

A photograph of four graduates in blue and yellow caps and gowns. The graduates are smiling and looking towards the camera. The background is slightly blurred, showing other graduates in the distance.

# PREDESIGN FOR THE NEW RICHMOND HIGH **RHS Facilities Steering Committee**

SEPTEMBER 27, 2023



 **DLR GROUP**



# Agenda

	Presentation	Activity	Duration
Part 1	Project overview Roles and expectations Lessons from engagement	Reading and reflection	20 min
Part 2	Shared design language How options provide design strategies	Prioritizing conditions	30 min
Part 3	Show options 2 and 3 Navigating design decisions	Evaluating options Prioritizing design decisions	40 min
Next Steps			



# 1

## **Project overview**

## **Roles and expectations**

## **Lessons from engagement**



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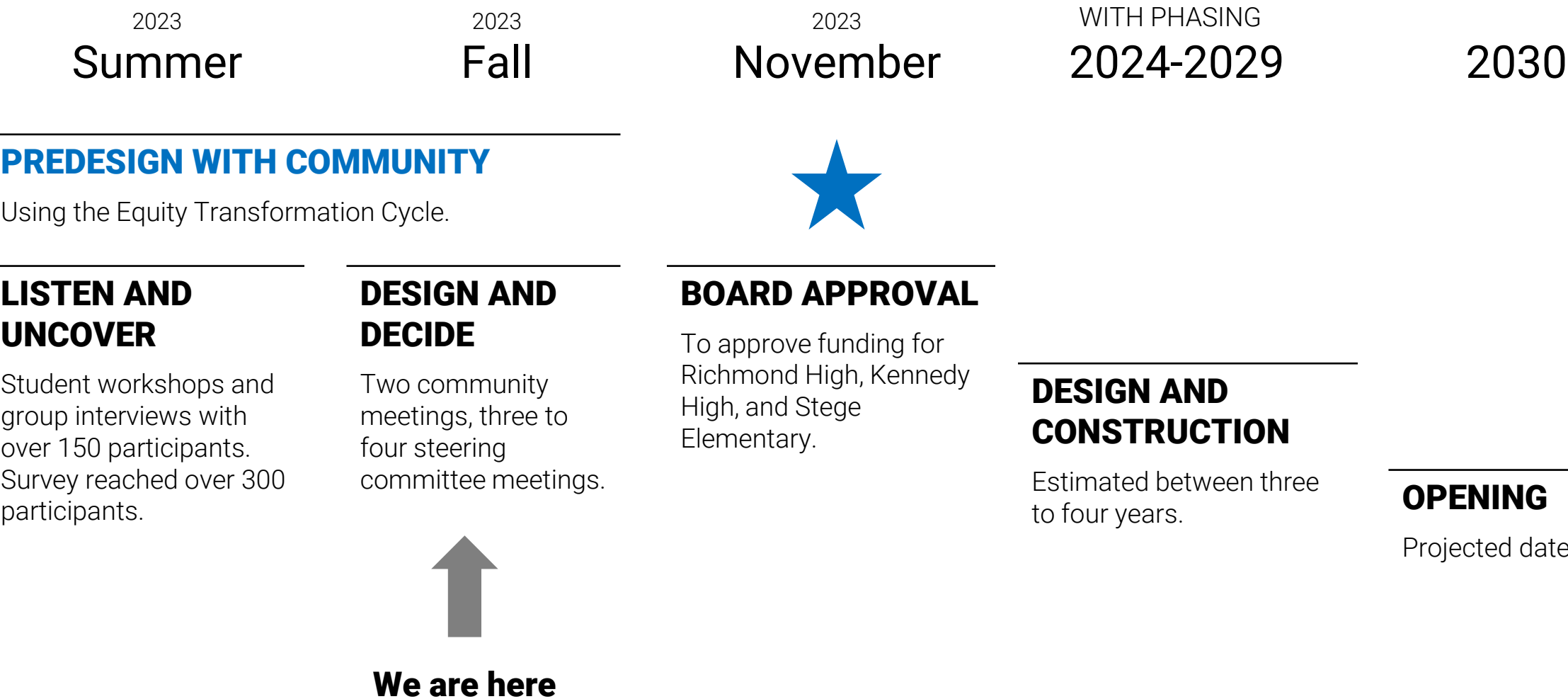


# Project overview

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

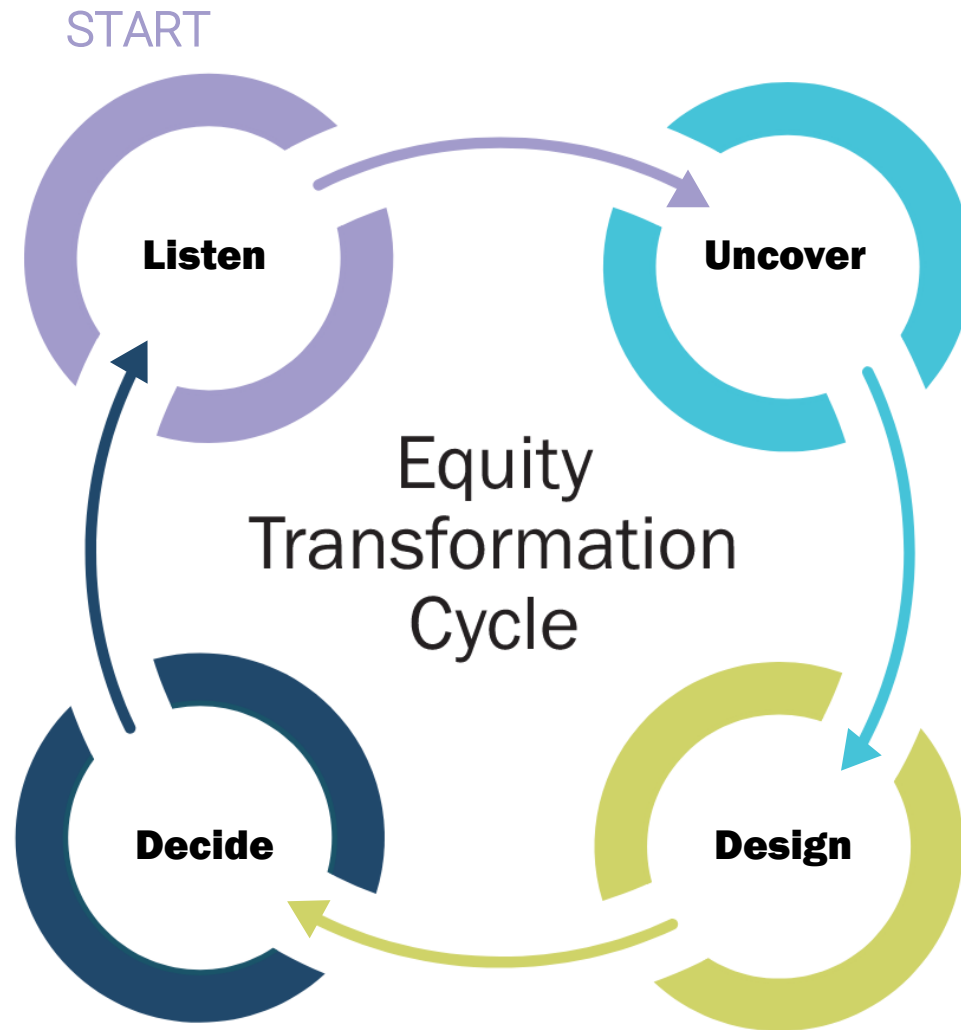


# Roles and expectations for the Facilities Steering Committee

1. Sustained and higher-level of participation
2. Deeper and more in-depth design work
3. Advocate for the project design



# 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 was there

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

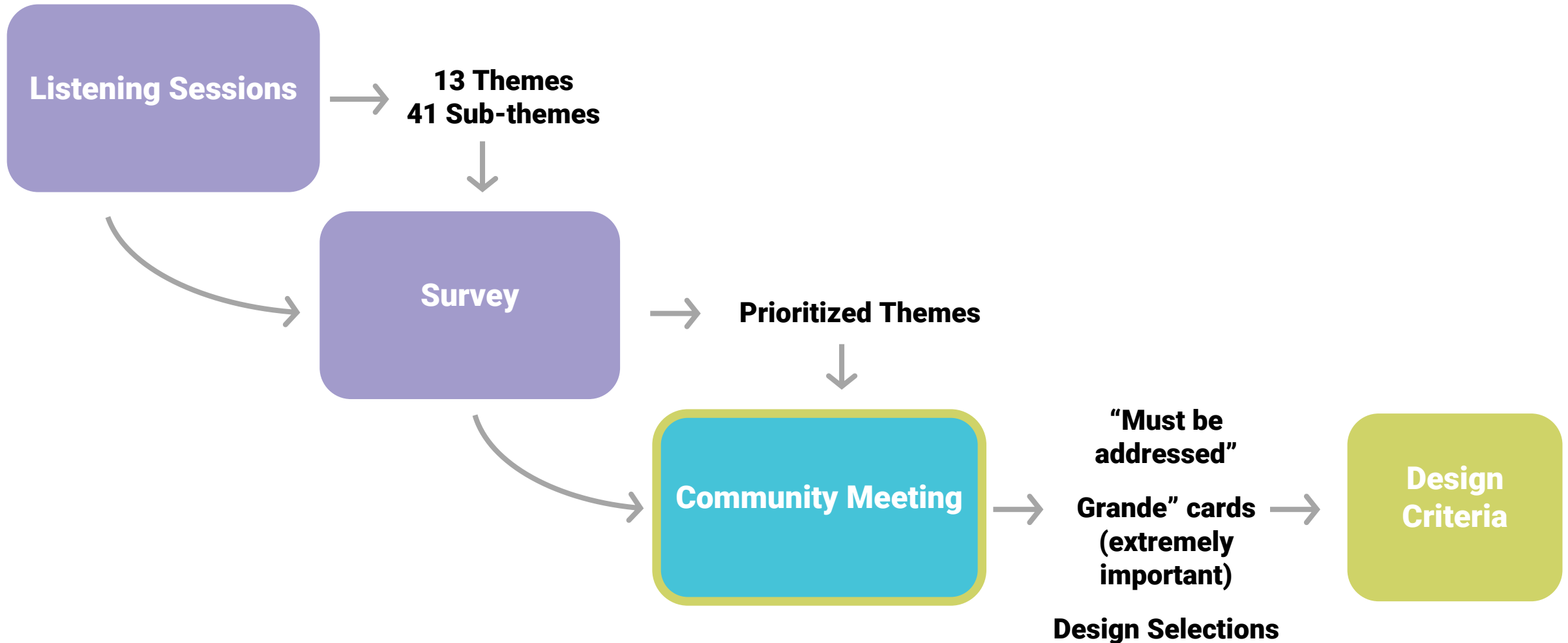
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# How are the engagement sessions connected?



# What we learned

## Listening Sessions: (13) Themes

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



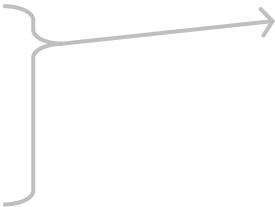
## Survey: (7) Priority Themes

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**



"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*

Students are safe.

- Reduce feeling trapped
- Reduce feeling crowded
- Provide dignity

Students are healthy.

- Provide naturalness and nature
- Reduce environmental stressors

Facility is well-built and easily maintained.

- Ensure life safety
- Ensure durability

#### **Design strategies**

*Based in community expertise and design research*

Visual connection, reduce clutter, adequate storage

Easy wayfinding, clear exits, thoughtful circulation

Enough safe and well-maintained restrooms

Perimeter and zoning

Welcoming entry experience

Quality daylight and views of nature

Outdoor spaces to learn, socialize, and relax

Thermal comfort and air quality

Good acoustics

(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/repared



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"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*

Students feel calm and relaxed.

- Daily movement
- Opportunities to manage stress

Students are psychologically healthy.

- Mental health supports
- Interactions with caring adults outside of classroom

Students feel safe to express their identities and cultures,

## Design strategies

*Based in community expertise and design research*

Informal and individual areas

Multi-modal learning spaces, seating variety, tools that promote movement, operable walls

Dining

Physical practice

Include music

Wellness Center that is private and easily accessible

Teacher areas

Student organizations have the spaces, furniture, tools, and resources

Display, murals, exhibition space



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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**

**Underlying conditions**

*Must be addressed by the design*

Students feel like the best versions of themselves

**Design strategies**

*Based in community expertise and design research*

Visual stimulation; dynamic, multisensory environment.

Informal areas, links to nature, well-built.

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.



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"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	Design strategies
Must be addressed by the design	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 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*

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

**Design strategies**

*Based in community expertise and design research*

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





"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 <i>Must be addressed by the design</i>	Design strategies <i>Based in community expertise and design research</i>
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



# Activity

## Reading and reflection



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# 2

## **How options provide design strategies**

### **Prioritize conditions**



# 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.**



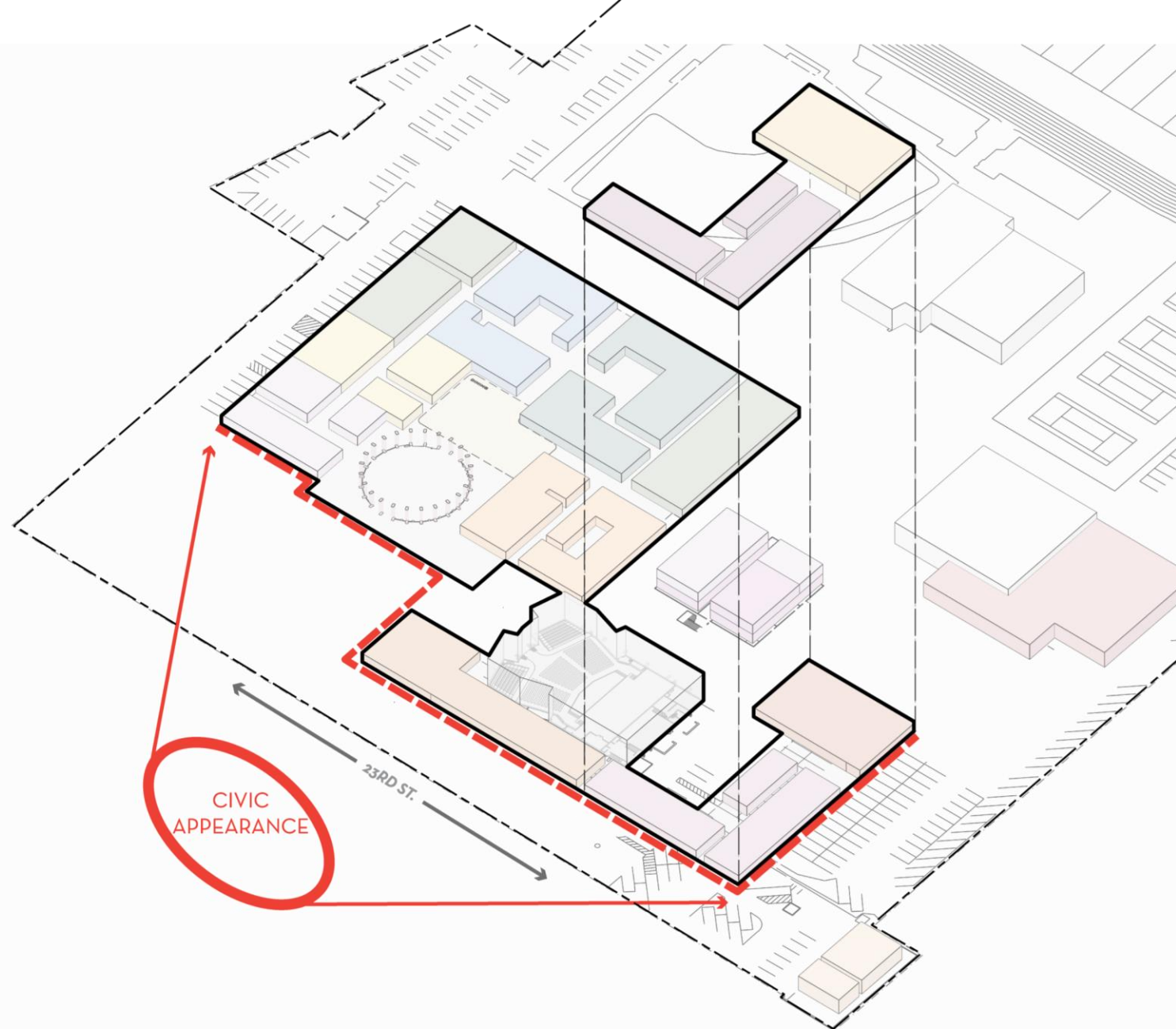


## Equitable investments and access

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.





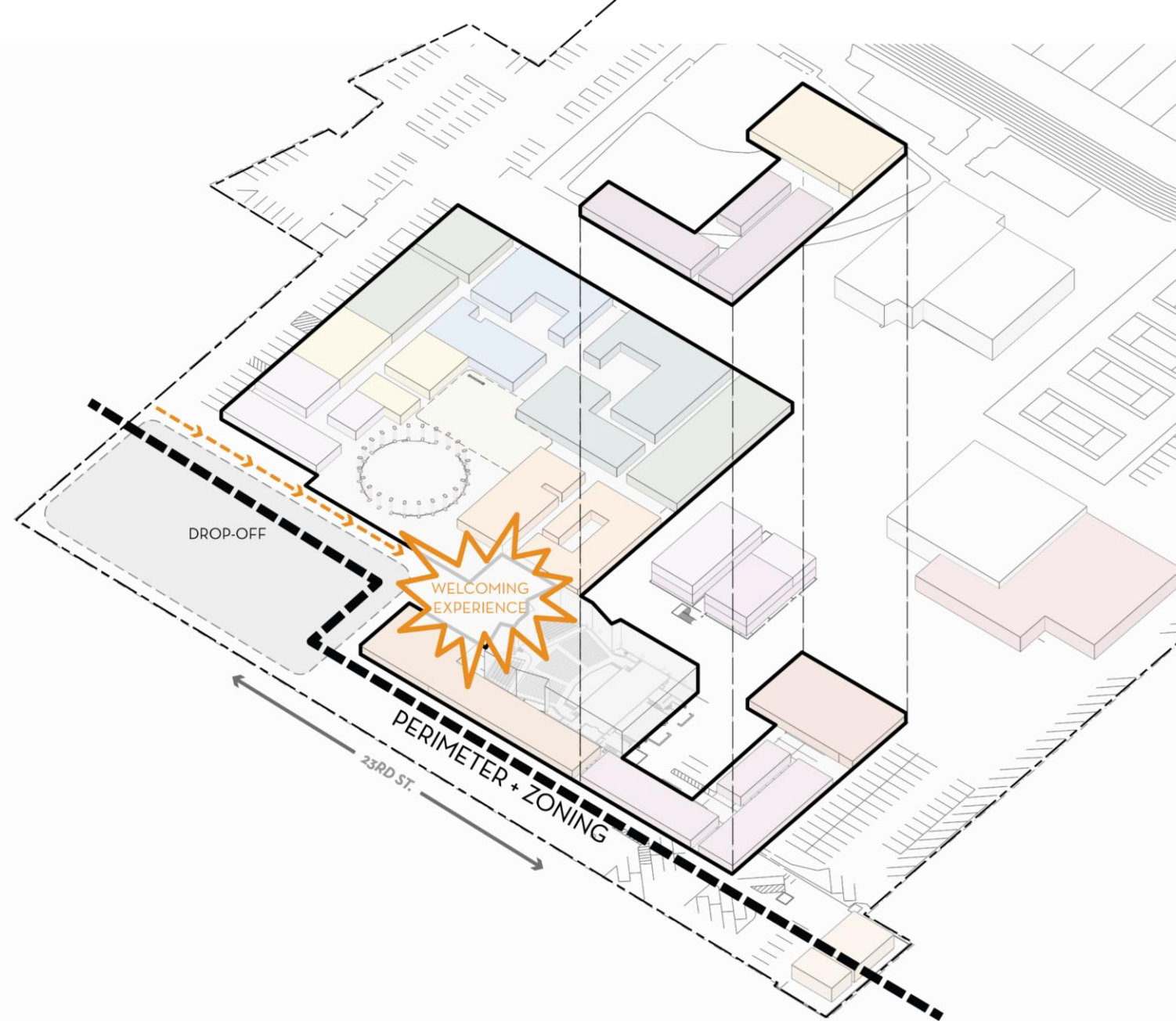


## Safe, healthy, and well-built

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



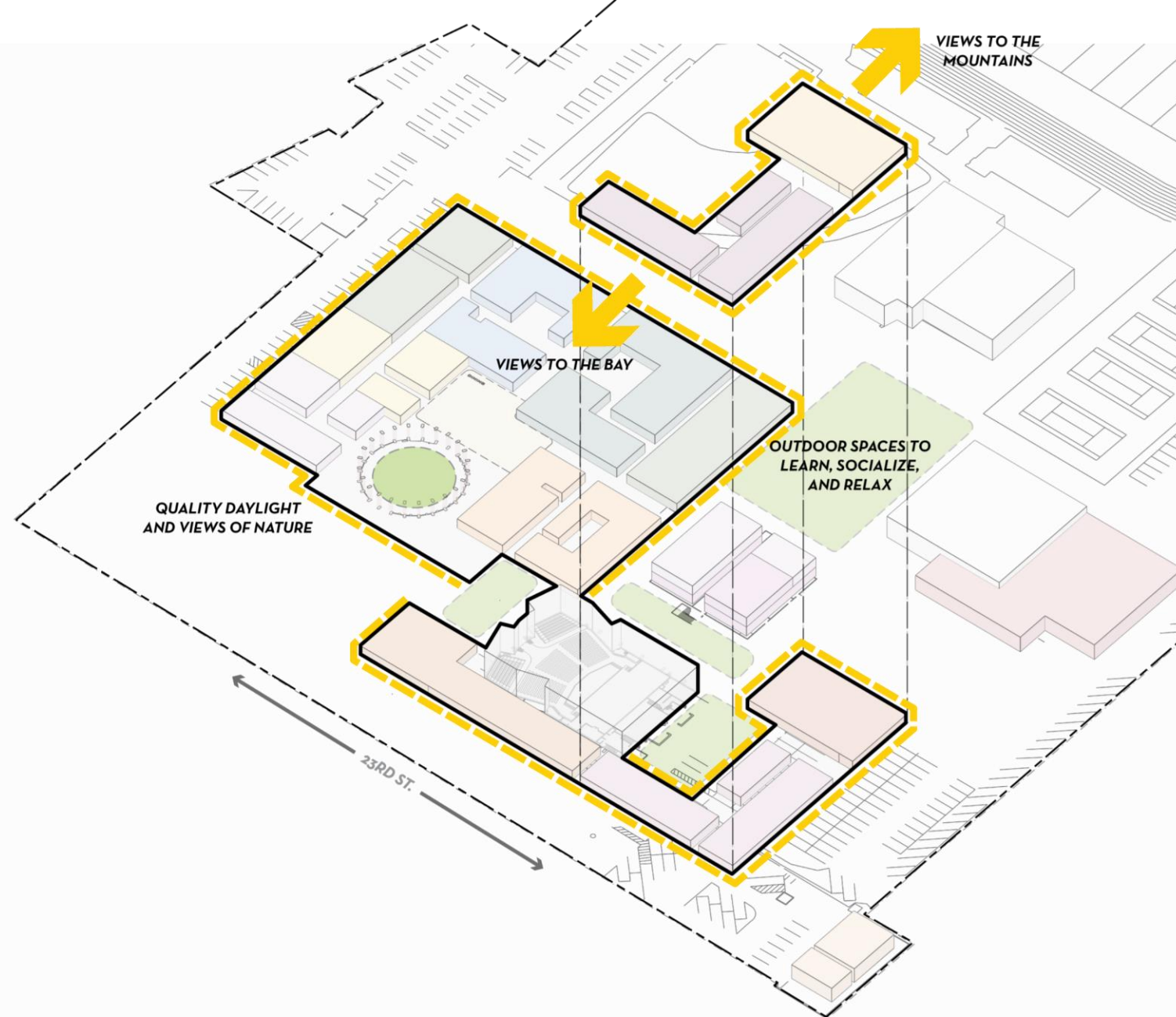


## Safe, healthy, and well-built

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





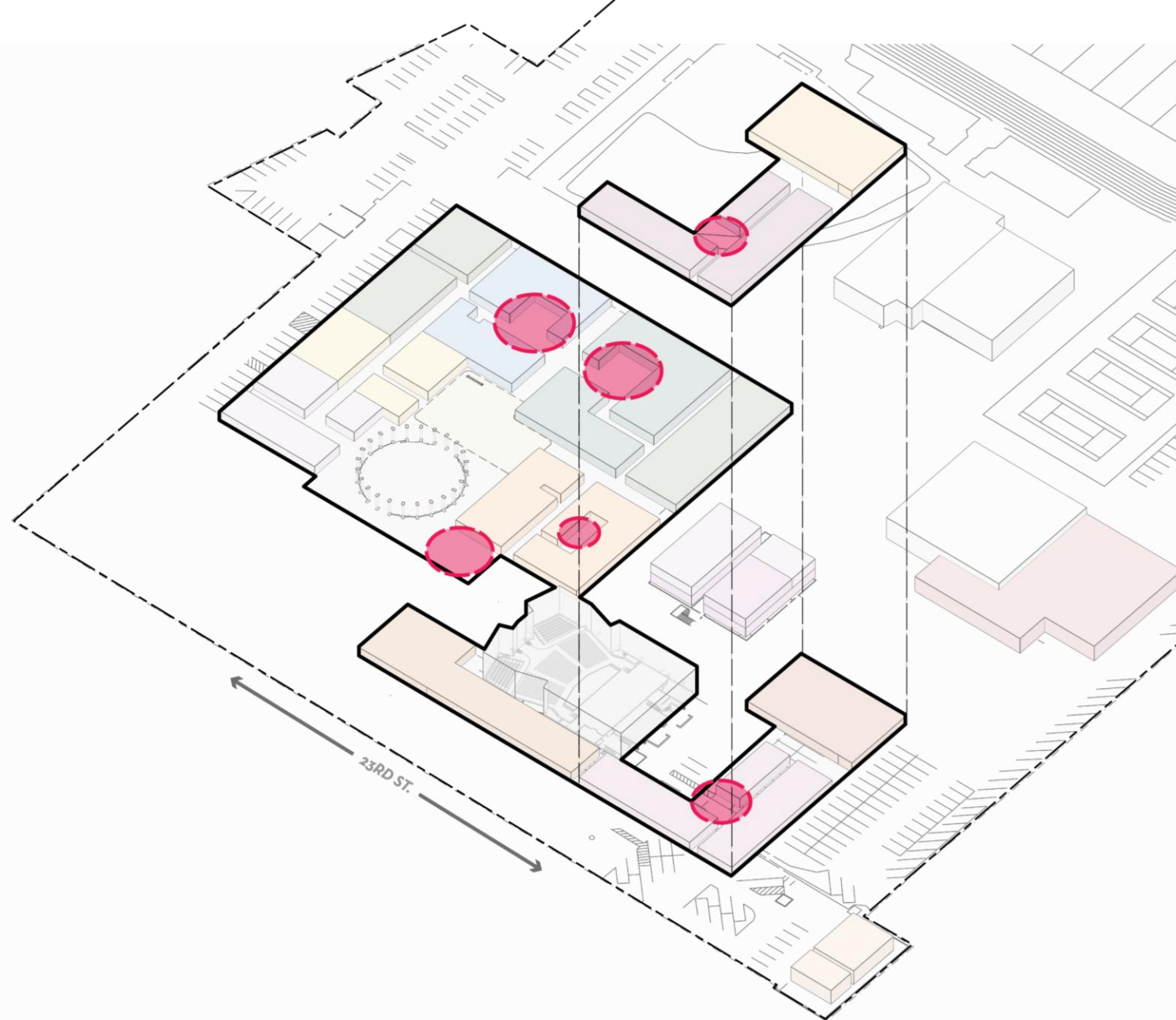


## Physical, emotional, and identity safety

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





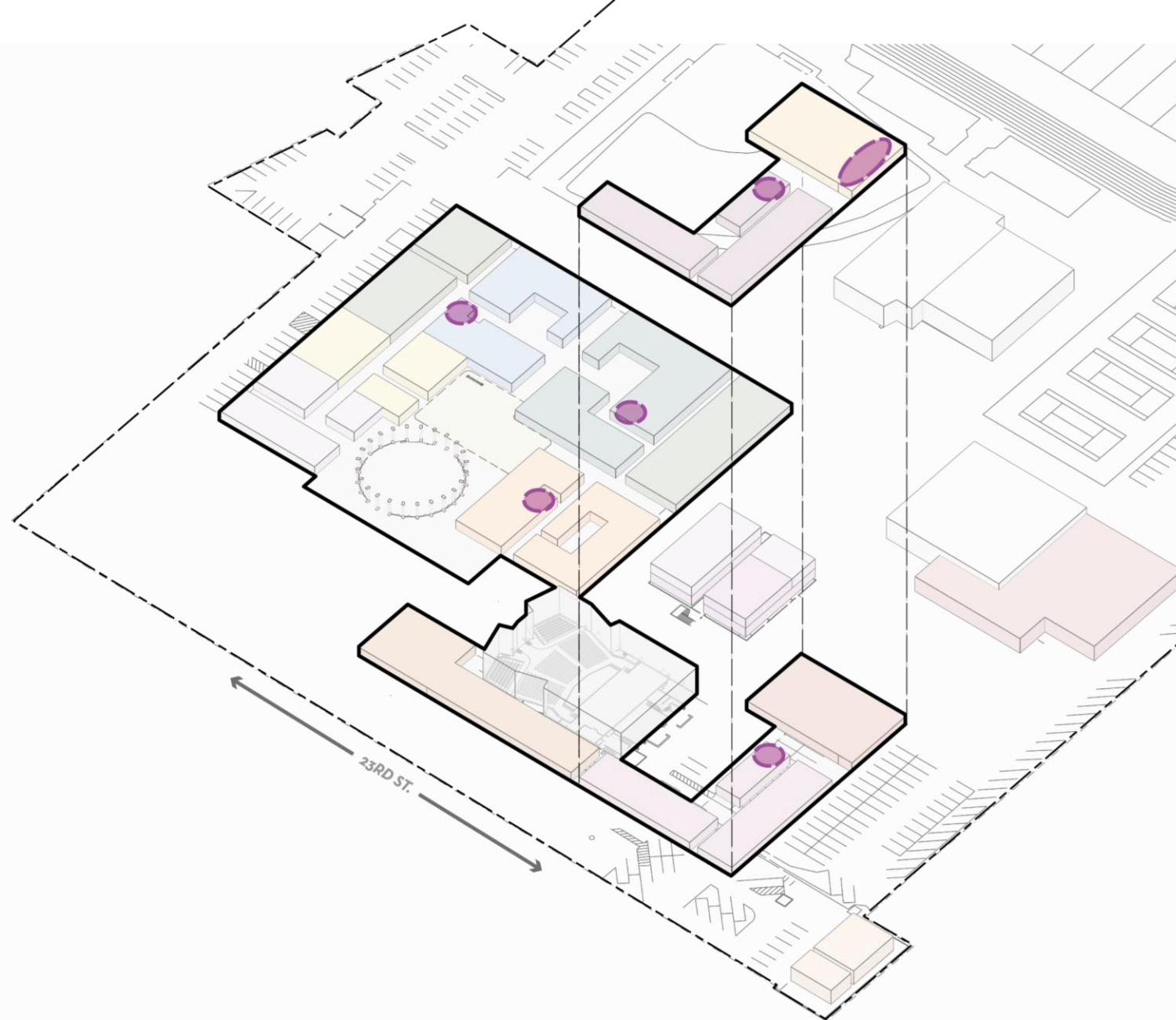


## Physical, emotional, and identity safety

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





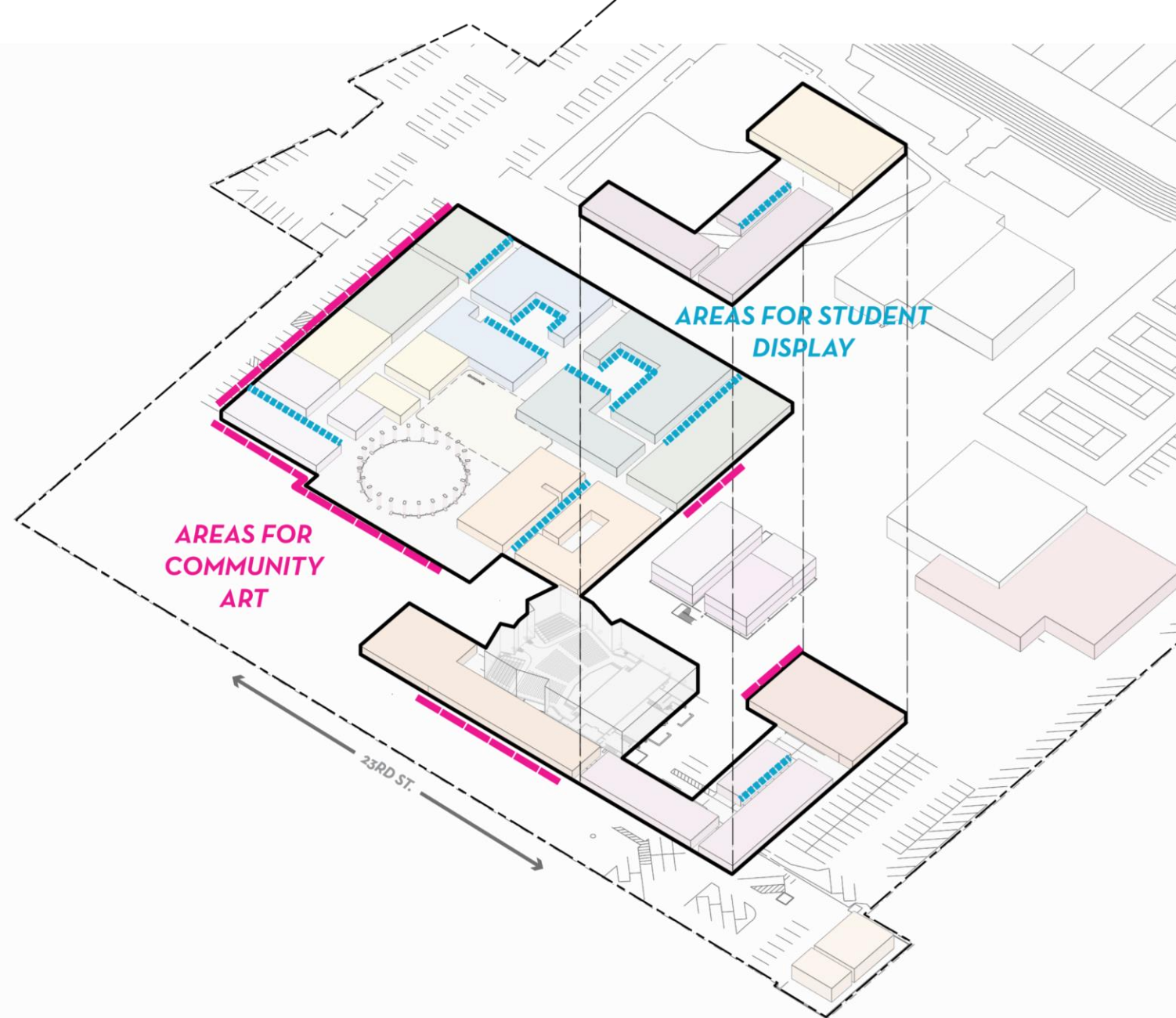
## Physical, emotional, and identity safety

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.***





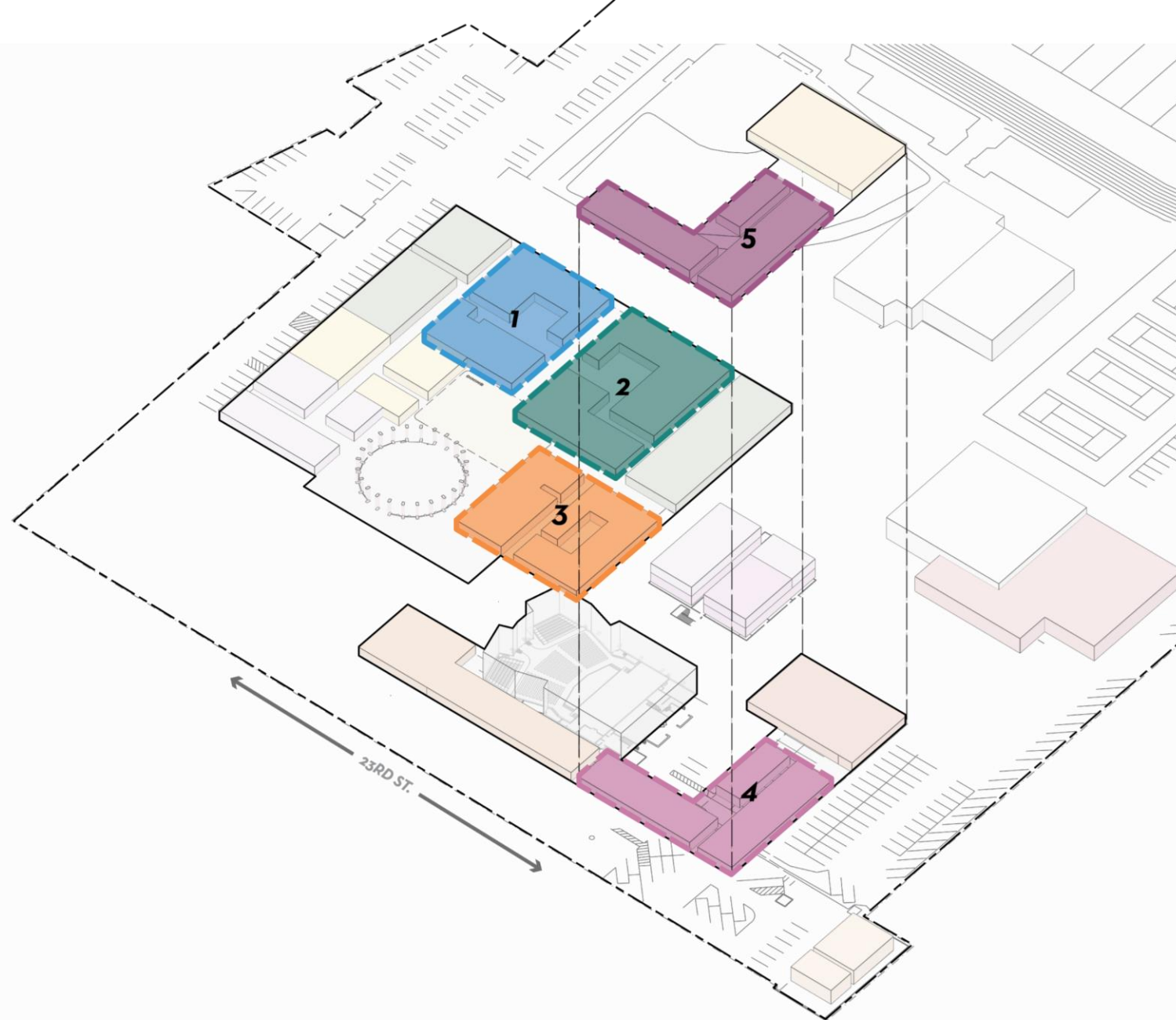


## Optimal spaces for learning

Students are engaged in deep learning.

*Design Strategies:*

- Multi modal
- Informal and individual areas
- Active learning



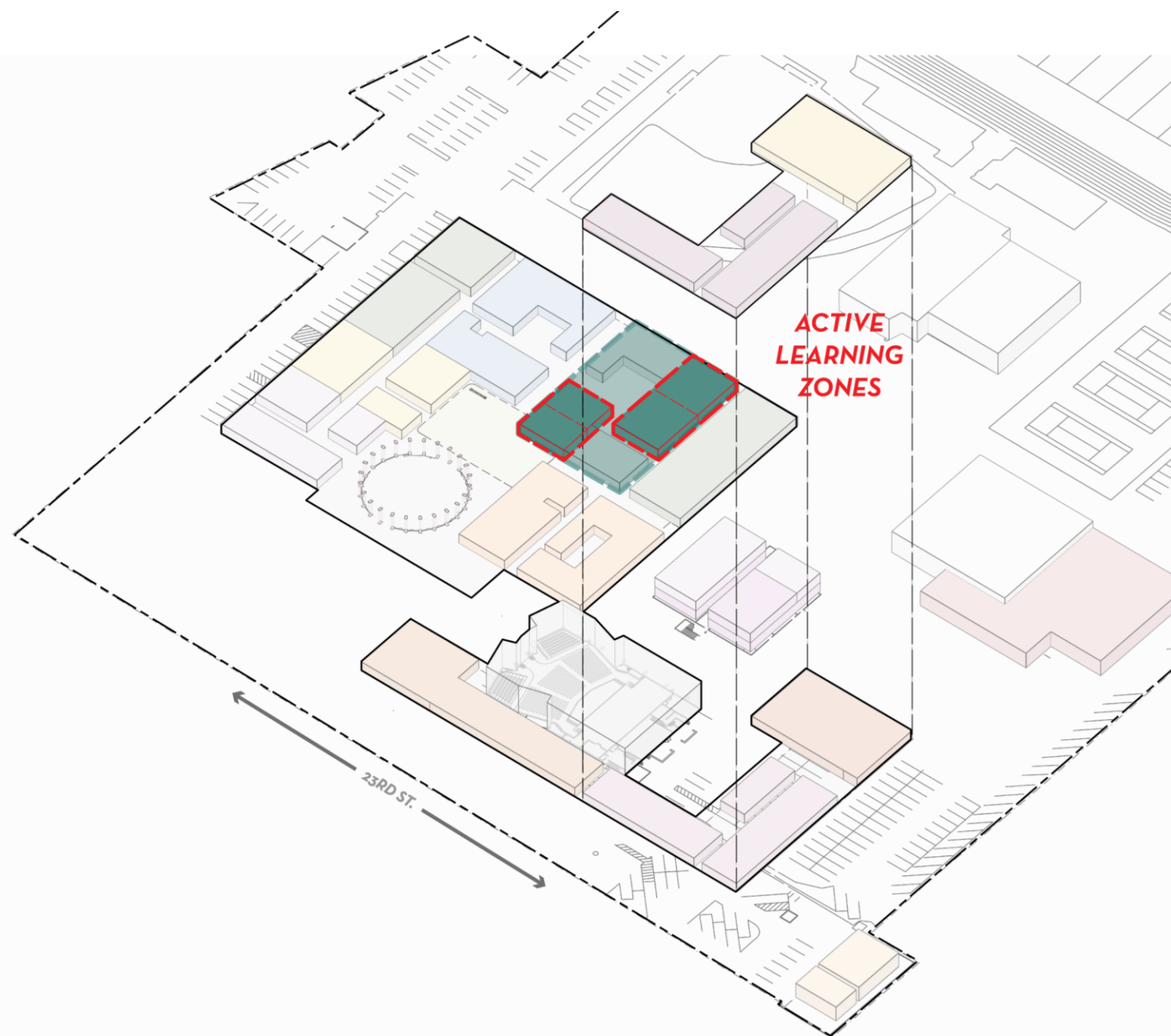


## Optimal spaces for learning

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

### *Design Strategies:*

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





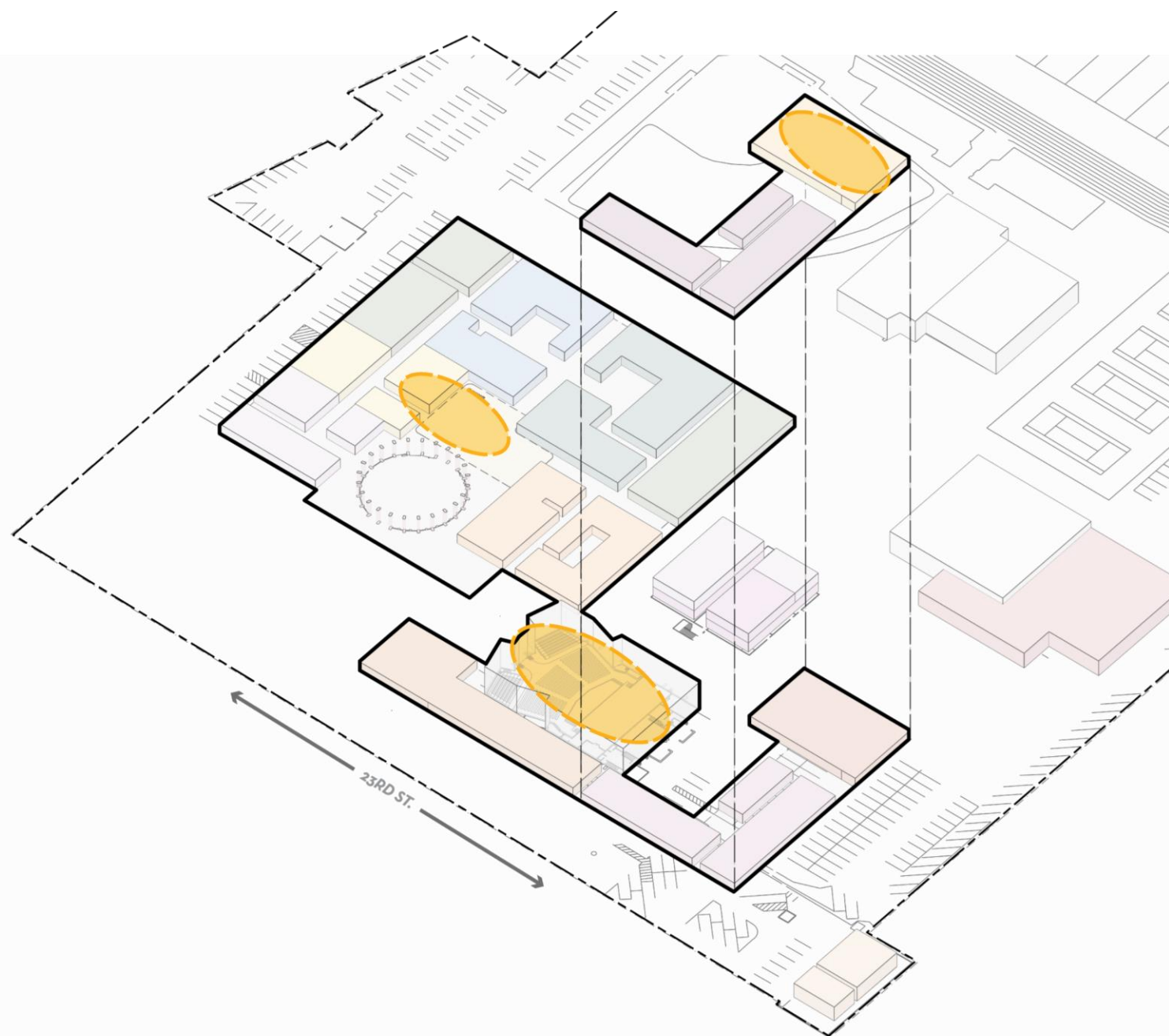


## Synergy with staff, families, community

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



## **Ambitious and inspired**

Students feel like the best versions of themselves

### *Design Strategies:*

- Visual stimulation; dynamic, multisensory environment.
- Informal areas, links to nature, well-built.

# Activity

## Prioritizing conditions



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# 3

## **Options 1, 2, and 3**

## **Prioritizing design decisions**



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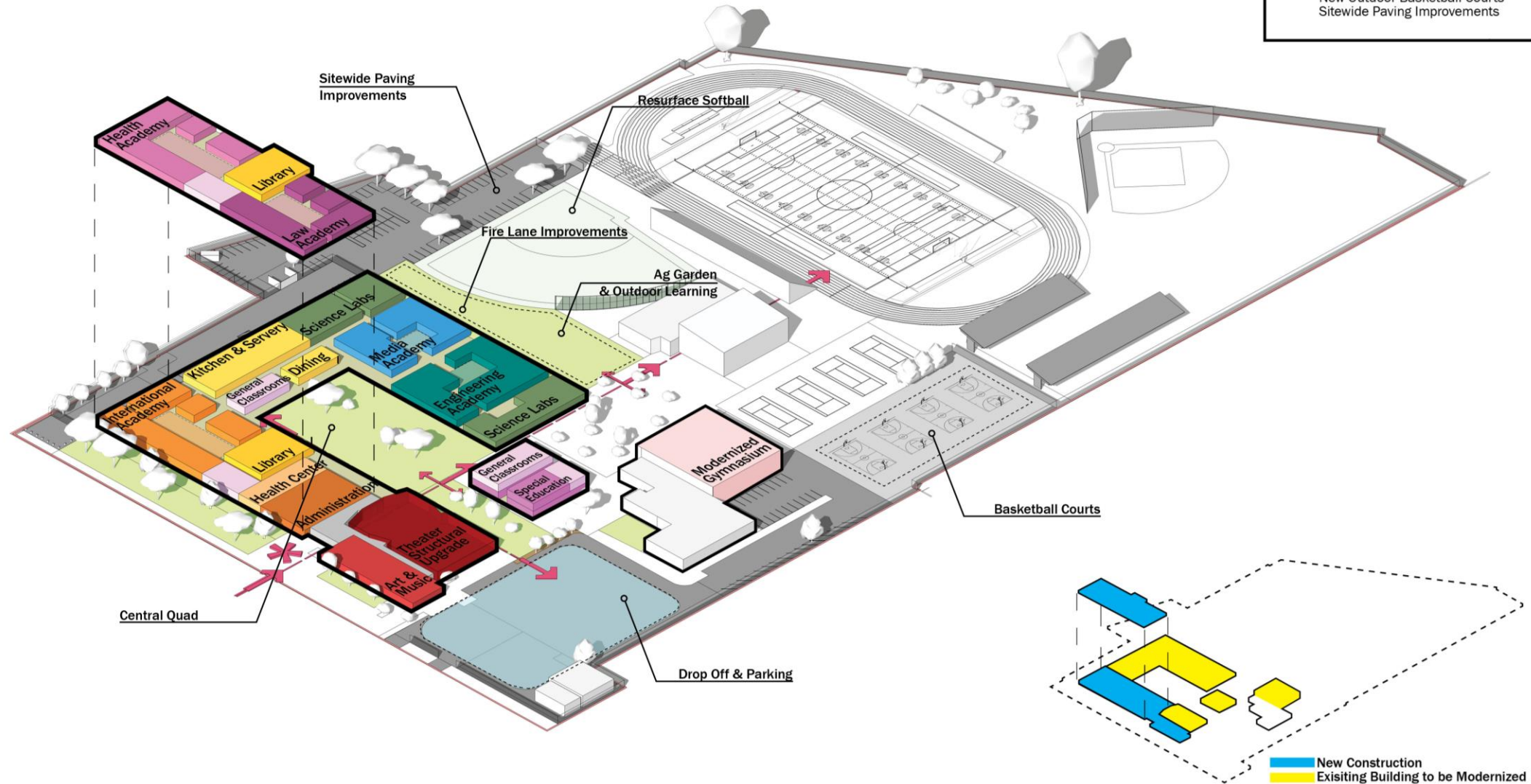


# Option 1: Plaza Scheme

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)
- New Student Dropoff & Parking
- New Striping at Existing Parking
- New Outdoor Basketball Courts
- Sitewide Paving Improvements



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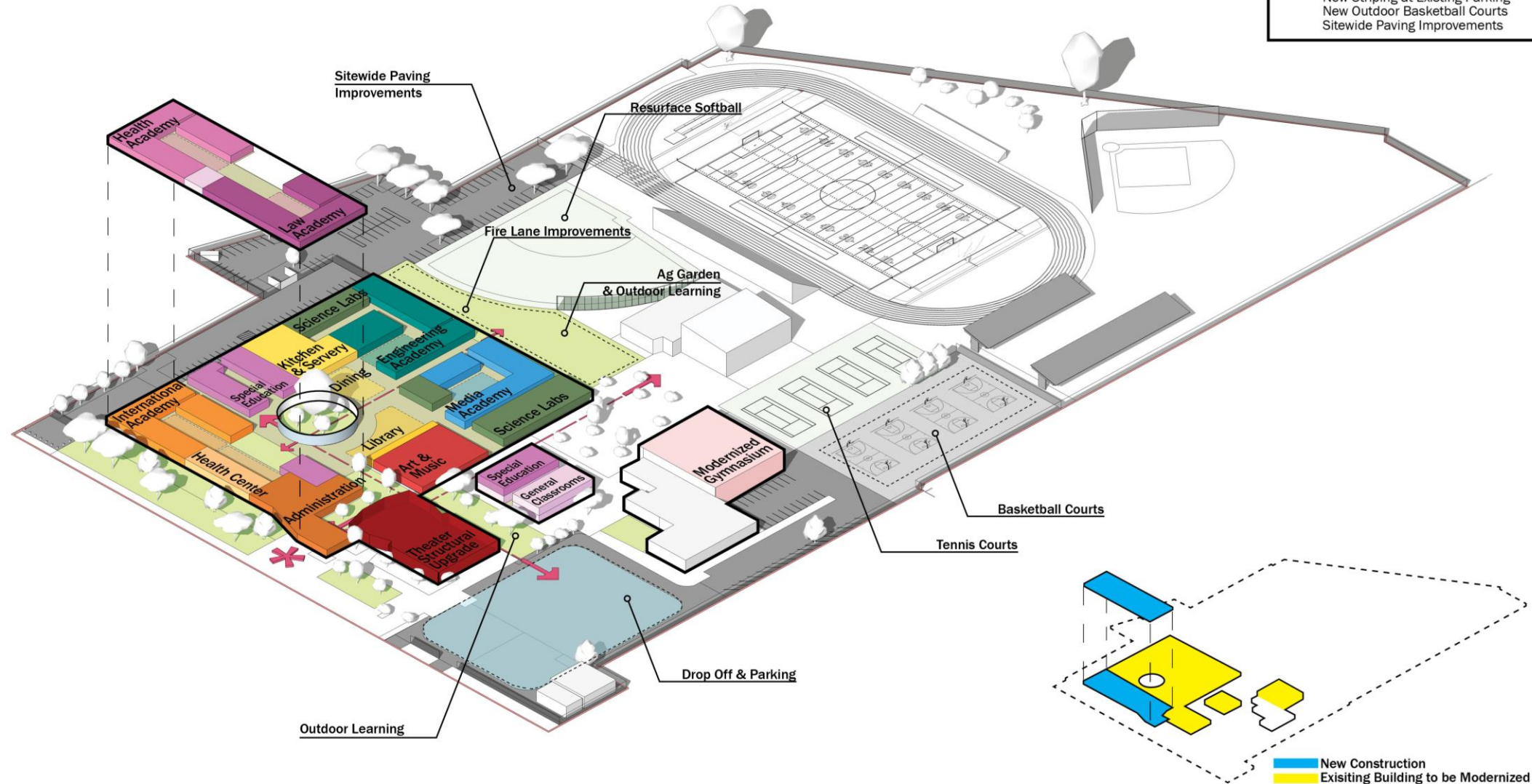


# Option 2: Mall Scheme

New Construction:	51,900 SF	27%
Modernization:	135,370 SF	72%
Total:	187,270 SF	

Key Features Include:

- New Outdoor Quad
- Outdoor Learning
- Relocated Ag Garden
- New Tennis Courts
- Resurface Softball Field (top dress only)
- New Student Dropoff & Parking
- New Striping at Existing Parking
- New Outdoor Basketball Courts
- Sitewide Paving Improvements



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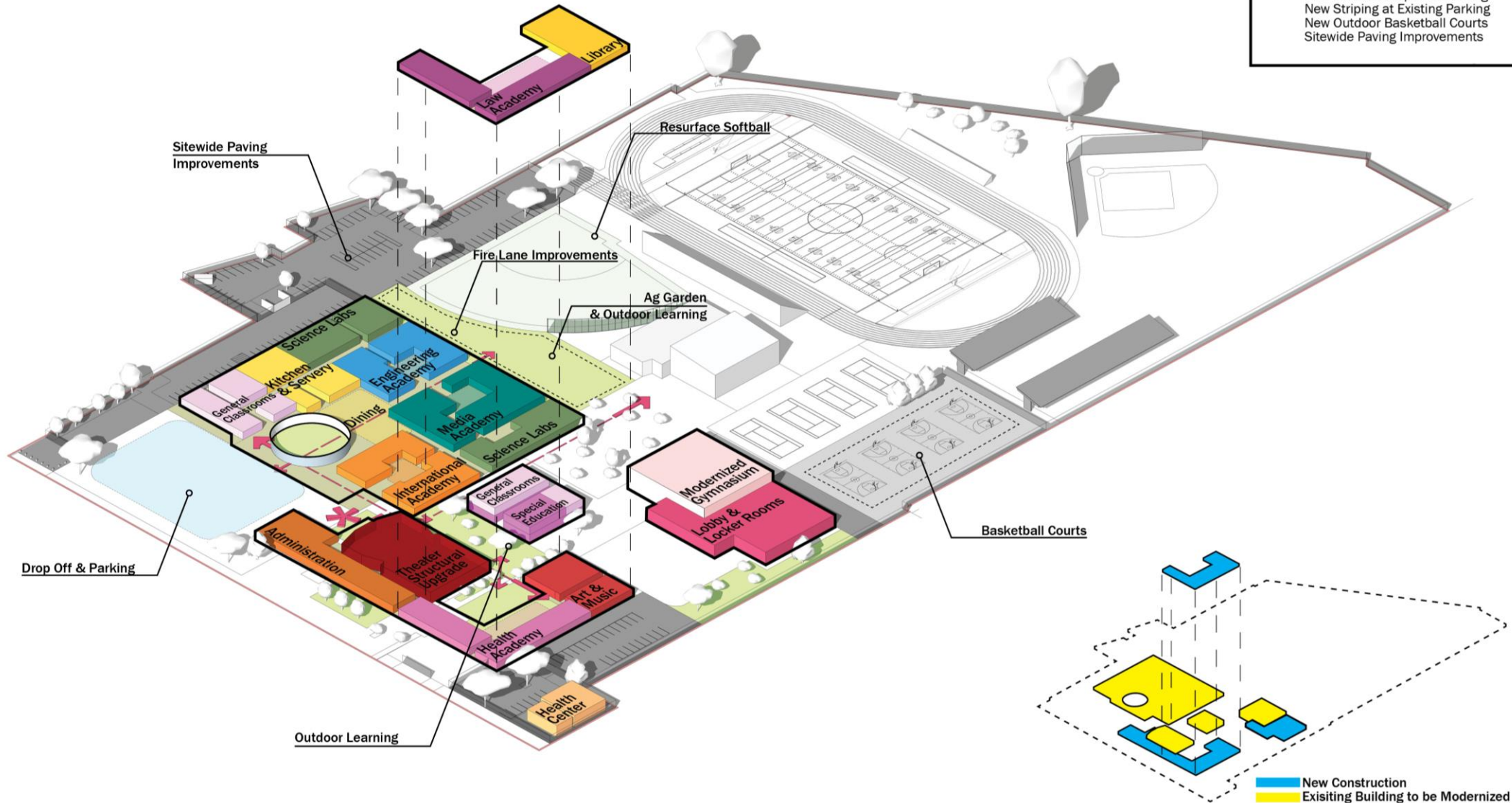


# Option 3: Promenade

New Construction:	59,100 SF	41%
Modernization:	134,069 SF	59%
Total:	193,169 SF	

Key Features Include:

- New Outdoor Quad
- Outdoor Learning
- Relocated Ag Garden
- Resurface Softball Field (top dress only)
- New Student Dropoff & Parking
- New Striping at Existing Parking
- New Outdoor Basketball Courts
- Sitewide Paving Improvements



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# Activity

## Evaluate the options



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# Design decisions

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

# Activity

## Prioritize design decisions



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# Next steps

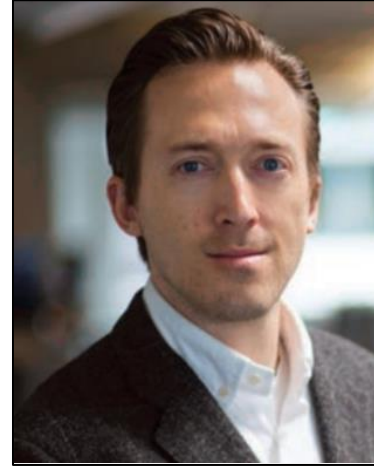




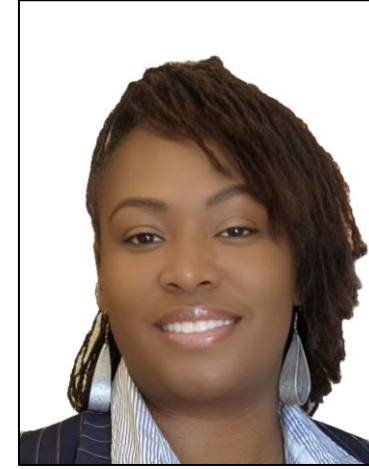
*Dr. Stanback Stroud*



*Arturo*



*Anton*



*Kasheica*



*Chris*



*Pcyeta*



*Lennis*

