PREDESIGN FOR THE NEW RICHMOND HIGH

RHS Facilities Community Meeting

OCTOBER 10, 2023

DLRGROUP

RSSC
SHOW UP. DIFFERENTLY.

1

Project overview
Roles and expectations
Lessons from engagement

Community Meeting Agenda

	Presentation	Activity	Duration
Part 1	Project Overview Lessons from engagement Prioritized design strategies	Reading and reflection	30 min
Part 2	Connect strategies to options Compare options 1 and 2 Progression from 6 to 2 options	Discussion	20 min
Part 3	Critical design decisions	Grade, score, and discuss Prioritize options	30 min
	Next Steps		10 min

Project overview

1. Present a proposal for the new Richmond High School in November to the Board.
2. November is a milestone. Engagement will continue throughout the entirety of the work.
3. Proposal must serve and support the immediate and broader Richmond / San Pablo family.
4. Proposal must be developed with community, not for community.

Look ahead

2023
Summer

2023
Fall

2023
November

WITH PHASING
2024-2029

2030

PREDESIGN WITH COMMUNITY

Using the Equity Transformation Cycle.

LISTEN AND UNCOVER

Student workshops and group interviews with over 150 participants. Survey reached over 300 participants.

DESIGN AND DECIDE

Two community meetings, three steering committee meetings.

We are here

BOARD APPROVAL

To approve funding for Richmond High.

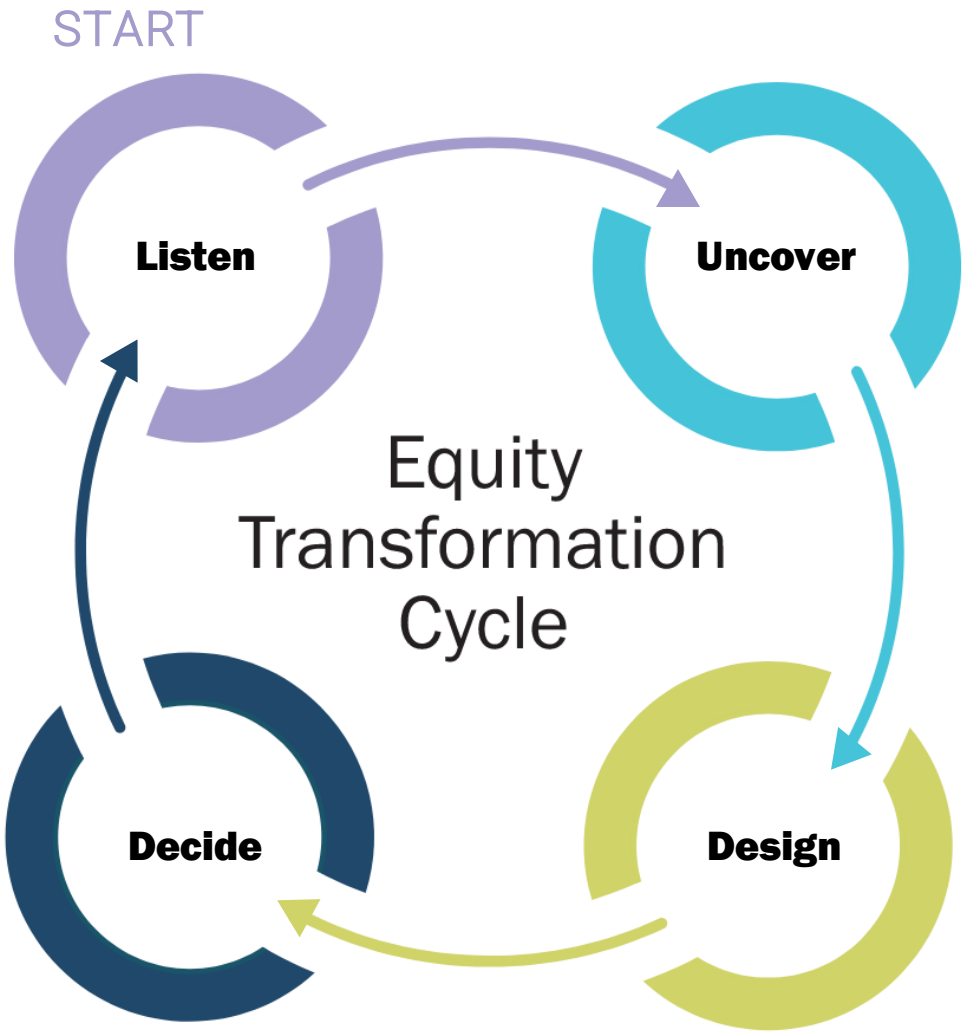
DESIGN AND CONSTRUCTION

Estimated between three to four years. Phasing will allow varied occupancy times during those years.

OPENING

Final projected date for completing the final phase.

Our commitment



Creator of Equity by Design
Dr. Stephanie Hawley

Supported by
Dr. Tamey Williams-Hill
Shanna Crutchfield
Dr. Carlecia Wright

Creators of Equity Transformation Cycle
Dr. Jamila Dugan
Shane K. Safir
(Authors of *Street Data*)

Who we met with at engagement events

Student groups and the caregivers, families, teachers, staff, and community partners who support them.

- African American / Black Students
- Asian & Asian American Students
- Hispanic/ Latinx Students
- Students who access Special Education Services
- Immigrant Students
- Indigenous Students
- Emerging Bilingual Students
- Refugee Students
- Students who identified as economically disadvantaged
- Students who experience homelessness and/ or in foster care

What we did

ONE-ON-ONE INTERVIEWS
Community Partners

GROUP INTERVIEWS
Caregivers, families, teachers, staff, community partners

WORKSHOPS
Current and future students

ORIENTATION
Students, caregivers, families, staff, community partners

SURVEY
Students, ESL students, caregivers, families, teachers, staff, community partners

COMMUNITY MEETING
Students, ESL students, caregivers, families, teachers, staff, community partners

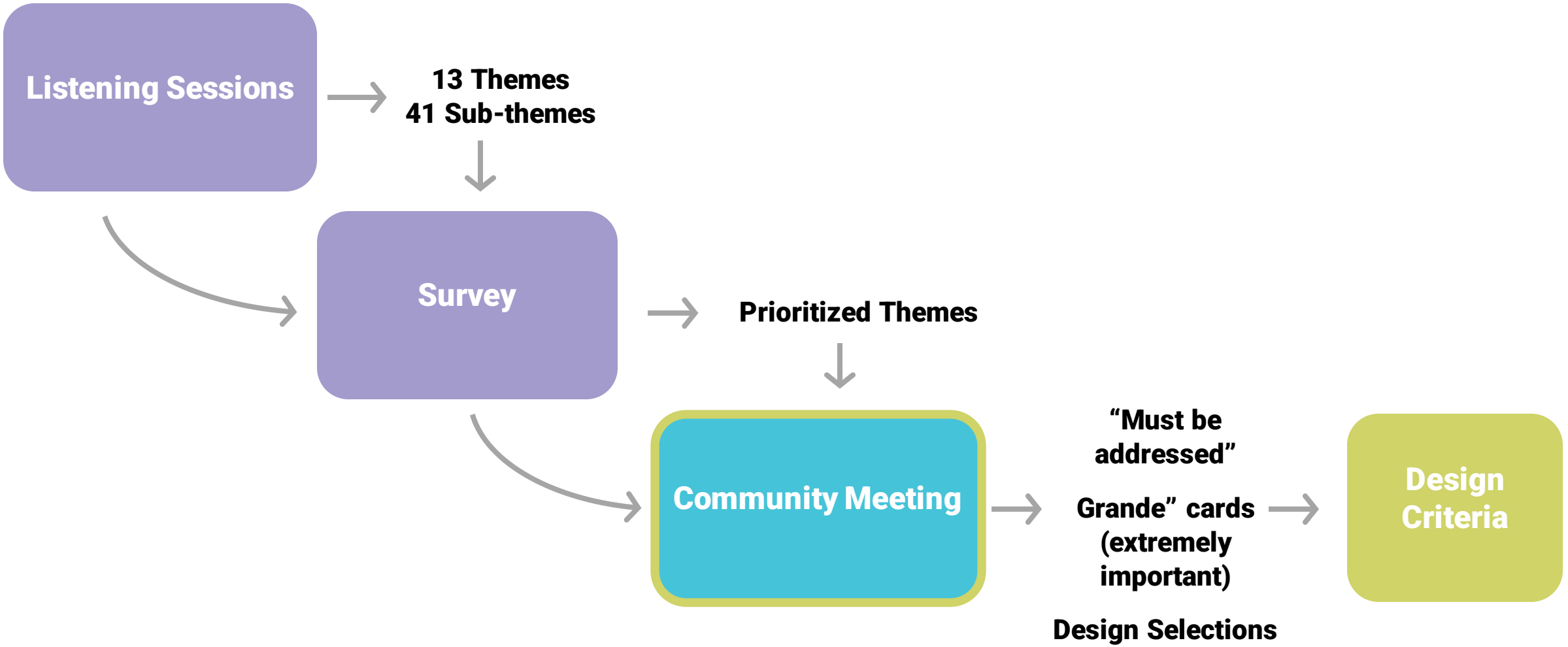
One-on-one or small group conversations

600-700

Survey responses

300

How are the engagement sessions connected?



What we learned

Listening sessions and survey

Fair investment

Safe, healthy, well-built

Welcoming and aspirational

Optimal spaces for learning

Addressing stress

Respect for cultural identities

Mental health of students

Rigorous academic programs

High expectations for students

Student interests and passions

Community identity and gathering

Parents and caregiver resources

Staff success and well-being

Community Meeting: (6) Conditions

Equitable investments and access

Safe, healthy, and well-built

Ambitious and inspired.

Optimal spaces for learning

Physical, emotional, and identity safety

Synergy with staff, families, community

Steering Meeting: (4) Priorities

Equitable investments and access

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"I worry about safety, that students will be trapped if there's a fire. The way the building is designed really matters for safety and security. I want a building that's safe, that ties into a young person's well-being."

–COMMUNITY PARTNER, ALUMNI

Safe, healthy, and well-built

DESIGN PRIORITY

Safe, healthy, and well-built

School buildings are providing a safe and healthy environment.

Community meeting

Most selected "Must be addressed" card, second highest condition among "Grande" cards (extremely important).

Survey

Number one priority for participants who identified as Black, Hispanic, students, and families; number two priority for staff.

Underlying conditions *Must be addressed by the design*	**Design strategies** *Based in community expertise and design research*
Students are safe. • Reduce feeling trapped • Reduce feeling crowded • Provide dignity	Visual connection, reduce clutter, adequate storage
	Easy wayfinding, clear exits, thoughtful circulation
	Enough safe and well-maintained restrooms
	Perimeter and zoning
	Welcoming entry experience
Students are healthy. • Provide naturalness and nature • Reduce environmental stressors	Quality daylight and views of nature
	Outdoor spaces to learn, socialize, and relax
	Thermal comfort and air quality
	Good acoustics
Facility is well-built and easily maintained. • Ensure life safety • Ensure durability	(Provide building that withstands natural disasters)
	Provide high-quality maintenance, furniture, and landscaping
	Choose furnishings, tools, and resources that resist damage or are easily replaced/repaired

"There are kids that don't want to go home. They stay here until closing time because they feel safe. We should provide safe places for the kids now."

–PARENT, ALUMNI

Physical, emotional, and identity safety

DESIGN PRIORITY

Physical, emotional, and identity safety

How physically, emotionally, and identity safe students feel.

Community meeting

Highest condition among "Grande" cards (extremely important).

Survey

Top three priority for participants who identified as Black, Hispanic, students, families, and staff.

Underlying conditions *Must be addressed by the design*	**Design strategies** *Based in community expertise and design research*
Students feel calm and relaxed. • Daily movement • Opportunities to manage stress	Informal and individual areas
	Multi-modal learning spaces, seating variety, tools that promote movement, operable walls
	Dining
	Physical practice
	Include music
Students are psychologically healthy. • Mental health supports • Interactions with caring adults outside of classroom	Wellness Center that is private and easily accessible
	Teacher areas
Students feel safe to express their identities and cultures,	Student organizations have the spaces, furniture, tools, and resources
	Display, murals, exhibition space

"Anywhere in the school, you should feel welcome and have a space to talk and learn. I don't mean designated spaces, I mean everywhere. We need spaces all around for our community to come see the work. Not designated spaces. The whole school must be welcoming for kids and families." –STAFF

Optimal spaces for learning

DESIGN PRIORITY

Optimal spaces for learning

Are learning spaces optimally designed for learning.

Community meeting

Fifth highest condition among "Grande" cards (extremely important).

Survey

Number two priority for staff, top six priority for participants who identified as Black, Hispanic, and students; number seven for families.

Underlying conditions *Must be addressed by the design*	**Design strategies** *Based in community expertise and design research*
Students are engaged in deep learning.	Multi modal
	Informal and individual areas
	Active learning
Students see the impact of their learning on others (share and connect).	Collaboration areas.
	Student display
	Student exhibition
	Academy identity

"The new school must help us bridge community resources, learning, and family engagement." –STAFF

Synergy with the community

DESIGN PRIORITY

Synergy with staff, families, community

Are school buildings facilitating community links and engagement.

Community meeting

Fourth most selected "Must be addressed" card.

Survey

Number six for participants who identified as Black and staff.

Underlying conditions *Must be addressed by the design*	**Design strategies** *Based in community expertise and design research*
Facility is a great place to work.	Teacher wellness
	Work environment
Parents feel supported.	Entry experience, wayfinding, community hub
Community is personally invested.	Events, community use

"The current facility is carceral. It mirrors a prison environment and normalizes such an environment creating a psychological incarceration that is traumatizing." –COMMUNITY PARTNER

Equitable investments and access

DESIGN PRIORITY

Equitable investments and access

Are high-quality schools accessible where students live.

Community meeting

Fourth highest condition among "Grande" cards (extremely important).

Survey

Top three priority for participants who identified as Black, Hispanic, and students.

Underlying conditions *Must be addressed by the design*	**Design strategies** *Based in community expertise and design research*
Students have an innovative facility at the standard of new high schools in the District and Bay Area.	Appearance and view from the street
	Every space where a child spends most of their day will be new or renovated using best practices and research

We have to give our students a facility that makes them feel like the best versions of themselves. Just having color, light, and open spaces improves the mood of a young person who is having a bad day. Our students need to be surrounded by nature with their peers. It's an issue of equity."

–BOARD MEMBER

Ambitious and inspired

DESIGN PRIORITY

Ambitious and inspired

School buildings are providing a safe and healthy environment.

Community meeting

Second most selected "Must be addressed" card, second highest condition among "Grande" cards (extremely important).

Survey

Number six priority for students.

Underlying conditions *Must be addressed by the design*	**Design strategies** *Based in community expertise and design research*
Students feel like the best versions of themselves	Visual stimulation; dynamic, multisensory environment.
	Informal areas, links to nature, well-built.

What we learned from Steering Committee Meeting 2

Must Have

- Indoor events (PAC, large gathering space)
- Quality daylight and views of nature
- Wellness Center that is private and easily accessible
- Visual connection, reduce clutter, adequate storage
- Outdoor events (large quad or courtyard)
- Outdoor spaces to learn, socialize, and relax
- Indoor: Maintenance upgrades only
- Outdoor: top dressing only

Should Have

- Organizations have space, furniture, and resources
- Indoor: new lobby, locker rooms
- Informal, individual, and collaboration areas
- Workspaces for teachers to prepare and collaborate
- Outdoor: Resurfacing softball, new multiuse fields
- Student exhibition

Activity

Reading and reflection

2

Connect strategies to options
Compare options 1 and 2
Progression from 6 to 2 options

Building a shared design language

Introducing tools and methods ***with community*** to make design decisions that address the conditions for learning within the available budget.

Block diagrams

- Early development
- Test fit program
- Test design strategies
- Visualized high-level decisions
- Arrive at scope and budget

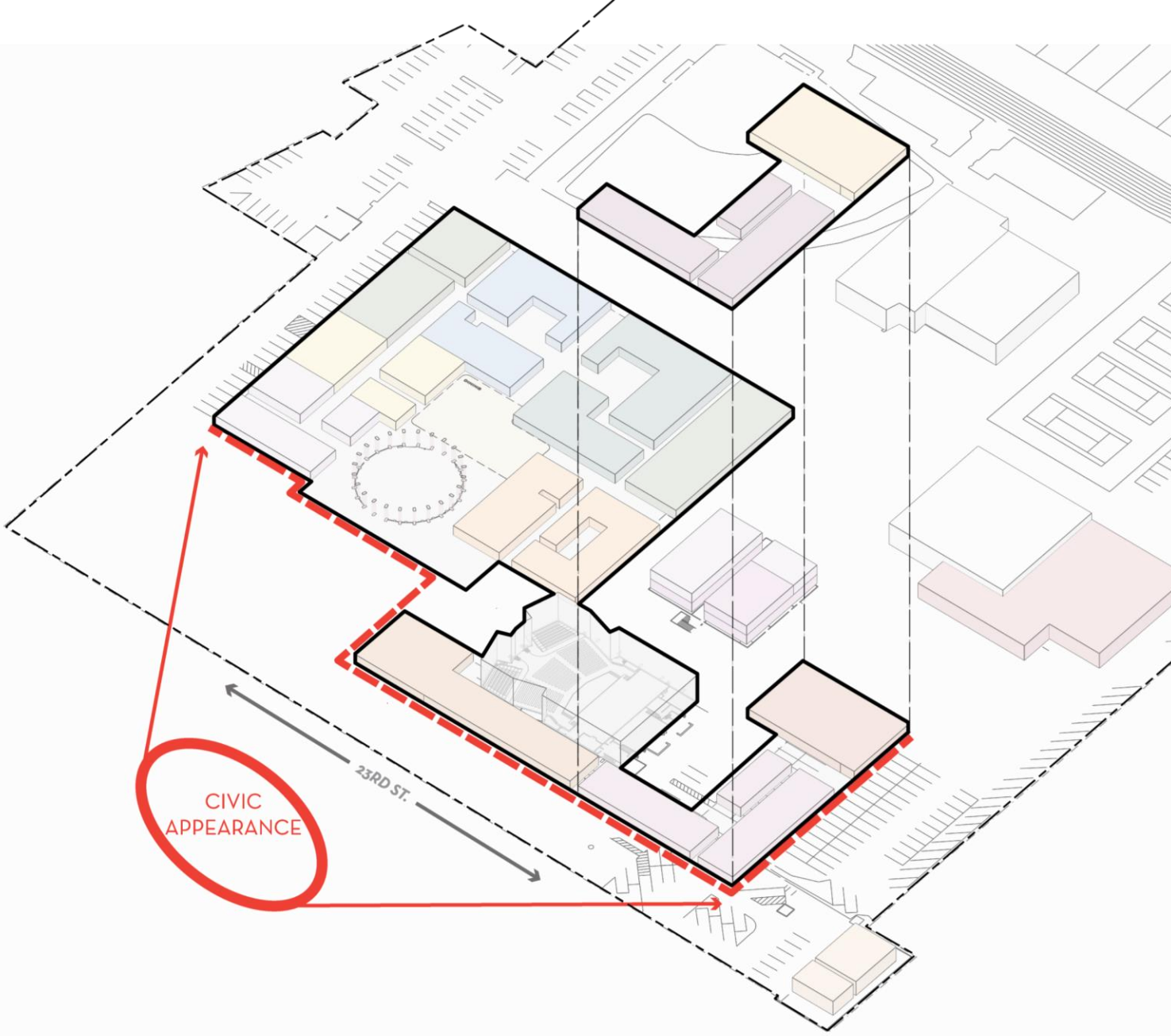
November is a milestone. Engagement and design decisions will continue throughout the entirety of the work.

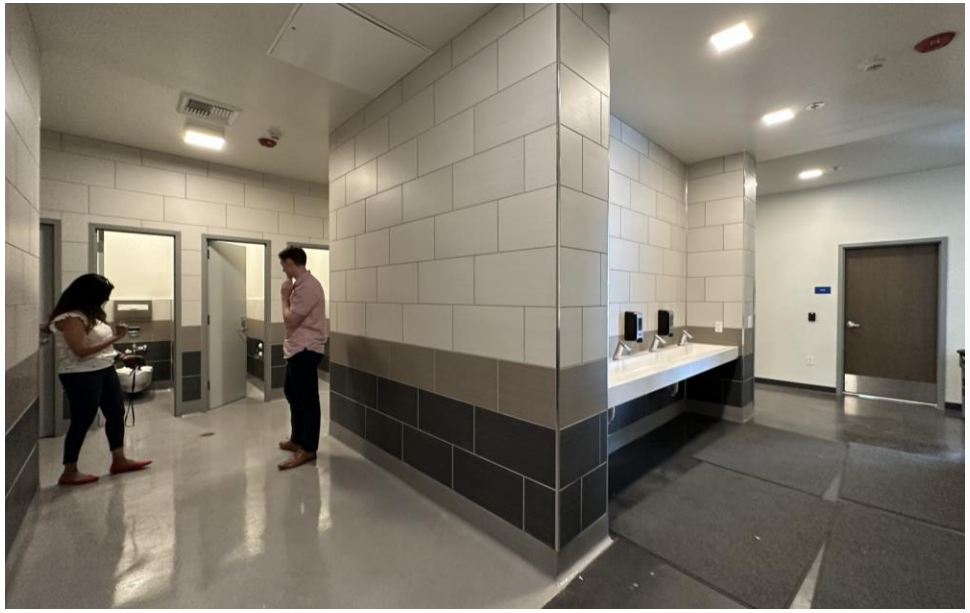
Equitable investments and access

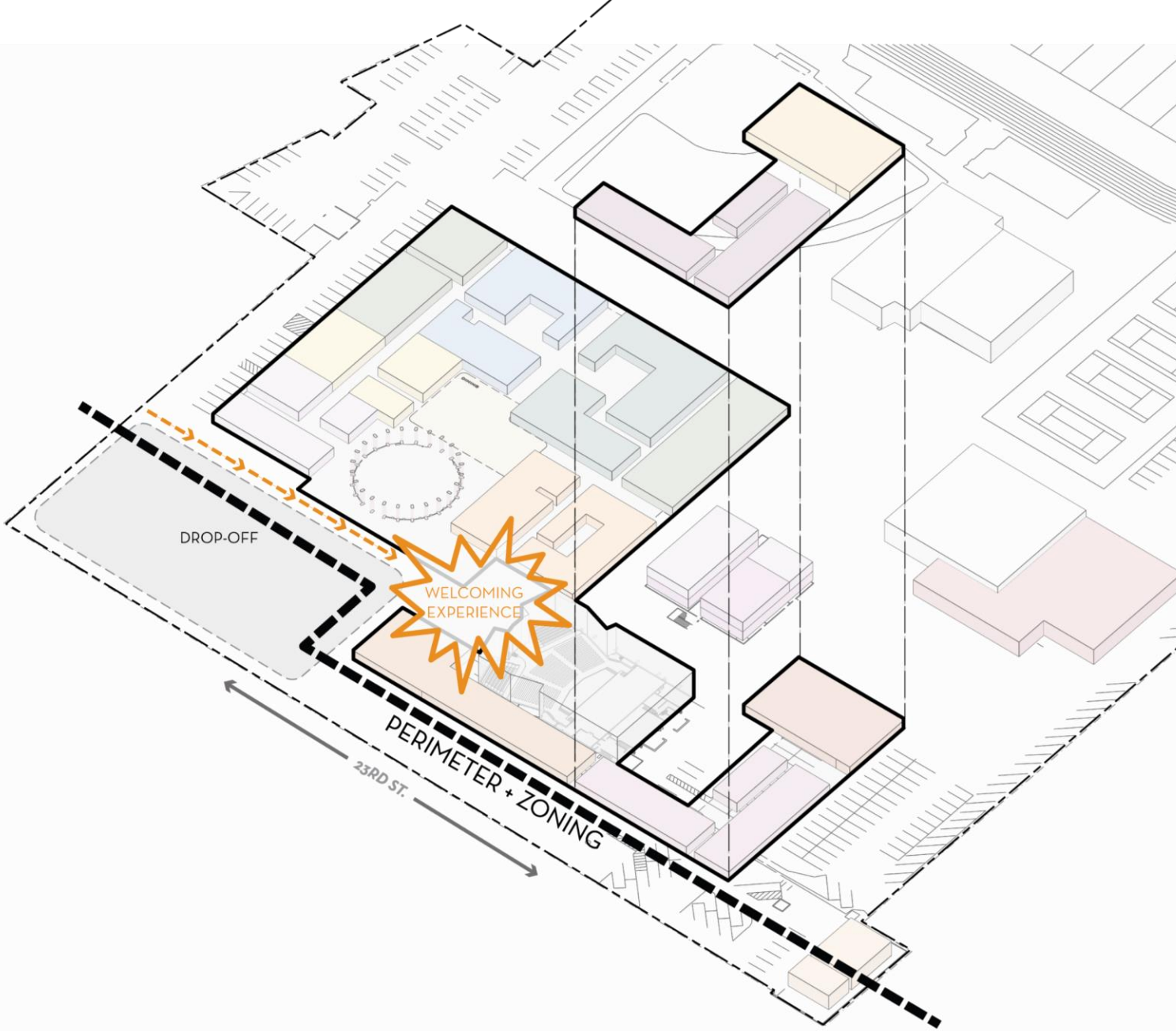
Students have an innovative facility at the standard of new high schools in the District and Bay Area.

Design Strategies:

- Appearance
- Every space where a child spends most of their day is new or renovated.







Safe, healthy, and well-built

Students are safe. Reduce feeling trapped, reduce feeling crowded, and provide dignity.

Design Strategies:

- Perimeter and zoning
- Welcoming experience
- Enough safe and well-maintained restrooms

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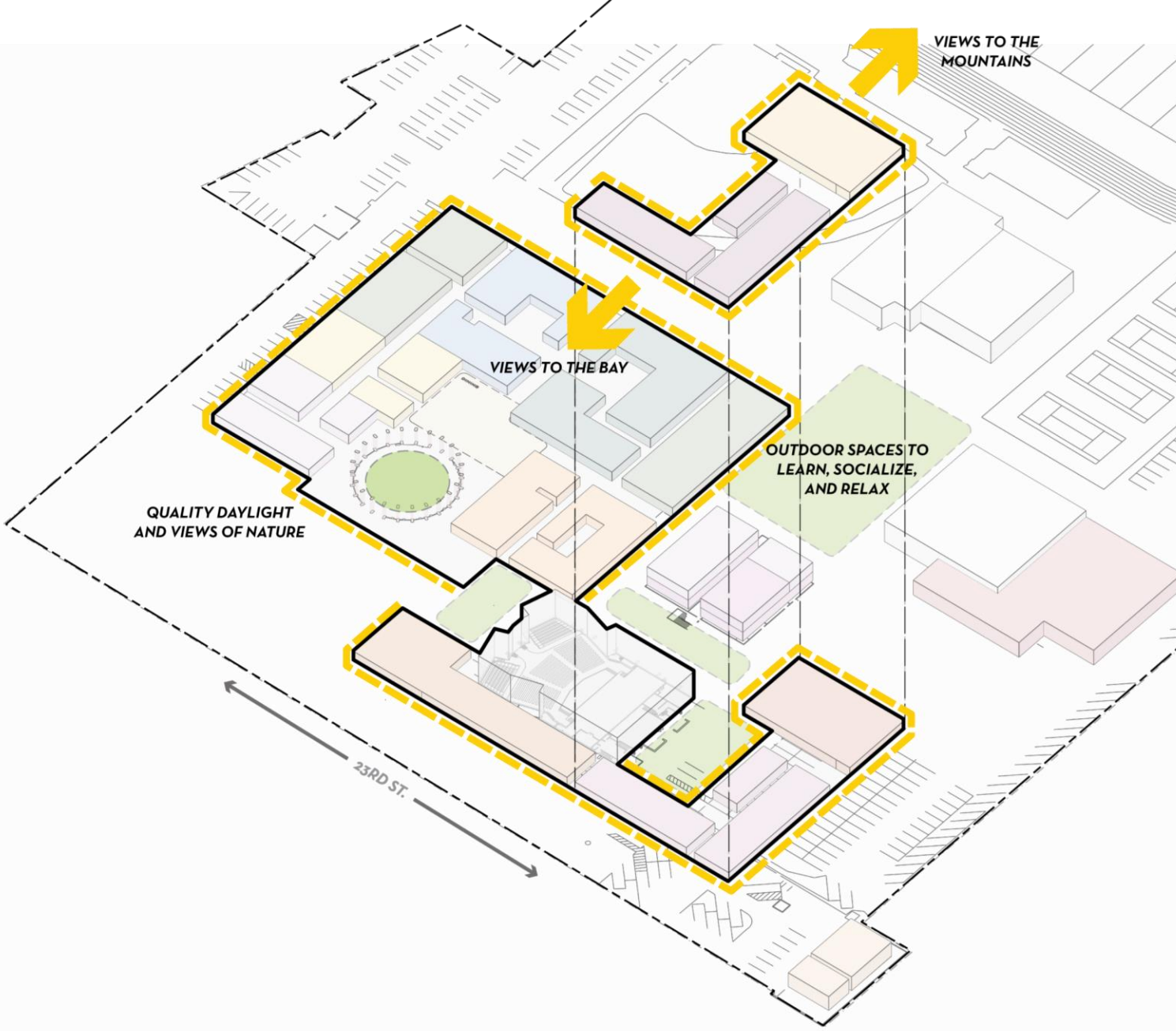
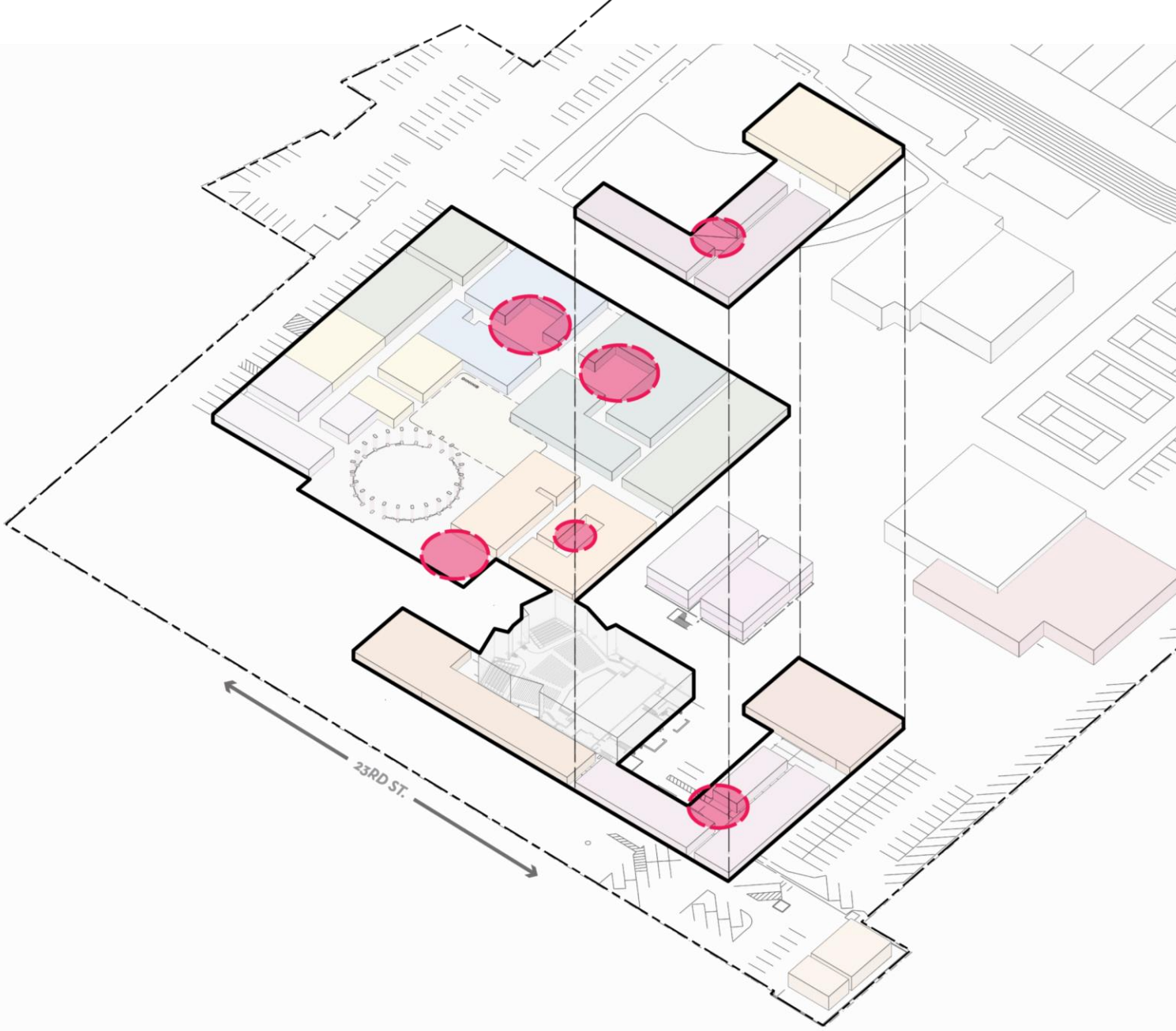


Safe, healthy, and well-built

Students are healthy. Provide naturalness and nature and reduce environmental stressors.

Design Strategies:

- Quality daylight and views of nature
- Outdoor spaces to learn, socialize, and relax
- Thermal comfort and air quality
- Good acoustics

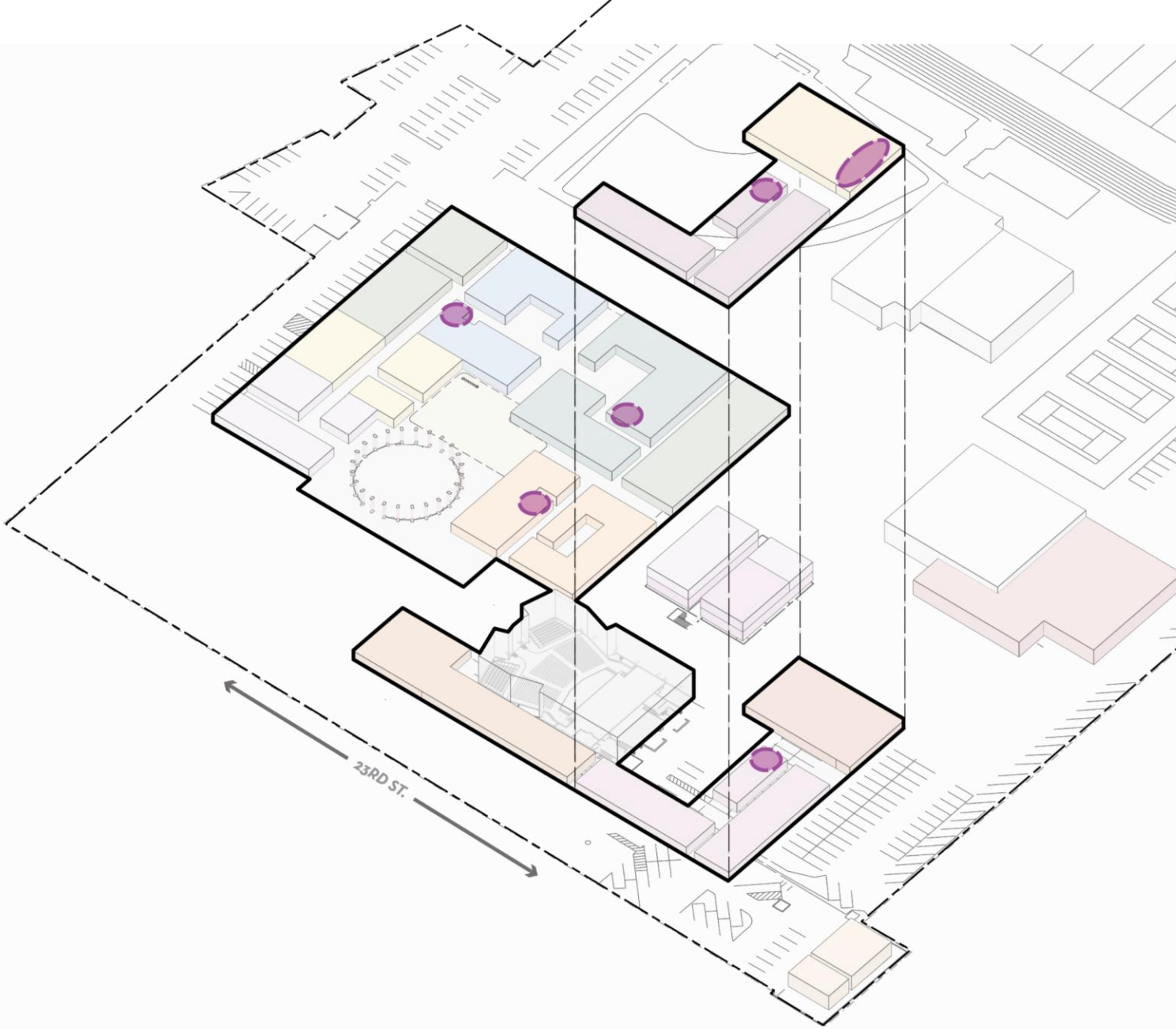


Physical, emotional, and identity safety

Students feel calm and relaxed. Provide daily movement and opportunities to manage stress.

Design Strategies:

- Informal and individual areas
- Multi-modal learning spaces, seating variety, tools that promote movement, operable walls
- Dining and physical practice

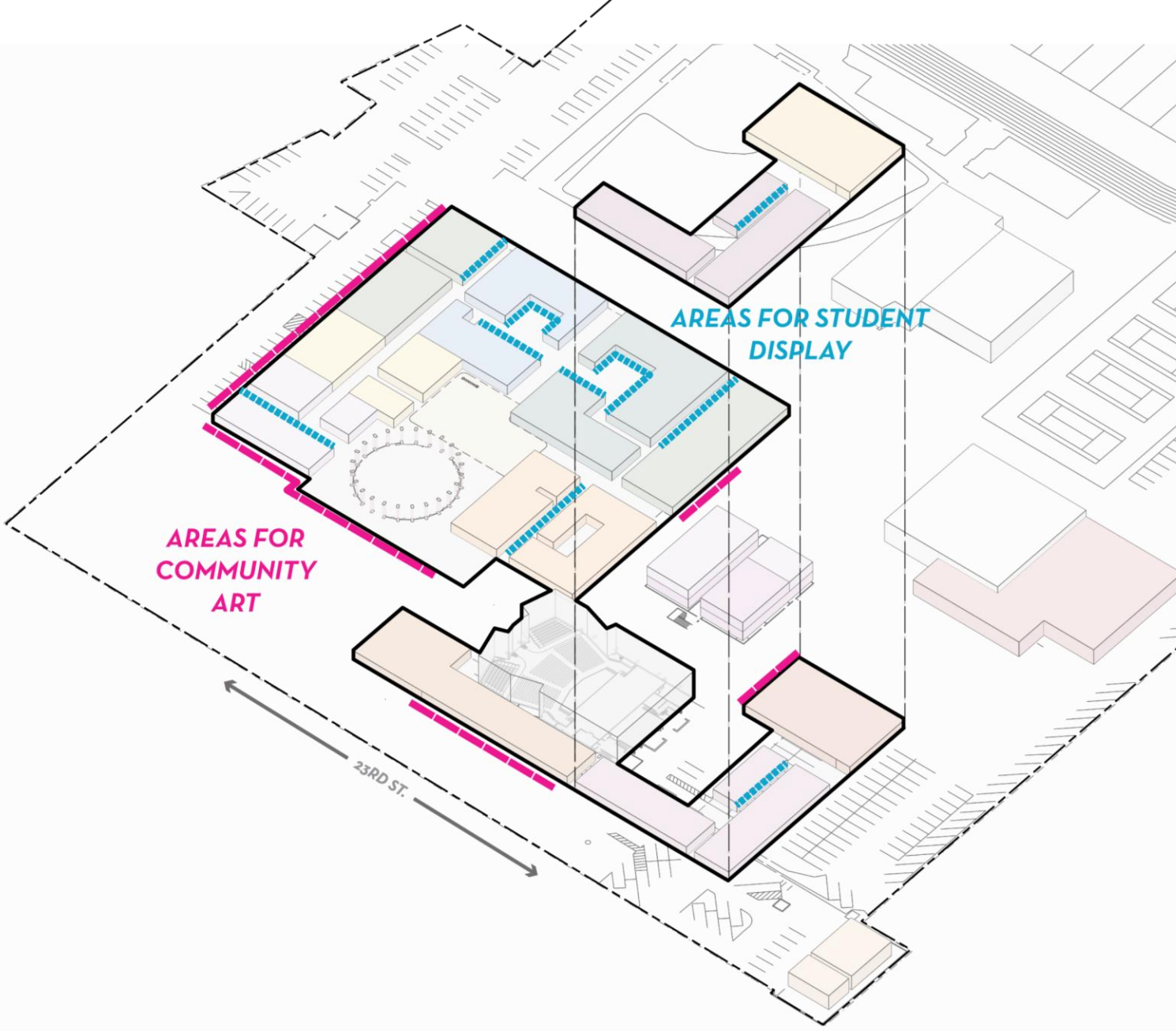


Physical, emotional, and identity safety

Students are psychologically healthy. Mental health supports. Interactions with caring adults outside of classroom.

Design Strategies:

- Teacher collaboration areas
- Wellness Center that is private and easily accessible



Physical, emotional, and identity safety

Students feel safe to express their identities and cultures.

Design Strategies:

- Student organizations have the spaces, furniture, tools, and resources
- Display, murals, exhibition space

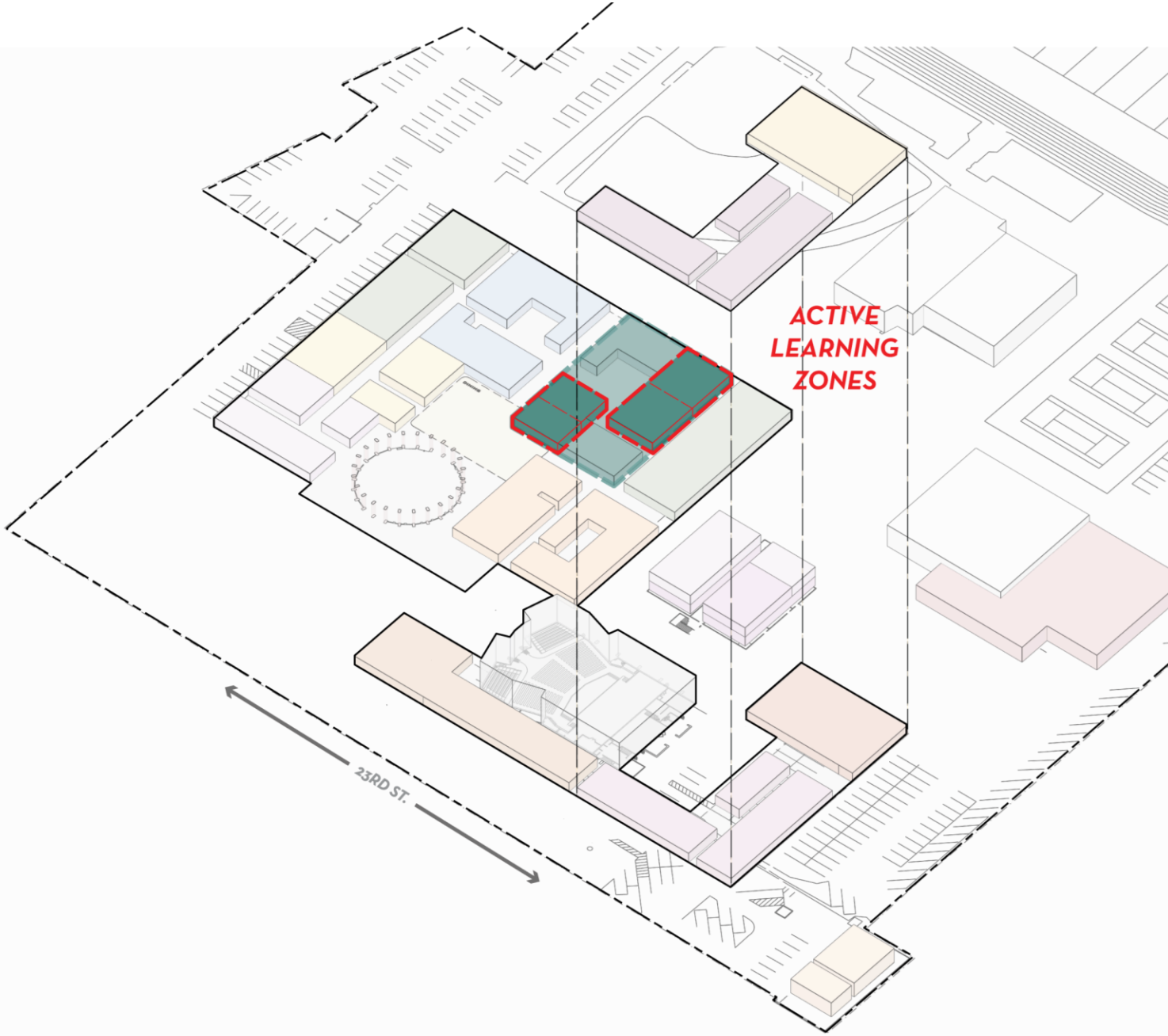
In addition to ***Safe, Healthy, and Well-Built.***

Optimal spaces for learning

Students are engaged in deep learning.

Design Strategies:

- Multi modal
- Informal and individual areas
- Active learning

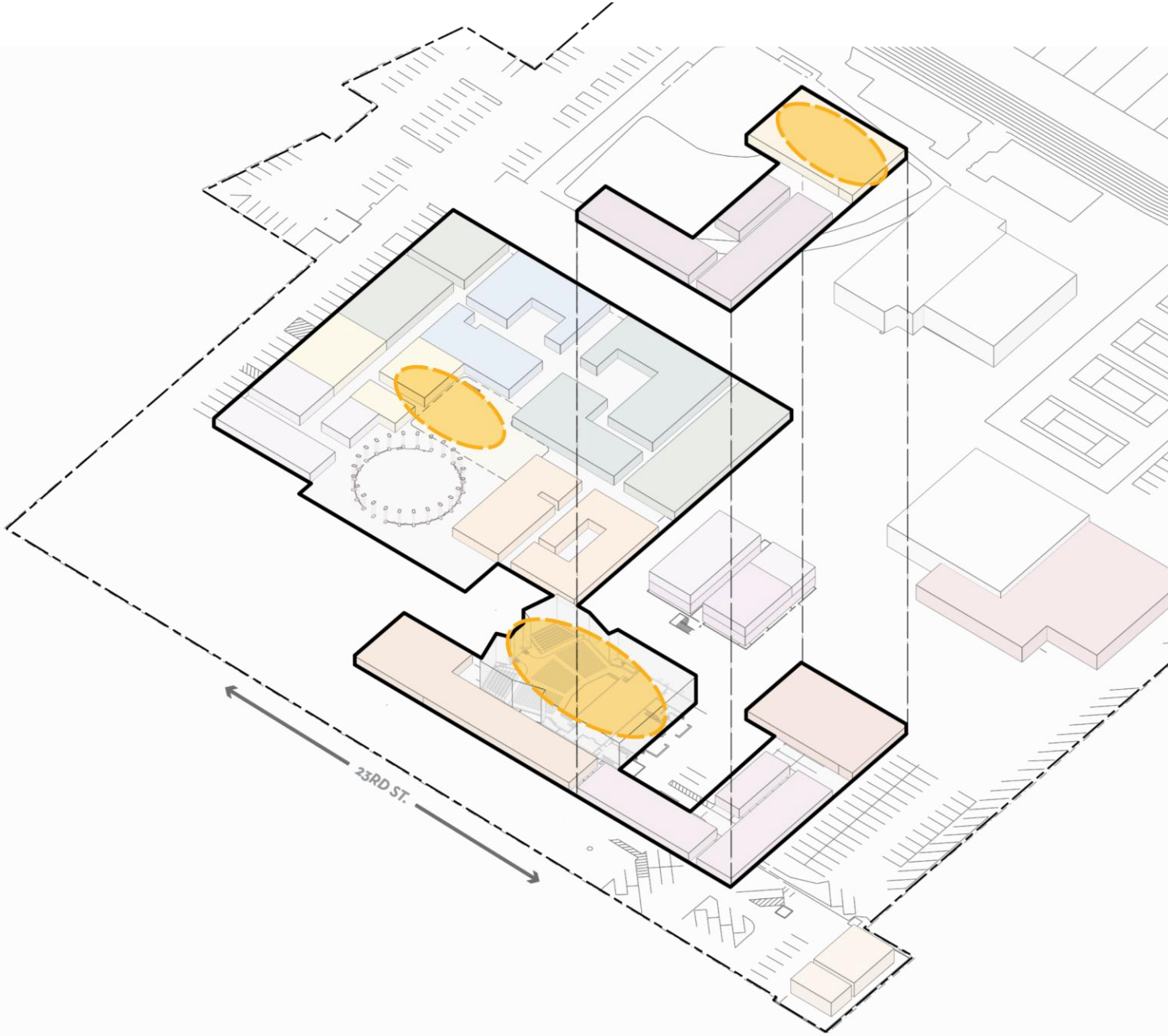


Optimal spaces for learning

Students see the impact of their learning on others (share and connect).

Design Strategies:

- Collaboration areas.
- Student display
- Student exhibition
- Academy identity



Synergy with staff, families, community

Facility is a great place to work. Parents feel supported. Community is personally invested.

Design Strategies:

- Teacher wellness
- Work environment
- Entry experience, wayfinding, community hub
- Events, community use

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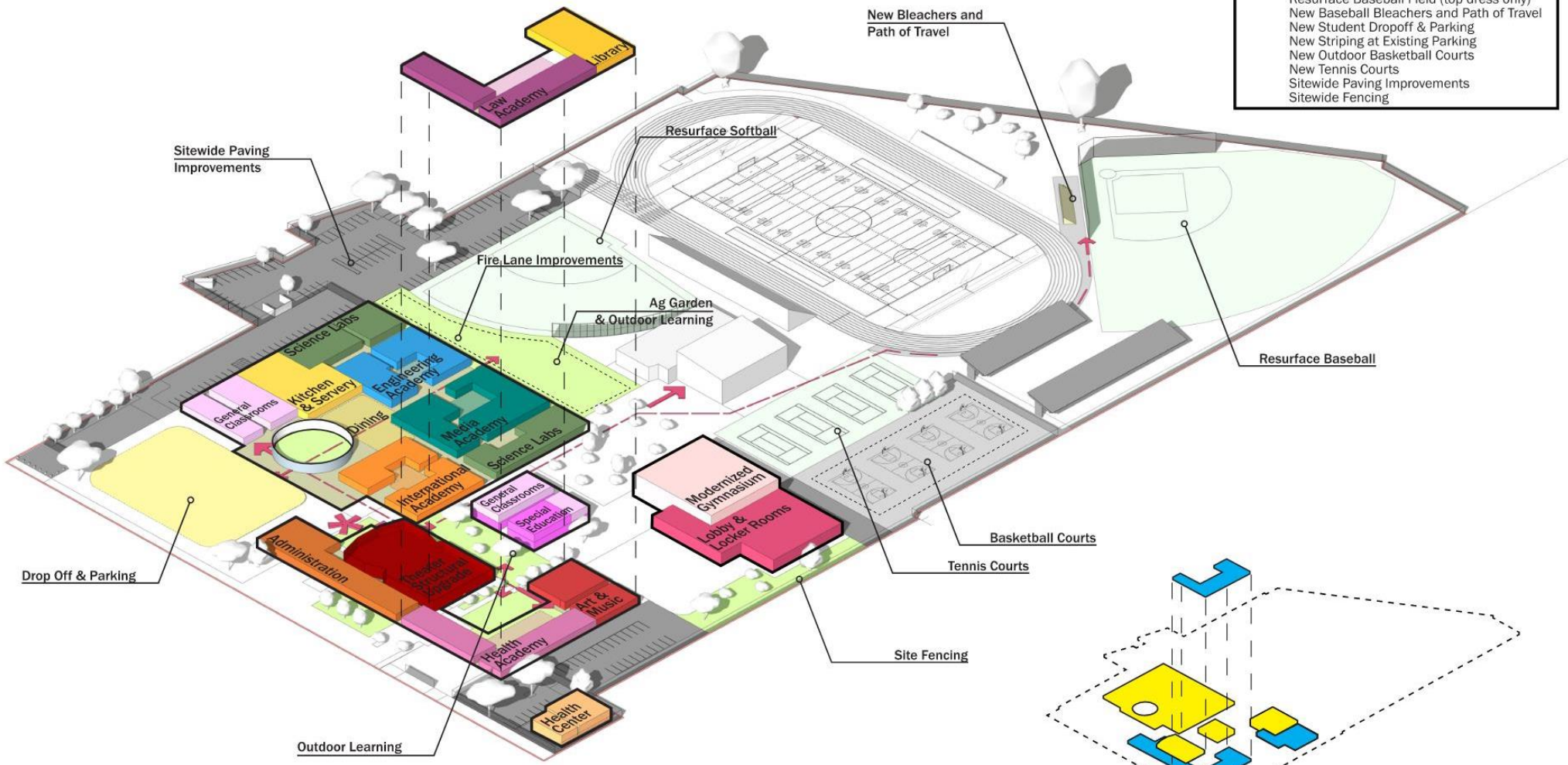
Option: Promenade

New Construction:	59,100 SF	31%
Modernization:	134,069 SF	69%
Total:	193,169 SF	

Key Features Include:
- New Outdoor Quad
- Outdoor Learning
- Relocated Ag Garden
- Resurface Softball Field (top dress only)
- Resurface Baseball Field (top dress only)
- New Baseball Bleachers and Path of Travel
- New Student Dropoff & Parking
- New Striping at Existing Parking
- New Outdoor Basketball Courts
- New Tennis Courts
- Sitewide Paving Improvements
- Sitewide Fencing



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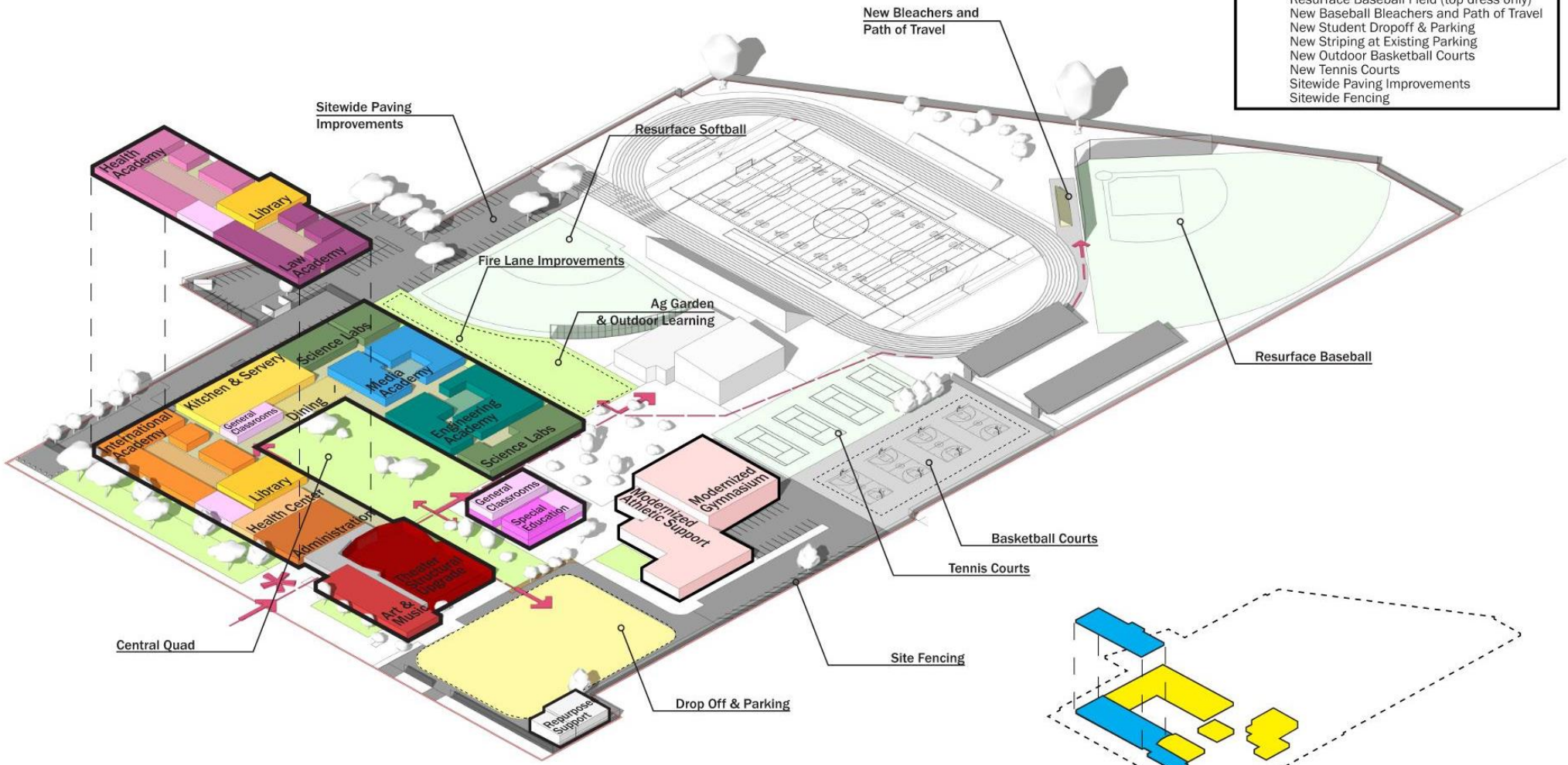
Option: Outdoor Plaza

New Construction:	74,800 SF	41%
Modernization:	106,319 SF	59%
Total:	181,119 SF	

Key Features Include:
- New Outdoor Quad
- Outdoor Learning
- Relocated Ag Garden
- Resurface Softball Field (top dress only)
- Resurface Baseball Field (top dress only)
- New Baseball Bleachers and Path of Travel
- New Student Dropoff & Parking
- New Striping at Existing Parking
- New Outdoor Basketball Courts
- New Tennis Courts
- Sitewide Paving Improvements
- Sitewide Fencing



How each option approaches strategies differently

1. Organization of academies
2. Indoor event space
3. Outdoor event space
4. Drop off experience

Progression from six to two options

1. Started with six options to understand scope and cost
2. After Community Meeting 1, reduced to three using the highest priorities and recommended design strategies.
3. After Steering Committee Meeting 2, reduced to two using the recommended design decisions.
4. **In Community Meeting 2 (today), identify the one option that best achieves the design priorities.**
5. **In Steering Committee Meeting 3, move forward with one option to present in November.**

November is a milestone. Engagement and design decisions will continue throughout the entirety of the work.

Activity

Discuss and ask questions about each option

3

Critical design decisions

Design decisions

- What are they?
- Types of decisions
- When decisions are made
- Navigating hard decisions

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What we learned from Steering Committee Meeting 2

Option 1

Strengths

- Every academy has a physical and visual connection to the plaza.
- Many participants had an immediate, emotionally positive response.
- All academies are close in proximity.
- Simple but powerful wayfinding and organization (the “C” courtyard is universally understood).

Weaknesses

- Interior gathering and events.
- Solar orientation (almost entirely east and west facing).
- Phasing (requires more interim housing).

Option 3

Strengths

- Accomplishes most design strategies and all “must achieve” ones.
- Interior gathering and events.

Weaknesses

- Academies are pulled apart, new “south” academy wing may feel disconnected / far away.
- Opening learning spaces to the mall is an unknown.

Strengths and weaknesses

1. Daylight and views of nature
2. Organization of academies
3. Indoor event space
4. Outdoor event space
5. Drop off experience
6. Health center
7. Gym locker rooms and support spaces

Activity

Grade, score, and discuss
Prioritize options

Next steps