaying of student work and empowering them to upload content to share + power
- Better lighting and power not just at perimeter but at center of rooms (lacking)
- Break out rooms for academic support for ES, MS and for small group collab at HS
- In libraries: gallery space for student work and library information
- HS libraries and Dining Commons: make them have a college vibe
- Storage – for learning environments indoors & outdoors + for Admin

love for learning



HOW TO  
CULTIVATE  
EXPERT  
LEARNERS?

hands-on experience





Emerging Patterns

# **CAMPUS VISIONING WORKSHOPS**

# CAMPUS VISIONING WORKSHOP: AGENDA

- Introductions
- What is a Long-Range Facilities Plan?
- Purpose of the School Site Committee
- Design Guidelines: Work In Progress
- Visioning Exercise – Gap Analysis
- Campus Walk for Specific Issues and Ideas





# DISTRICT-WIDE EMERGING PATTERNS OF NEEDS (BESIDES REMOVING PORTABLES TO REPLACE W/ PERMANENT & MODERNIZATIONS)

## NEEDS - - - - - → STRATEGIES

- Poor flow of traffic at older sites → Re-design parking lots, lanes, re-think operations
- Consistency in security measures → Perimeter fencing if feasible (and non-institutional)
- Consistency in security measures → Key cards, videophone buzz-in at Admin, access zoning
- Thermally comfortable space for lunch & SEL → Flex MPR's + shaded waterproof outdoor areas
- Consistency in outdoor learning opps. → Pavilions to protect from the elements + nature-based
- Better Indoor/outdoor connections → Transparency and landscape to extend learning outdoors
- Improve the student dining experience → Cafés to respond to developmental needs & support SEL
- Multi-use spaces for specialized programs → Flex Labs for Arts, PM Programs, Makerspace, extracurric.



# DISTRICT-WIDE EMERGING PATTERNS OF NEEDS (BESIDES REMOVING PORTABLES TO REPLACE W/ PERMANENT & MODERNIZATIONS)

## NEEDS - - - - - → STRATEGIES

- Admin too small, especially on older sites → Welcome Center (contains Admin & support services)
- Intentional space for student support services → Wellness Centers/Calm Rooms for ES/MS, Zen Dens for HS
- Inclusive space for pull out & academic support → Learning Centers, Service Provider Offices, Break-Out Rms
- Playgrounds need to be more inclusive → Enlarging playgrounds, loose parts, inclusive apparatus
- Libraries used for library activities → Tech Hub for printing, PC support, 3D printing, etc.
- Shared workspace for teachers → Teacher Collabs & Flex Meeting Rooms on all campuses
- Space for Professional Development → Second Service Center (create a new name?)
- More Staff RR's → Distribute more Staff RR's



# DISTRICT-WIDE EMERGING PATTERNS OF NEEDS FOR HIGH SCHOOLS SPECIFICALLY

## NEEDS -----> STRATEGIES

- |   |        |   |
|---|--------|---|
| Quads feel undefined and stark              | —————> | Landscape design for space definition of zones w/ shade     |
| Lack of indoor space for dining             | —————> | Transform HS Commons into <b>Student Unions</b> w/ lofts    |
| Better Athletic facilities on some campuses | —————> | Varies by campus (fields, RR's, gym upgrades, etc.)         |
| Space for Clubs at lunch                    | —————> | <b>Flex Club Space for 100</b>                              |
| Libraries get overcrowded                   | —————> | <b>Athletic Study Hall (near the library)</b>               |
| Libraries get too noisy for students        | —————> | <b>Quiet Rooms for 20-50 students (part of the library)</b> |

# CAMPUS VISIONING WORKSHOP: FINDINGS



## Alamo Elementary School

- Additional indoor learning space to reduce the ‘borrowing’ of spaces
- Add a Learning Center (currently using the new Tech Lab)
- Makerspace with fluid technology accessible to all
- Add a Flex Lab dedicated to Art, Maker-type activities, and After School
- Dedicated Music Room needed that is not the MPR stage

# CAMPUS VISIONING WORKSHOP: FINDINGS



## Charlotte Wood Middle School

- More useful shaded outdoor space for dining and learning (when portables are removed, they could be 2-story)
- Complete the most recent modernizations by getting FF&E to support flexibility and finish the MPR renovation
- Quad is crowded, with most students sitting on the concrete to eat lunch

# CAMPUS VISIONING WORKSHOP: FINDINGS



## California High School

- Address traffic by reconfiguring the parking and drop-off circulation, and adding new lanes
- Upgrade athletic fields and long list of athletic facilities upgrades & new
- Renovate the Commons (cafeteria) and transform it into a Student Union by adding a mezzanine and make the interior design feel collegiate
- Expand Admin and provide offices for itinerant staff
- Find a new central Staff Lounge (they gave it to Zen Den)



# San Ramon Valley Unified School District

Allison Mulliken, Assistant Principal

Andy Briggs, Principal

**Los Cerros Middle School**

**Campus Visioning Report**

**1:00PM-2:30PM | February 16, 2023**



# Future Learning Environment

This is the first draft the LPA team took a stab at merging together the draft statements each small group made at the Ed Specs Visioning Workshop. Below is the link to the full report this page was extracted from: [CLICK HERE](#)

## Ed Specs Guiding Principles – *DRAFT V1*

To nurture and educate the whole student, SRVUSD's community will empower agency, a sense of connection, and real-life application in student-centric learning environments that will:

- Be flexible to support multiple learning styles simultaneously
- Empower learners to choose high-energy or calm reflection spaces
- Promote collaboration and teamwork
- Support applied and experiential learning (CTE)
- Meet all learners' sensory needs
- Support mental and physical wellness
- Optimize the outdoors
- Support sustainability



## Next Steps:

The Principal is to distribute this report to the Site Council Committee. LPA will incorporate the results of the Facility Condition Assessments (FCA) and what we heard at this campus visioning workshop to create the proposed master plan to present at the Community Town Halls in September to get the broader community's input. The week after the Town Hall meetings, we will meet with your Site Council Committee again to review the input to finalize the diagrams to begin putting together the cost estimates. See next page for Town Hall dates for your campus.

*The Site Council Committee was oriented to understand what a master plan is and what Ed Specs (design guidelines to drive master plans) are. Then highlights from the Ed Specs Visioning Workshop were shown, concluding with the draft guiding principle statement on the following page. After that, participants were asked a series of questions to draw out their ideas to improve the learning environments to support the mission and vision of San Ramon Valley USD.*

# School Site Committee

School Site Committee members will have a few opportunities to provide input in the development of your school site's long range facilities plan. Members of this committee are the communication ambassadors to their representative groups (e.g. Teachers, Parents, Students).

## Community Forum

Location: Monte Vista High School  
Date: September TBD

For the Community Forum, each Principal shall attend along with their School Site Committee (SSC) representatives.

## Principal Follow-Up Meeting

Location: Virtual  
Date: 1 week after Community Forum  
Time: 30 minutes

## What is this All About?

A Long Range Facilities Plan is a road map of where you think school site facilities should be in the next 10-15 years. How will student learning change? What are the things you wish you could do IF you just had the facilities and tools to support it? What should the vision for your school site be?

At the **On Campus Meeting** we will meet your SSC for the first time. This is a chance for us to get to know your site! What's working what's not working as well as walk with the Principal so you can show us some typical spaces so we can assess the current conditions. But remember, we are not designing your campus. We are setting a vision for potential future work.

At the **Community Forum**, you will receive the Draft Facilities Plan Diagram and interact with LPA Planning Team regarding the projects reflected. You can then take the diagram back to your site to engage others at your school site for more input.

The Principal will then attend the **Follow-up Meeting**. Additional 2-3 SSC members can also join. At this meeting we will review the input you have gathered together so LPA can finalize your campus diagram.



## Suggested Participants

### Elementary School SSC: approx. 6 Members

Principal  
(2) Teachers (Lower & Upper Primary Grades)  
Classified Staff  
Parent/PTA  
Student(s)

### Middle School SSC: approx. 8-10 Members

Principal  
(5) Teachers  
One from each of the following areas:  
Lower Primary Grades  
Upper Primary Grades  
Language Arts/Social Sciences/Math  
Science  
Electives  
Classified Staff  
Parent/PTA  
Student(s)

### High School SSC: approx. 8-10 Members

Principal  
(6) Teachers  
One from each of the following areas:  
Language Arts/Social Sciences/Math  
Science  
Electives/ CTE  
Athletics Director  
Special Education  
Classified Staff  
Parent/ PTA  
Student(s)

\*\*The above are suggested members.

# Visioning: Gap Analysis

1. In general, what is your **overall impression** of the campus as it exists today? How do you think the **community** perceives the condition of the existing campus?
2. How well do **traffic patterns** flow on and around the campus (both vehicular and pedestrian)?
3. Do you have any observations or concerns regarding **safety and security**?
4. Are **outdoor areas** currently being utilized for educational purposes?
5. Is there adequate **play area**? If not, what would improve the current conditions?
6. Where does the school **assemble** for school-wide functions, grade-wide functions and smaller group functions?
7. How well do your **current learning spaces** support your instructional delivery? Library/Media Resource Center? Other spaces such as Makerspace? STEM/STEAM Labs? Arts?
8. Are there adequate outdoor spaces for **P.E. and Athletics**?
9. What are your most **immediate concerns** regarding your current facilities?

*Participants were asked questions to draw out their ideas to improve the learning environments to support the mission and vision of San Ramon Valley USD.*

*Photos were taken as needed to illustrate opportunities and challenges.*



## Gathering Spaces



*Increased space definition with FF&E and daylight in the library is need.*



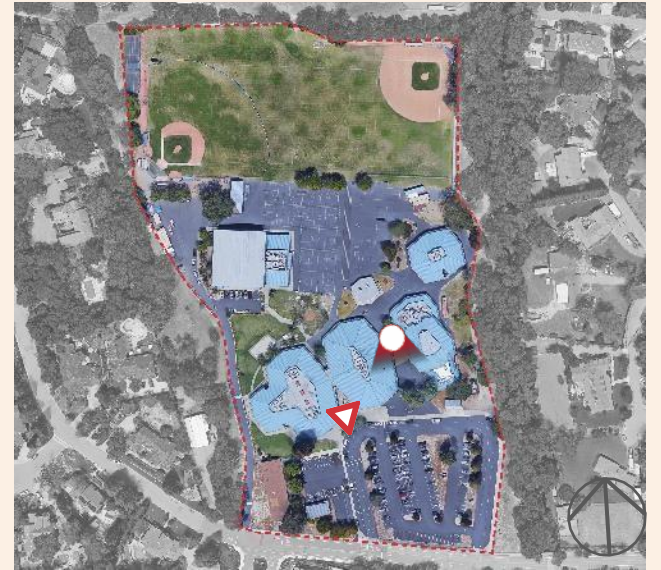
## Current Learning Spaces



*Tight angled walls cause layout and organization issues that reduce useability.*



## Outdoor Areas



*Engaging furniture and shade opportunities for lunch, learning, and respite are needed.*





## Current Learning Spaces



*Angled walls and cramped circulation interfere with the functionality of counselor and specialist spaces.*

# 1 Overall Impression

In general, what is your **overall impression** of the campus as it exists today? How do you think the **community** perceives the condition of the existing campus?

- Educators, staff, and the community recognize that the facilities need basic modernization.
- The community feels the site needs to be more secure and have asked for perimeter fencing. They are uncomfortable with the fact that visitors can enter the campus during schools hours, for example for dog-walking.
- The entry needs to be more welcoming and wayfinding needs improvement.
- Admin needs to be expanded to include comfortable visitor waiting areas.
- The central collaborative spaces in each building are huge assets for multiple learning modalities.
- The layout and sizes of classrooms and facilities don't function optimally for learning.

# 2

## Traffic Patterns

How well do **traffic patterns** flow on and around the campus (both vehicular and pedestrian)?

- Three days a week the site runs on the earliest district bell schedule and the other two on the latest, but there isn't a noticeable issue with traffic as a result.
- The school parking lot and drop-off loop serve families and nine buses adequately, with only mild traffic congestion along Grand Valley.
- The Service Center, which is a professional development center is active on any given day, and circulation to and from their parking lot is easily accessible.
- More crossing guards or other pedestrian solutions are needed at all main crosswalks to campus.
- A crosswalk at Blemer Rd. and the entrance to the parking lot is needed to support a safe commute for walking and biking students.

# Traffic Patterns



# 3

## Safety and Security

Do you have any observations or concerns regarding **safety and security**?

- Perimeter fencing with the Admin as a single controlled point of entry during school hours is needed for increased security.
- There is a high need for improved wayfinding.
- Security cameras and site lighting are adequate.
- Some classroom doors open directly to community accessible paths like Los Cerros Fire Trail.

# 4

## Outdoor Areas

Are **outdoor areas** currently being utilized for educational purposes?

- There is a high need for a thermally comfortable outdoor lunch area protected from the elements.
- An intentional outdoor gathering space or amphitheater is needed.
- More outdoor learning areas optimized with furniture to support collaboration, space for project-based learning, and shade opportunities are needed, especially to support the science programs.
- There is potential for an outdoor collaboration space off the library building.
- Walkways between buildings need canopies to protect from the elements for circulation in bad weather.
- Shade structures and trees are needed to create places at different scales for lunch and learning activities. For example, even benches under trees would help support social interaction or for respite.

# 5

## Play Area

Is there adequate **play area**? If not, what would improve the current conditions?

- The blacktop is used at lunch for wall ball, four square, etc.

# 6

## Gathering Spaces

Where does the school **assemble** for school-wide functions, grade-wide functions and smaller group functions?

- Rallies are held in the gym, but the space is not large enough to accommodate school wide assemblies.
- The basketball courts are used for school-wide assemblies but were not planned for this purpose.
- The Service Center is used frequently for conferences and meetings.
- More Admin offices and conference rooms are needed, and the existing offices are too small.
- The Staff Lounge often hosts professional development sessions but needs technology updates.
- After school extracurriculars and tutoring take place in classrooms, which works well.



# 7 Current Learning Spaces

How well do your **current learning spaces** support your instructional delivery?  
Library/Media Resource Center? Other spaces such as Makerspace?  
STEM/STEAM Labs? Arts?

- There is a high need for direct and visual connections to the outdoors in all learning environments.
- Lightweight and mobile furniture is needed to support flexibility, so that students can engage in different learning styles simultaneously. Many classrooms have angled walls which present a challenge for flexibility.
- More outlets are needed, such as pull-down outlets from the ceiling, more floor mounted outlets in central areas of rooms, not just on the perimeter to avoid tripping hazards with cords.
- The library needs to be transformed into a multi-media center with FF&E and materials used for space definition to create activity zones and more daylight.
- The library is a place of respite and calming for many kids who don't want to play outside at lunch.
- A collaborative makerspace or flex lab is needed.
- Every specialized curriculum needs a dedicated learning space. While programs like Drama and Foods have rooms on campus, those spaces concurrently function as flex or storage.
- The Forensic Science program needs a dedicated space that supports science experiments.
- The Art room needs more sinks and increased storage.
- The MPR functions adequately for band.
- Counselor enriched programs were moved to rooms that allow for quiet corners and a separate calm room is provided. A larger wellness hub is needed.

# 8

## P.E. and Athletics

Are there adequate outdoor spaces for **P.E. and Athletics**?

- Fields are open to the community after school hours and the gym is a partnership facility with the Town of Danville, changes to these spaces are not up to the district alone.
- Sports like badminton, volleyball, dodgeball, etc. are offered after school.
- PE uses the hard courts most often.
- The gym only accommodates two periods of P.E. at a time, so the program operates on a staggered schedule. This presents a problem on rainy days. Another place for PE would be helpful.
- All-access restrooms and changing rooms are needed.
- Small weight rooms are provided off the library building currently in classrooms, building a new weight room next to the gym would free up classrooms.

# 9

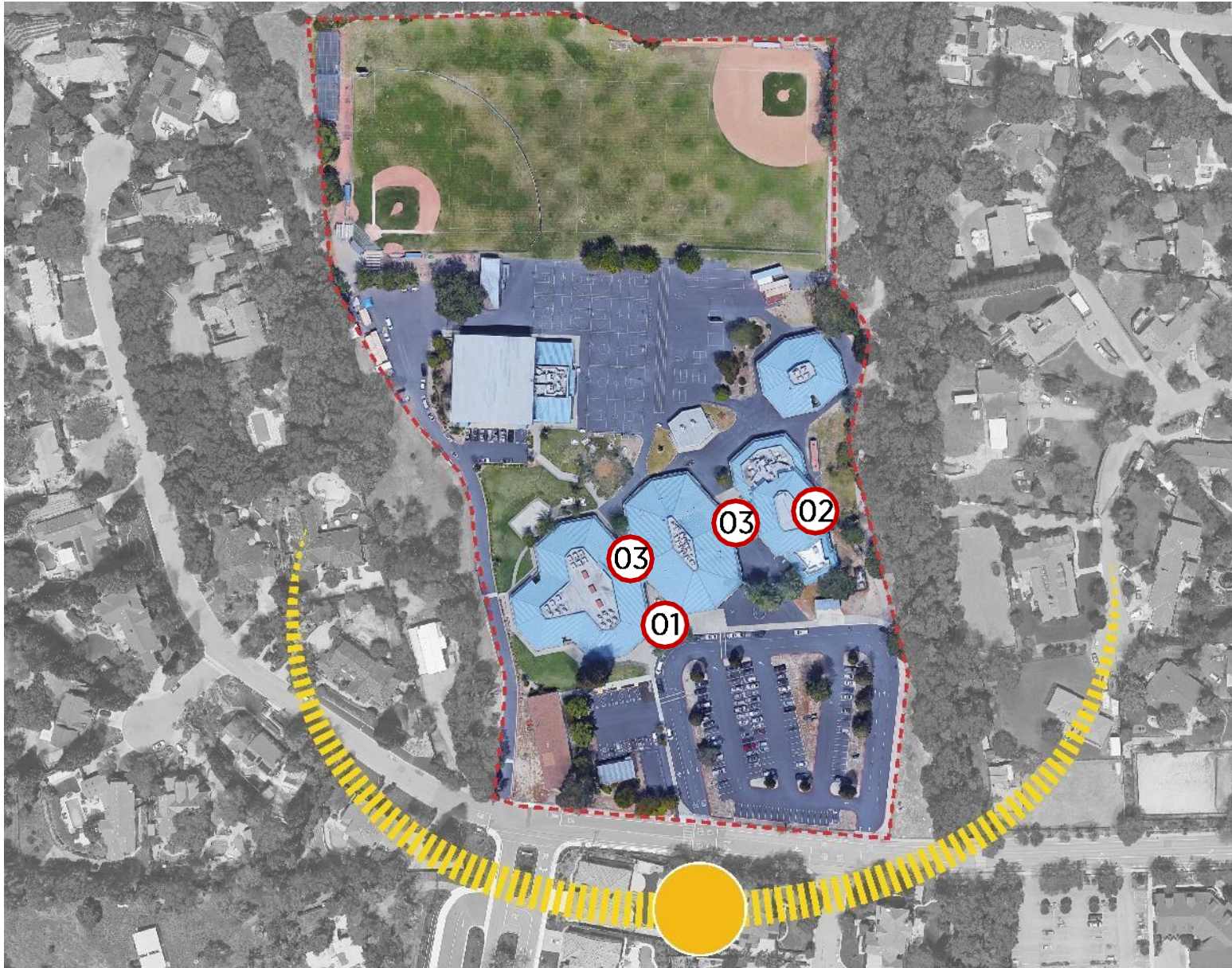
## Immediate Concerns

What are you most **immediate concerns** regarding your current facilities?

- Perimeter fencing with the Admin as a single controlled point of entry during school hours is needed for increased security.
- There is a high need for All Access restrooms and changing rooms, and increased student and staff restrooms.
- Walkways between buildings need canopies to protect from the elements for circulation in bad weather.
- There is a high need for a thermally comfortable outdoor lunch area protected from the elements.
- Reorganization or redistribution of classrooms to minimize angled walls and tight corners.
- More outdoor learning areas optimized with furniture to support collaboration, space for project-based learning, and shade opportunities are needed.
- Outdoor gathering area or amphitheater.
- Modernization of all finishes and updated technology.
- Lightweight and mobile furniture to support flexibility and collaboration.

# Outside In and Inside Out

*The following pages organize the questions that were asked at the visioning workshops into two categories: Outside In and Inside Out. Outside In items capture needs outside of the buildings. Inside Out items capture needs for the buildings and the interiors. Items are listed from macro level (big picture needs) to micro level (details).*



# Outside in



Entry



Sun Path

01

The addition of an entry plaza in front of the Admin building is needed.

02

Classrooms that open directly to community accessible paths like Los Cerros Fire Trail need to be secured.

03

Walkways between buildings need canopies to protect from the elements for circulation in bad weather.



# Outside in



Entry



Sun Path

01

There is potential for an outdoor collaboration space off the library building.

02

The basketball courts are used for school-wide assemblies but were not planned for this purpose.

03

All play fields are open to the community after school hours as part of joint-use agreement.



# Inside Out



Entry

01

The Service Center is used frequently for District-wide conferences and meetings.

02

The Staff Lounge needs technology updates to better support professional development sessions.

03

The library needs to be transformed into a multi-media center with FF&E and materials used for space definition to create activity zones.



# Inside Out



Entry

01

The Forensic Science program needs a dedicated space that supports science experiments.

02

The Art room needs more sinks and increased storage.

03

Relocate existing weight rooms that are in classrooms to be next to the Gym.

04

Relocate existing Calm Room into a new Wellness Center hub.



# CAMPUS VISION: KEY GOALS & COMPONENTS

## WELCOMING TO THE COMMUNITY

- Expand the Admin into a Welcome Center as a controlled, single-point of entry with perimeter fencing.
- Expand the Admin to have a welcoming waiting area and conference rooms.
- Larger offices and more offices for resource specialists, counselors and current staff are needed. Hoteling stations for itinerant staff are needed so they have landing pad as they visit various campuses.

## OPTIMIZING THE OUTDOORS

- Provide an intentionally programmed and planned outdoor gathering space or amphitheater.
- Provide a thermally comfortable outdoor lunch area protected from the elements.
- Provide more outdoor learning areas optimized with collaborative furniture, space for project-based learning, and shade opportunities.
- Shade structures and trees are needed to create places at different scales for social interaction or for respite.

# CAMPUS VISION: KEY GOALS & COMPONENTS

## INDOOR LEARNING ENVIRONMENTS

- Provide 21st Century technology for all learning environments including drop down outlets or floor mounted outlets, not just the perimeter walls.
- Create direct and visual connections to the outdoors in all learning environments so the educators can have a line of sight for supervising students working outside while others are inside.
- Lightweight and mobile furniture is needed to support flexibility, so that students can engage in different learning styles simultaneously.
- Reorganize classroom layouts to minimize angled walls and create more functional learning spaces while maintaining shared collaboration spaces.
- Provide a collaborative Makerspace or Flex Lab.
- Provide dedicated learning environments for all specialized curriculums-science, arts, drama, foods etc.

## SUPPORTING SOCIAL EMOTIONAL LEARNING

- Plan for a new Wellness Center as a hub to host all counselor enriched programs, specialists, and the Calm Room which would be relocated to that new Wellness Center.

Mural Activity

# **EMERGING PATTERN PRIORITIES**

# APPENDIX

# LINKS TO FDC MURALS

Facility Development Committee Meeting #1:

<https://app.mural.co/invitation/mural/lpadesignstudios2268/1675458876008?sender=u91aecfc6aed4e01f594882&key=a39a301a-0902-41d8-9ead-7207a2e11f26>

Facility Development Committee Meeting #2:

<https://app.mural.co/invitation/mural/lpadesignstudios2268/1679267159025?sender=u91aecfc6aed4e01f594882&key=07debc8a-3dcc-422b-8cf7-5d6cde55989f>

# SRVUSD Community Survey Comments

Link to PDF of comments Google Drive:

[https://drive.google.com/drive/folders/1DP8zW\\_iwPK0bqtoBw1OTosdfNaY4sR8I?usp=share\\_link](https://drive.google.com/drive/folders/1DP8zW_iwPK0bqtoBw1OTosdfNaY4sR8I?usp=share_link)

Facility Development Committee Meeting #2:

<https://app.mural.co/invitation/mural/lpadesignstudios2268/1679267159025?sender=u91aecfc6aed4e01f594882&key=07debc8a-3dcc-422b-8cf7-5d6cde55989f>

Comments color coding:

GREEN = changed survey as comment states

BLUE = changed the survey but may have been addressed slightly different than comment

PINK = did not change the survey/ reasoning provided/ need for clarification

Comments color coding (FYI):

GREEN = changed survey as comment states

BLUE = changed the survey but may have been addressed slightly different than comment

PINK = did not change the survey/ reasoning provided/ need for clarification

## SRVUSD Community Survey Comments

### Question 1: Which Roles do you identify with?

Comment 1: I think District Personnel could be covered by non-certified and certified.

RESPONSE: Delete District Personnel in answer choices

### Question 2: Which site(s) are you a member of?

Comment 1: Add Education Center and Service Center

RESPONSE: Added to choices

### Question 3: Rate how much you agree or disagree with the following statements.

Comment 1: It might be good to ask the community if they are utilizing our facilities outside of standard school time - scouts, youth sports, clubs & organizations.

RESPONSE: Add to rating system: "I utilize school site facilities outside of standard school hours (e.g. for scouts, youth sports, clubs & organizations.)"

### Question 5: Rate how much you agree or disagree with the following statements.

Comment 1: Transit to/from school. Do the options work?

RESPONSE: Options for school transit are not directly related to facilities improvements. Providing bus options is more operations. Recommend not to add this question. Is there a concern about a safe route to school? Or safe pathway from public right of way to the school entrance? This information may be better brought up at School Site Committee meeting.

### Question 7: Rate how much you agree or disagree with the following statements.

Comment 1: The outdoor play areas have other equipment or spaces to engage other than a standing play structure.

RESPONSE: This question appears to be specific to Elementary School students since MS and HS would not have play structures, so their answer would always be 'agree'. Will add this question: "At elementary schools, the outdoor play areas have equipment or spaces to engage students other than the play structure."

Comment 2: Think this needs to be renamed outdoor spaces. Also need questions specific to middle and HS.

RESPONSE: Will remove the word 'recreation areas' and change to 'outdoor spaces'.

### Question 9: Which of the following design element/s are most important for SRVUSD schools.

Comment 1: Confidential Meeting spaces

RESPONSE: Will add to list of selections.

Comment 2: Makers Spaces or areas for kids to be able to engage in creative outlets.

RESPONSE: This is very specific to one type of space. Suggest to add a selection for 'Specialty/ Elective Program Spaces (e.g. Science, Music, Maker, STEM, Art, Project Based/ Hands on Learning)

Comment 3: Offices for teachers sharing (or working in) connected rooms e.g., kinder.

RESPONSE: This suggestion seems to be for a specific need. May not be something decided by Community members. Can be captured within Other items.

Comment 4: Need to find a way to incorporate more district money for extra-curriculars and not rely on donations.

RESPONSE: This item has to do with funding not a design element and can be captured under 'Other' comments if someone would like to add comments. Therefore did not add to list of choices.

### Question 11: Beyond core academics, which of the District's current offerings do you value the most?

Comment 1: Foreign Language Development

RESPONSE: Added 'Foreign Language Development' to the list of selections.

### Question 12: Of the SRVUSD programs, which do you feel are most important for future learning?

Comment 1: Is there a ROTC program at SRVUSD?

RESPONSE: Revise to ROP program for the selection. (I found ROP on high school curriculum. But someone confirm is there an ROTC program?)

Comment 2: Hands-on classes such as woodshop.

RESPONSE: Add "Hands-on learning (e.g. woodworking, mechanics, etc.)" and an 'Other (please specify)' option for free response.

Comment 3: I agree re: woodshop. What about campuses with a focus? Woodshop, mechanics, etc., at one location.

RESPONSE: See response above. The question is in regards to programs, and the location of specialty programs can be discussed at other FMP meetings.

Comment 4: There may be that one kid who causes it to be banned, if it is doing physical stuff.

RESPONSE: Thank you for the comment. This is a topic for operations and management.

### Question 13: Which of the following skills do you think are most important for students to learn in order to be prepared for the future?

Comment 1: Foreign Language

RESPONSE: Will add Foreign Language as option.

**Question 15: What would be your preferred schedule for the following programs?**

Comment 1: If you are asking about a preferred schedule (half day/full day) please also ask why they are choosing that schedule...for day care, or age appropriateness of time in school for a TK or K student.

RESPONSE: Will add comment box to allow for this answer.

Comment 2: Kindergarten programs are fully implemented, but are half-day programs.

RESPONSE: Will leave this as a question. The question is in regards to preferred schedule for the program. Even if it is currently half day, the District could consider extended or full day if there is demand/ facilities/ staff to support it. This decision does affect facilities usage vs. capacity.

**Question 16: In your opinion, what is the most important content for children to learn in each program?**

Comment 1: Not sure we should be asking what should be taught in a TK setting from people who are not trained professionals in that age group.

RESPONSE: This is a valid point. This question can inform Architects what type of spaces to incorporate into the design. Revise question to: "What do you think are the key benefits for children to attend the following programs?"

Comment 2: I feel like there should be some time to play because parents may enroll their child in so many after school activities.

RESPONSE: This is great input to incorporate play into program.

**Question 17: Is there anything that would prevent you from enrolling your child in a TK or Kindergarten program?**

Comment 1: Class size/lack of teacher aides

RESPONSE: This is a bit open ended and may be difficult for Community member to change this, since the State does have guidelines and requirements on teacher to student ratio as well as class size for TK and Kindergarten. If this is a concern, there is an open comment box under Other (please specify).

Comment 2: Teaching your child english? I know it sounds bad, but it does come up.

RESPONSE: I will leave this as something someone can input into the Other (please specify) comments.

Comment 3: TK has mandatory paraprofessionals in each classroom. Kindergarten does not.

RESPONSE: Thank you for this information. No changes to the question or answer.



# **SRVUSD Student Survey Comments**

Link to PDF of comments Google Drive:

[https://drive.google.com/drive/folders/1DP8zW\\_iwPK0bqtoBw1OTosdfNaY4sR8I?usp=share\\_link](https://drive.google.com/drive/folders/1DP8zW_iwPK0bqtoBw1OTosdfNaY4sR8I?usp=share_link)

Comments color coding:

GREEN = changed survey as comment states

BLUE = changed the survey but may have been addressed slightly different than comment

PINK = did not change the survey/ reasoning provided/ need for clarification

## SRVUSD Student Survey Comments

General Comment 1: MICHELLE SINNOTT PETERSON: I didn't see anything on Foreign Language. Did I miss this?

**Response:** In Question 11 there is an item for "Speaking multiple languages" – and allows you to select if this is an important skill to learn.

General Comment 2: I do think that many of the questions overlap with Healthy Kids Survey. Too many questions and people stop answering honestly.

**Response:** Eliminate questions in survey that are repeated in Healthy Kids Survey. Please advise which questions can be eliminated and provide District survey results to LPA Planning Team.

General Comment 3: A section for feedbacks on Chromebooks might be a good idea since student utilize them a lot and it would be helpful to them to possibly improve the system.

**Response:** Good idea. However technology evolves so quickly. This is a long range master plan. So maybe we can add a question in regards to connectivity which as to do more about infrastructure and facilities).

### Question 1: Which school do you currently attend?

Comment 1: Why are elementary schools listed?

**Response:** See response to Comment 2 below.

Comment 2: keep the ES's listed, but ask what ES they went to.

**Response:** OK. Revise question to ask 'What elementary school did you go to?'

Comment 3: If the focus is on facilities, it may be important to explain how answering these questions will help guide the Facilities plan.

**Response:** Add to introduction. "A Facilities Master Plan is a long range road map for future, phased improvements. Your input today will influence the vision for your school facility."

### Question 2: Which gender do you identify as?

Comment 1: Should we ask about race/ethnicity? Perhaps not required or prefer not to state.

**Response:** Race/ ethnicity is not a factor evaluated in this survey.

### Question 4: Rate how much you agree or disagree with the following statements.

Comment 1: BRIDGET PELLEY: Not sure if this is included, but it would be great to include a question as to how much time they're on campus. I know at our school, kids are often on campus before classes start.

**Response:** Add question: "How often are you at school during the following times?"

- a) Before school hours
- b) After school hours

Comment 2: My school helps foster a positive self-concept and makes me feel prepared for post-high school.

**RESPONSE:** Add statement.

Comment 3: Is this the only place where post-HS options other than college are addressed? Thought is that the district doesn't really address/support the "trades" so if there's a way to fit it in, it might be worth it.

**RESPONSE:** This is a great insight. We think that the responses to these questions will provide good information on whether current programs at the schools meet student post HS needs. Also CTE is covered in the high school student survey below.

### Question 6: Do you believe the school needs alternative options to plan for the future?

Comment 1: Add an example or two here for students to understand where the question is going.

**RESPONSE:** Add in parenthesis "(e.g. College & Career Counseling/ fairs/ webinars/ lectures, visiting colleges, visiting local businesses, internship connections, etc.)"

### Question 7: Rate how much you agree or disagree with the following statements.

Comment 1: I feel that I am a part of school decision making that directly affects students.

**RESPONSE:** This suggestion is about student voice. Suggest re-phrased statement, since we want to be creating 'student-centered' spaces that encourage student voice: "I feel that my voice matters at school."

### Question 9: How important is each of the following to your learning experience?

Comment 1: APRIL ROVERO: Under student survey, question 9, it would be good to add community service opportunities. unless you include that somewhere else in the survey.

**RESPONSE:** Add "Community service opportunities"

### Question 11: How important is it for you to develop the following skills throughout your learning experience?

Comment 1: KEN MINZ: On the skills question, add skills associated with technology.

**RESPONSE:** "Technology skills and tools"

Comment 2: Utilizing modern tech tools.

RESPONSE: See response above.

Comment 3: Media Literacy

RESPONSE: Add "Media literacy"

Comment 4: Scientific Understanding

RESPONSE: Add "Scientific understanding"

Comment 5: Ethnic/diversity/inclusion studies

RESPONSE: The question is about 'skills'. This seems more of a value that should be instilled in students rather than a skill that is taught in a class. Please clarify intent.

**Question 12: Rate how much you agree or disagree with the following statements.**

Comment 1: SRVHS Seniors go off campus at lunch.

RESPONSE: Great insight. This question will help assess percentage of students that purchase food from school vs. outside. And how to potentially encourage more student participation.

Comment 2: Change Uber eats to Food Delivery.

RESPONSE: Revise to "food delivery"

Comment 3: We students also use door dash.

RESPONSE: See response above.

Comment 4: Because of last year Cal High students are not allowed to leave campus.

RESPONSE: Thank you for this information. Is this a safety issue? If students have to eat on campus then it is even more crucial to know if they like eating at the school cafeteria.

Comment 5: Bring lunch from home.

RESPONSE: Add statement: "I bring lunch from home."

Comment 6: Do you have enough time to get your food, eat it, etc.?

RESPONSE: We will add this, since if larger spaces to eat that are thermally comfortable are planned for, then students can have more time.

**Question 14: Rate how much you agree or disagree with the following statements.**

Comment 1: Athletic fields question needed.

RESPONSE: Add statement "I spend a lot of my outdoor time on the athletic fields."

**Question 15: Rate how much you agree or disagree with the following statements.**

Comment 1: Add: The library is open at times that serves me for independent & group work.

RESPONSE: Please clarify is the question in regards to accessibility of the library space? If so, suggest adding statement: "The library is open and accessible to me for both independent and group work."

Comment 2: I think we need more opportunities for students who don't feel challenged at school.

RESPONSE: Add statement under Question 10: "I feel challenged at school and it is exciting to learn."

Comment 3: If book fairs have appropriate books that intrigue the students.

RESPONSE: Did not add. This item doesn't seem related to the facilities.

Comment 4: I utilize the library.

RESPONSE: Add statement "I utilize the library often."

Comment 5: Libraries more types of books (Like series).

RESPONSE: This is addressed in the statement "My school's library has all the resources I need."

Comment 6: Whether the library is quiet enough/is it a good environment.

RESPONSE: Add statement: "The library is a good environment for me to study/ collaborate/ get resources from."

**Question 16: Are you comfortable using the restrooms on campus?**

Comment 1: The bathrooms are clean and well stocked with soap, paper towel, and toilet paper.

RESPONSE: This question is something to be addressed by Maintenance & Operations/ Custodial team.

Comment 2: MICHELLE SINNOTT PETERSON: also under restrooms, what about ADA private accessible restroom for kids with disabilities.

RESPONSE: ADA accessible restrooms are required by code to be provided. District/ projects can choose to provide by a stall and or single stall restrooms. Not sure that this question is for the students?

Comment 3: Questions about getting to/from school? Walk/bike/public transit/traffic/driving/etc. Also, do you have access to public transit?

RESPONSE: Add question: "How do you get to school?"

Comment 4: Include follow-up questions on why students feel this way about the different types of bathrooms. Is it because of cleanliness, safety concerns like harassment, people misusing bathrooms, etc? Prompting students to respond to these would provide valuable data if the district were to consider expanding all-gender bathrooms. Students often aren't specific with open-ended questions. It also might be preferable to require gender demographic data to better understand the various responses to questions regarding bathrooms, as long as the data can remain anonymous.

RESPONSE: There is an open response under Question 16 and 7 on restrooms and campus safety. The survey also asks about which gender the student identifies themselves to be (Question 2), if they choose to respond. The survey is anonymous.

**Question 17: How important are the following elements to make you feel comfortable?**

Comment 1: Regarding the Bathroom questions, I feel as though there should be a question regarding items such as paper towel and soap dispensers as some restrooms here at SRVHS still do not have them replaced after the incident where students stole them.

RESPONSE: This is an item to be addressed by Maintenance & Operations to provide.

Comment 2: I feel like there should be a question regarding the cleanliness of the restrooms. As a student I have seen some bathroom stalls be unusable.

RESPONSE: This is an item to be addressed by Maintenance & Operations/ Custodial team.

Comment 3: I believe there should be a question on cleanliness of the restrooms, taking into account how hygienic they are, if supplies (soap, paper towels, etc.), along with how

secure they feel going to the bathroom(at some schools there are no dividers between urinals).

RESPONSE: This is an item to be addressed by Maintenance & Operations/ Custodial team. Feeling safe is addressed in question 7 above.

**Question 18: Do you engage in after-school activities on campus?**

Comment 1: Band/orchestra and performing art (music)... remove band/orchestra.

RESPONSE: Revise selection to remove band/orchestra and change to "Band/orchestra and performing art (music)"

Comment 2: Improving social life

RESPONSE: This item is open ended and can be listed out under open response under "Other".

**Question 20: I enjoy attending school dances.**

Comment 1: Maybe also include some other on campus recreational activities such as skate night.

RESPONSE: Revise question to "I enjoy attending school activities (dances, skate night, etc)."

Comment 2: I enjoy attending sporting events and feel school spirit is inclusive.

RESPONSE: Add question.

Anne -please upload the PDFs from here on server: \\oz\data2\30900\30935\DOCS\002 Meeting Minutes\_Agendas\05 Outreach\Community and Student Surveys\\_Student Survey To google drive link as shown below.

# SRVUSD CTE Survey Comments

Link to PDF of comments Google Drive:

[https://drive.google.com/drive/folders/1DP8zW\\_iwPK0bqtoBw1OTosdfNaY4sR8I?usp=share\\_link](https://drive.google.com/drive/folders/1DP8zW_iwPK0bqtoBw1OTosdfNaY4sR8I?usp=share_link)

Comments color coding:

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Anne -if you have time, go into word docs and change grey to black, then PDF again and they won't look faded. I have the link to google drive anyway

## CTE Survey Comments

General Comment 1: Adding programs means losing other successful programs. A trades program means dedicated facility, tools, materials, storage, space, staffing, etc. Will hit have buy in to make it a large enough program to justify all of the above?

**Response:** This needs to be a District decision. Of course resources are always going to be limited and Districts will need to evaluate which programs should/ can be supported with a balance of interest/ demand, staff, facilities, industry needs and community partnerships. Facilities will need to balance designs that are flexible enough to evolve over time as well as be able to provide the adequate needs of specific trades. For example quite a few auto shops are now being converted to electric vehicle shop classrooms.

General Comment 2: CTE must be high skilled, high demand, high paid, and available in the area.

**Response:** Thank you for the comment. This is true! Thus the importance of a long range facilities development plan to be able to holistically analyze what makes sense for the District to support, as well as potential opportunities from community partners/ local businesses.

*Question 18: At SRVUSD there are different CTE Pathways offered at different high schools. Would it be better to offer the same pathways at each HS campus?*

Comment 1: This is great, but how do kids get exposed to these to know if they're interested?

**Response:** Different Districts approach CTE in various ways. There's no one better way. There are Districts that offer different pathways at each High School campus so that students have a choice within the District, if they already know which focus to be able to attend the high school that has the program. Some Districts allow schools to choose pathway by student interest. A lot of middle and high schools offer a class where it's a rotation to get exposure to various pathways so students have a chance to figure out their interest and passion. Again it will be that balance of resources, interest, and need.

*Question 19: Would it be a good idea to begin offering CTE Pathway Preview classes at the middle school level so students could try out three different pathways in a semester?*

Comment 1: What about a centralized CTE option instead of trying to offer a program at each campus.

**Response:** Yes. That is a great idea as well.

Comment 2: Agree with this question above - a facility like FUSD has (and offers transportation).

**Response:** Same as above.

Comment 3: I agree. Going off of that, perhaps a trade(s) specialty at each school. SRVHS has auto shop, maybe MVHS has welding, Cal High has woodshop, etc.

Comment 3.5: How would students get transported to take these classes at other high schools?

**Response:** This is a District operations/ transportation question to answer.

*Question 20: Which of California's 15 CTE Pathways is most valuable/interesting for students?*

Comment 1: Cal high also has engineering classes.

**Response:** Engineering is under the Engineering and Architecture CTE pathway.

Comment 2: Culinary Classes.

**Response:** I believe Culinary is under Hospitality, Tourism and Recreation CTE pathway.

*Question 22: Which of the focus areas do you think are most interesting related to Arts, Media, and Entertainment.*

Comment 1: Does D/V/M Arts include video production?

**Response:** Yes, video production should be included.

*Question 29: Which focus areas do you think are most interesting relating to Health Science and Medical Technology?*

Comment 1: Fire and EMT classes.

**Response:** Add selection for "Fire and Emergency Medical Technician (EMT)"

# **HIGHLIGHTS FROM DINING EXPERIENCE ED SPECS FOCUS GROUPS**

# 3 Design Objectives

Ideas for the physical environment to support the vision for learning and behaviors to encourage.

## HIGHLIGHTS: FROM ED SPECS FOCUS GROUP



### Physical Environments

- ES & MS seek to maintain a structured queuing and serving model with 2-3 meal options through hot and cold bars.
- HS interested in Food Court and Satellite Kiosk Service
- Giving high school students choices for examples like grab and goes, seat styles, privacy.
- Avoid Cafeteriums!
- Leave behind institutional model and introduce café model
- Using wall graphics as wayfinding.
- Items at eye level.



# 3 Design Objectives

Ideas for the physical environment to support the vision for learning and behaviors to encourage.

## HIGHLIGHTS: FROM ED SPECS FOCUS GROUP



### Behaviors to Encourage

- Attention to how to space operates from ease of service to influence student behavior and emotions when in front of house.
- Sufficient space for optimal mealtime.
- Space designed with the consideration of time it takes to eat and get food. Be conscious of how to make it optimal.
- Interest in collaboration with nutrition education, social justice, and high school culinary programs
- Seeking to improve quality of meals via Speed Scratch Cooking

# 5 Sizing and Adjacencies

## HIGHLIGHTS: FROM ED SPECS FOCUS GROUP



- Create flexible spaces that can be adjusted to for large or small groups – for day use and before school programming.
- Outdoor connection for seating opportunities and dining overflow
- Adequate sizing for food service spaces and flow of students.
- Adequate space for student capacity in dining space.

# HIGHLIGHTS: FROM DINING EXPERIENCE ED SPECS FOCUS GROUP



Scatter  
Model is not  
useful

Fruit and Veg  
being one  
unit not  
disconnected  
to meet req



items at eye  
level

Likes this less  
institutional  
feeling more  
like a  
starbucks

# HIGHLIGHTS: FROM DINING EXPERIENCE ED SPECS FOCUS GROUP



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# HIGHLIGHTS: FROM DINING EXPERIENCE ED SPECS FOCUS GROUP



# HIGHLIGHTS: FROM DINING EXPERIENCE ED SPECS FOCUS GROUP



Constancy for younger students in seating styles



# HIGHLIGHTS: FROM DINING EXPERIENCE ED SPECS FOCUS GROUP



decentralized  
serveries?  
have not  
discussed it

currently no  
re-usables-  
would be an  
additional  
cost for labor

**PROGRAMMING HIGHLIGHTS**  
FROM FOODSERVICE SPACE PROGRAM



# PROGRAMMING HIGHLIGHTS: FROM FOODSERVICE SPACE PROGRAM



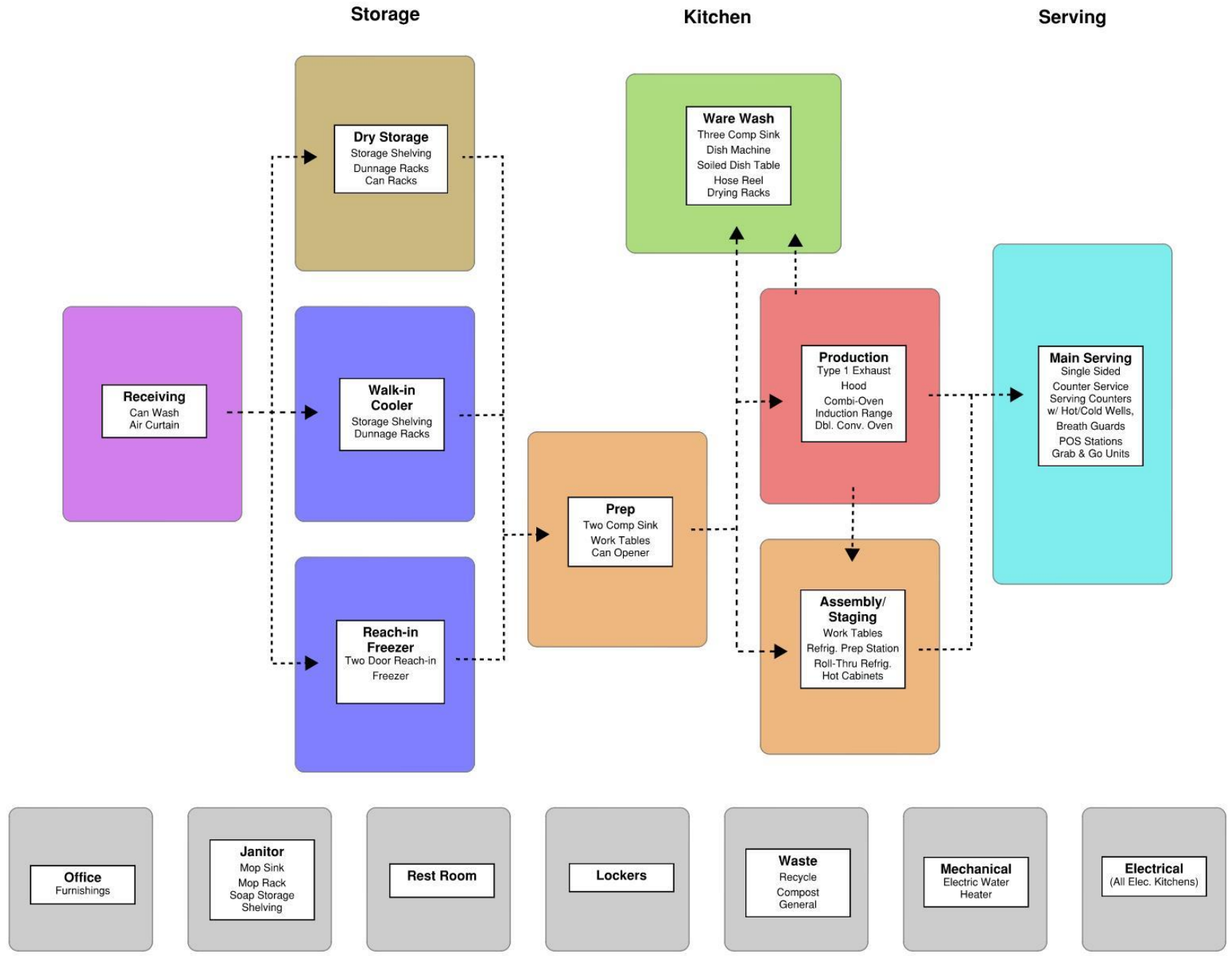
## FUTURE ELEMENTARY SCHOOL PROJECTIONS:

- All electric kitchens
- With the potential addition of a Central Kitchen, this might change if walk-in cold storage and reach-in coolers are needed at each site.
- Re-usable trays instead of single-use packaging?
- 40-minute lunch periods with 3 lunch sessions
- 4 Service Points and 1 Point of Sale Station (7 transactions per minute w/ standard POS)
- Service Points include:
  - Entrée (Hot/Cold)
  - Condiment
  - Salad Bar
  - Milk
- Servery – traditional service line



# PROTOTYPE ADJACENCY DIAGRAM: ELEMENTARY SCHOOL

Transport Carts  
(same day svc. &  
deliver cold)  
Lack storage of  
transport carts



Elementary School Adjacency Diagram Prototype

# PROGRAMMING HIGHLIGHTS: FROM FOODSERVICE SPACE PROGRAM



## FUTURE MIDDLE SCHOOL PROJECTIONS:

- **Prioritize Middle School Sites**
- All electric kitchens
- With the potential addition of a Central Kitchen, this might change if walk-in cold storage and reach-in coolers are needed at each site.
- Re-usable trays instead of single-use packaging?
- 30-minute lunch periods with 2 lunch sessions
- 5 Service Points and 1 Point of Sale Station (10 transactions per minute w/ double-sided POS)
- Service Points include:

Entrée (Hot/Cold)

Condiment

Salad Bar

Milk

Servery - U-shape service model



# PROTOTYPE ADJACENCY DIAGRAM: MIDDLE SCHOOL

Prioritize MS Sites

## Storage

## Kitchen

## Serving

Del Amigo, under served

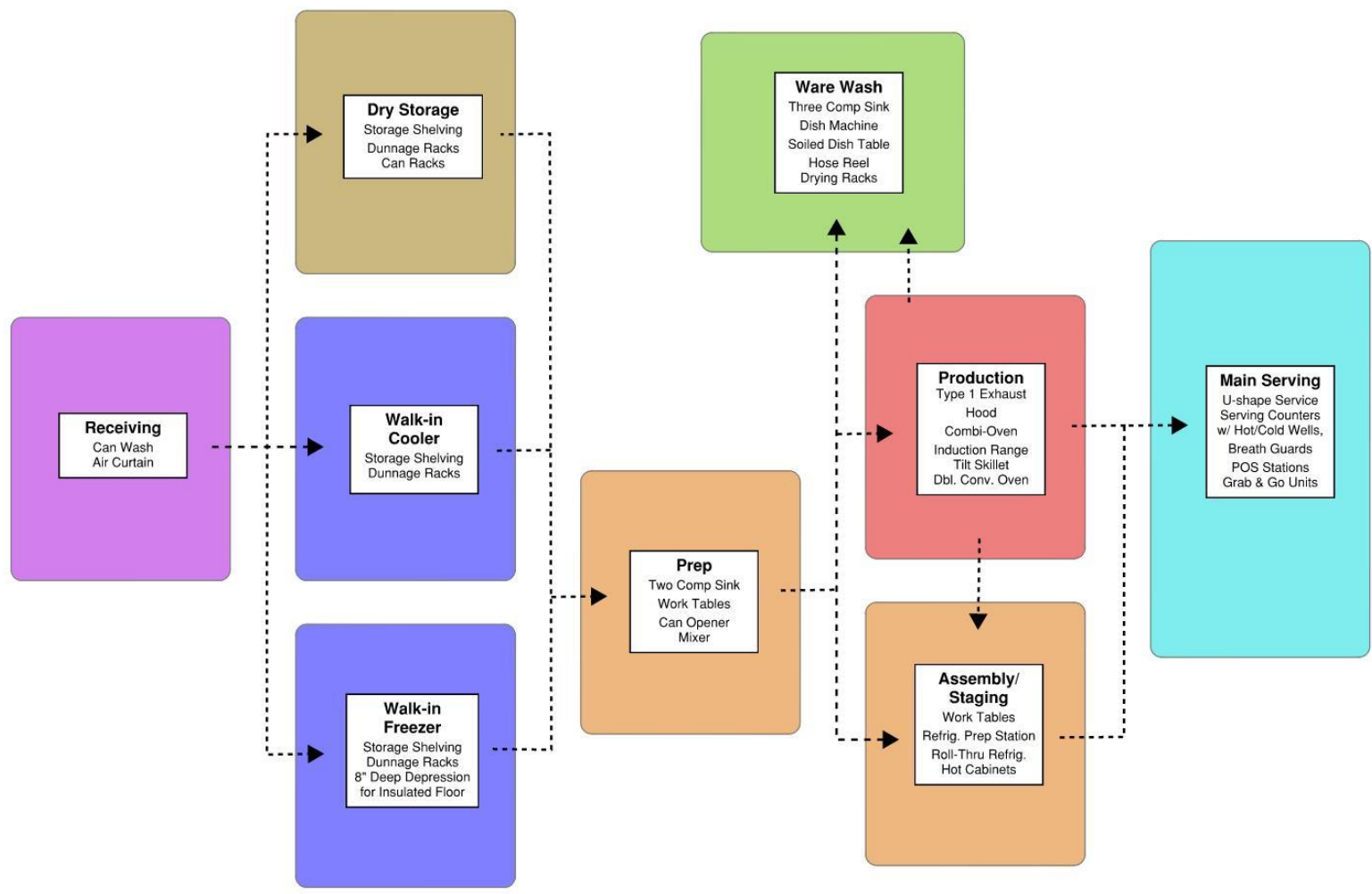
District lacks capacity to serve universal meals. Staffing challenges

Cal HS serves 1,000 HS students and 3,000 ES students  
Lacks cooler storage and cooler utilized for staging for transport carts

Align to Elementary Sites. Only one site has a serving line. Remove wall at sites to install serving line

Central Kitchen  
Upsize Cold Storage  
How can we operate for 10 years (10 year plan) - What is the bridge to a Central Kitchen model?

Develop Pro/Con list for Hub Kitchens and Central Kitchen models



**Office**  
Furnishings

**Janitor**  
Mop Sink  
Mop Rack  
Soap Storage  
Shelving

**Rest Room(s)**  
One per every twelve (12) employees

**Lockers**

**Waste**  
Recycle  
Compost  
General

**Mechanical**  
Electric Water  
Heater

**Electrical**  
(All Elec. Kitchens)

Middle School Adjacency Diagram Prototype

# PROGRAMMING HIGHLIGHTS: FROM FOODSERVICE SPACE PROGRAM



## FUTURE HIGH SCHOOL/ HUB PROJECTIONS:

- Estimated 3,000 meals served from each Hub Kitchen to Satellites
- Additional storage intended to be provided at District Warehouse (dry goods & freezer sto.?)
- All electric kitchens
- With the potential addition of a Central Kitchen, walk-in cold storage needs may be reduced.
- Re-usable trays instead of single-use packaging?
- 30-minute lunch periods with 2 lunch sessions
- 41 Service Points and 7 Point of Sale Stations (7 transactions per minute w/ standard POS)
- Service Points include:

Entrée (Hot/Cold)

Condiment

Salad Bar

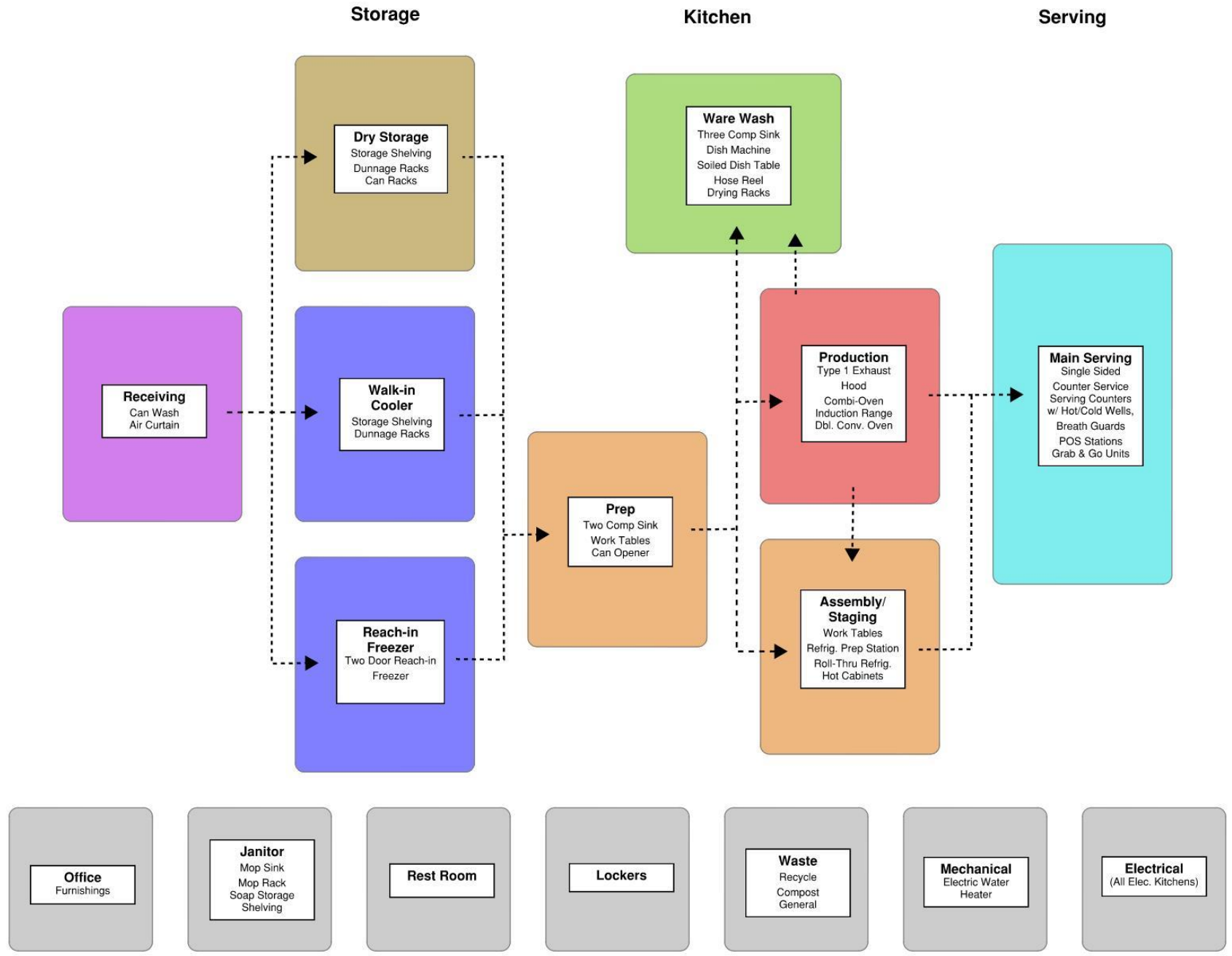
Milk

Servery – Food Court plus two additional Satellite Service



# PROTOTYPE ADJACENCY DIAGRAM: HIGH SCHOOL

Transport Carts  
(same day svc. &  
deliver cold)  
Lack storage of  
transport carts



Elementary School Adjacency Diagram Prototype



Changing Lives by Design™