

# SFUSD'S FUTURE DINING EXPERIENCE



This book is the outcome of a five-month collaboration with the innovation firm IDEO, thanks to the generous and creative support of the Sara and Evan Williams Foundation. It describes our vision of the future dining experience for SFUSD.

## PREFACE

SFUSD operates the largest public food service operation in the city of San Francisco, and the details of serving 33,000 meals and snacks daily leave many people in awe. On any given day, 230 staff serve food to a diverse student population (over 44 languages spoken) at 114 schools on a tight budget within a highly regulated system.

As a mission-driven institution dedicated to helping each of our students succeed, SFUSD has aligned around the highest nutritional standards in the nation and made a bold commitment to feed every child. Choices around school meals have implications for the long-term health and wellbeing of students – and given that 40% of children consume their daily calories at school, school meals have a significant role to play in helping to address the increasing obesity epidemic.

SFUSD has much to be proud of. Over the past decade many steps have been taken to improve the District’s food systems. The Board of Education’s Feeding Every Hungry Child resolution ensures that no child is denied a meal because of inability to pay, and SFUSD’s Student Nutrition and Physical Activity Policy removed high-calorie, low-nutrient food and beverages from school vending machines. Since January 2013, fresher meals are being served through a new partnership with Revolution Foods.

While much has been accomplished over the past decade to offer healthier meals, there are a number of significant barriers that impede ongoing work to improve school meals. There is a consistent financial deficit due to the historic and structural lack of funding from federal, state, and local sources. Student participation is low. Operational structures and facilities force reliance on external vendors. Kitchen facilities are limited, and cooking equipment has become outdated. Cafeteria spaces are inadequate, and the dining experience is not as meaningful as it could be.

*“Serving fresh healthy food every day that students will enjoy eating is a priority for us. It is hard for students to learn if they are undernourished. To strengthen academic performance we must promote good eating habits and provide access to high quality, nutritious food that appeals to our diverse community of students.”*

Superintendent Richard A. Carranza

The journey to reform school food in San Francisco’s public schools and to achieve financial stability in the program is unfolding in four phases.

This book is the outcome of phase one (of four) and describes the recommendations developed through a five-month collaboration with the innovation firm IDEO to develop a vision and specific recommendations to comprehensively reform school food in San Francisco’s public schools in a way that is self-sustaining in the long term, reflects and honors existing SFUSD labor agreements, and meets the needs and desires of today’s students. Over 1,300 students, parents, nutrition staff, principals, teachers, administrators, and community partners were involved in this process.

There is still much more to learn, and SFUSD will work with schools, students, and staff to iterate on the recommendations presented in this book.

*September 2013*

This book captures our vision, recommendations and implementation roadmap for the future dining experience at SFUSD.

# 1

## TODAY'S STUDENTS

Meet today's SFUSD student and learn about four student-centered values that guide our future designs for school food.

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# 1 TODAY'S STUDENTS

Meet today's SFUSD student and learn about four student-centered values that guide our future designs for school food.

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**CHAPTER 1 OVERVIEW**

When it comes to rethinking the school food system, who can best help us focus our efforts? After all, many people care about this important topic including the Board of Education, the Superintendent, principals, nutrition staff, parents and community partners. Following are the four values we learned from the one who matters most... the student. These values guide us in designing their future dining experience.

**CHAPTER 1 HIGHLIGHTS**

**A**

**OVER 1300 CONTRIBUTING VOICES**

From parents to nutrition staff, from students to administrators, from teachers to community partners, here are the many people who have helped inform our future dining experience.

**PAGE 12**

**B**

**A PICTURE OF TODAY'S STUDENTS**

Stories and quotes from current SFUSD students to keep us grounded in their needs.

**PAGE 14**

**C**

**FOUR STUDENT-CENTERED VALUES**

The four student values to inform and guide our vision for their future dining experience.

**PAGE 24**

# OVER 1300 CONTRIBUTING VOICES

Along this collaborative journey, we've engaged 1,367 stakeholders including students, Student Nutrition staff, SFUSD principals and teachers, district administrators, the Board of Education, community partners and experts. Their perspectives have helped inspire, inform and validate our future vision. Throughout this book, we've included insights and quotes from collaborators at these events.

260

**APRIL & MAY 2013**

Inspirational Interviews and Observations

- 161 STUDENTS
- 15 STUDENT NUTRITION STAFF
- 8 PARENTS
- 47 SFUSD STAFF
- 23 COMMUNITY PARTNERS & EXPERTS
- 6 BOARD OF EDUCATION COMMISSIONERS

136

**JUNE & JULY 2013**

"Make it Awesome" Workshops

- 29 STUDENTS
- 76 STUDENT NUTRITION STAFF
- 17 PARENTS
- 9 SFUSD STAFF
- 5 COMMUNITY PARTNERS & EXPERTS

737

**JULY 2013**

Concept Feedback Survey

- 86 STUDENTS
- 527 PARENTS
- 79 SFUSD STAFF
- 45 COMMUNITY STAKEHOLDERS

56

**JULY 2013**

Student and Staff Prototyping Week

- 47 STUDENTS
- 9 STUDENT NUTRITION STAFF

178

**AUGUST 2013**

"The New Lunch Room" Exhibition

- 13 STUDENTS
- 52 STUDENT NUTRITION STAFF
- 10 PARENTS
- 47 SFUSD STAFF
- 50 COMMUNITY PARTNERS AND EXPERTS
- 6 BOARD OF EDUCATION COMMISSIONERS

# A PICTURE OF TODAY'S STUDENTS

Our students say it best. Hear their perspectives and needs in this short video available at [www.sfusd.edu](http://www.sfusd.edu).



A common thread amongst all students is the ever-increasing pressure they feel to do well in school. In a tightly-scheduled, academically-demanding day, lunch fulfills an important need ... a break. The following insights and quotes capture not only their thoughts on food and school, but also their lifestyle, aspirations and challenges. This is the current student context within which our food program needs to work.



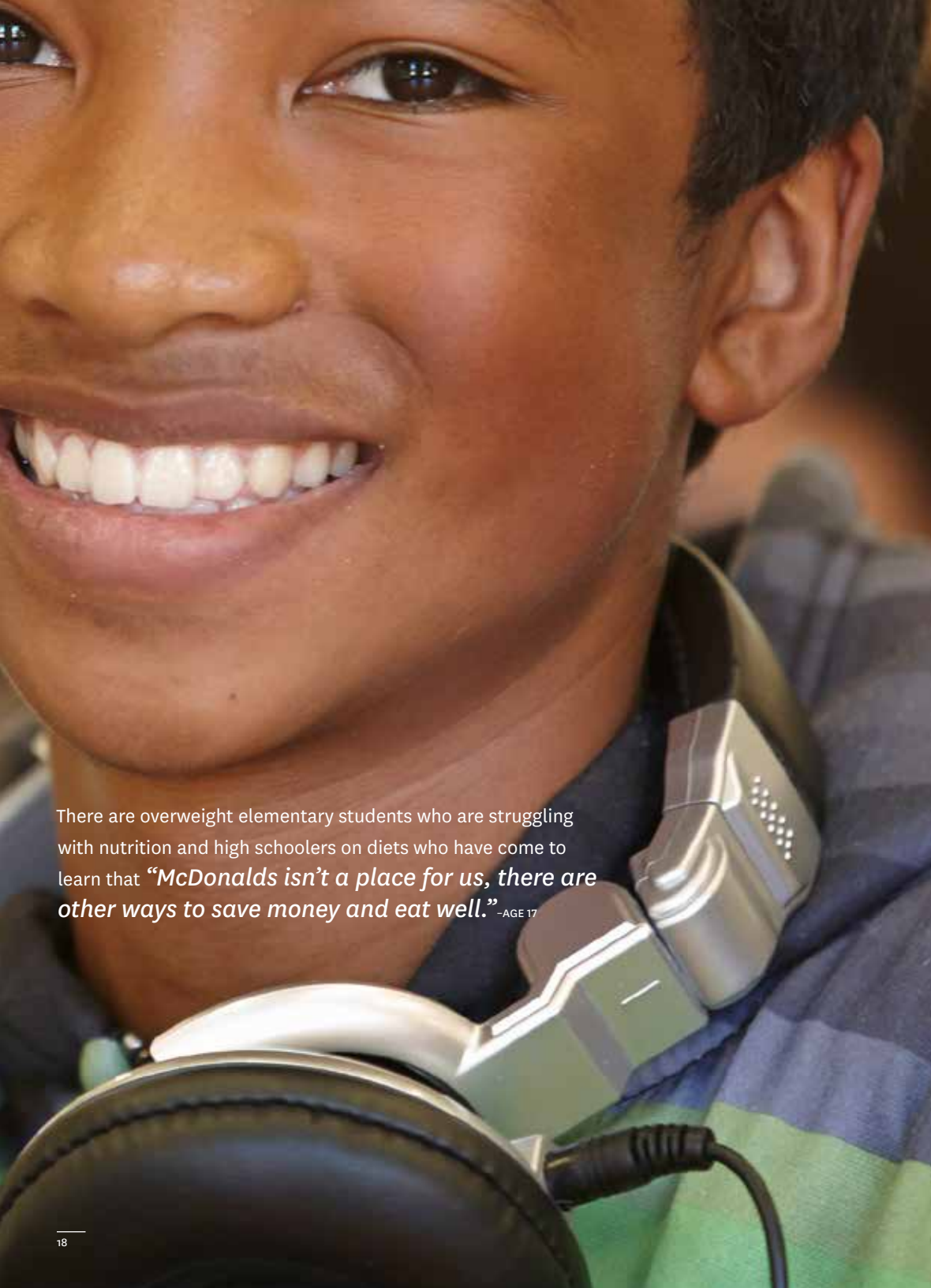


They'll surprise you with what they know *"I think Brigitte Bardot became most interesting after 40 when she got into animal rights"* -AGE 10 and how they like to spend their time *"I love my Grandma—she's 93 and likes to go for walks."* -AGE 12



14-year-olds are drinking coffee *"I only got 5 hours of sleep and have a huge test"* while 9-year-olds are learning what it means to stand up for themselves *"I had to let that friendship go."*





There are overweight elementary students who are struggling with nutrition and high schoolers on diets who have come to learn that *“McDonalds isn’t a place for us, there are other ways to save money and eat well.”* -AGE 17



Kids are over-burdened with studying *“I only get to be with friends one day on the weekend and only if I first finish all my homework”* -AGE 14 and under-guided when it comes to life skills *“I can’t wait to move out... but I don’t know how to learn about finances.”* -AGE 17





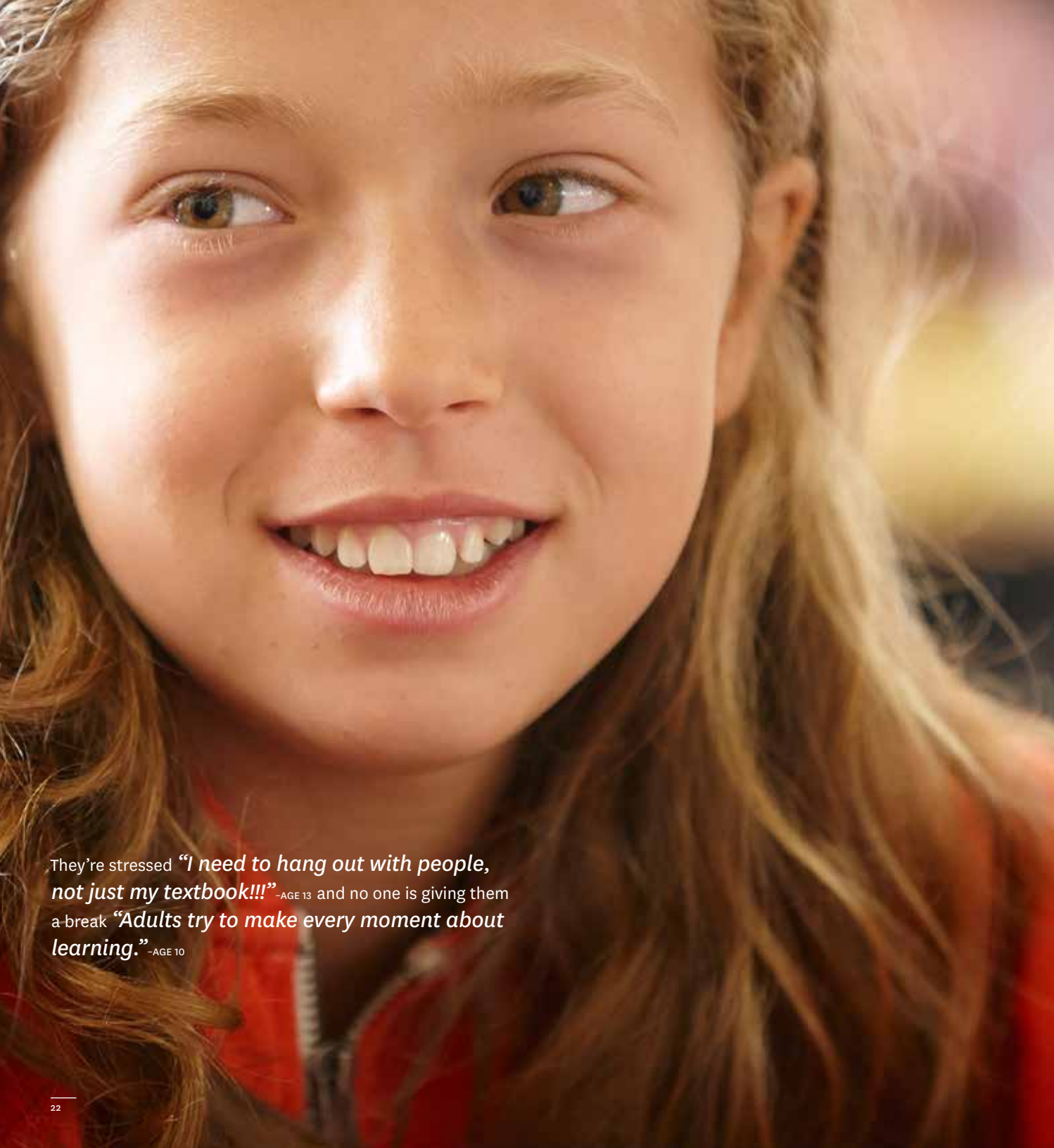


Phones are a symbol of freedom for those who don't have one  
*"When I get a phone, I'll be able to look things up  
anytime"* <sup>-AGE 11</sup> and an emotional tether for those who do  
*"I can't not be connected to my friends all the time."* <sup>-AGE 14</sup>



Their tastes in pop culture are as diverse as their taste buds. *"I love...  
The Walking Dead* <sup>-AGE 13</sup> *Minecraft* <sup>-12</sup> *One Dimension* <sup>-14</sup>  
*Geocaching* <sup>-10</sup> *Maple Story* <sup>-14</sup>." *"I wish the cafeteria served...  
sushi* <sup>-16</sup> *green tea mousse* <sup>-10</sup> *Flautas* <sup>-12</sup> *steamed taro cake* <sup>-17</sup>."





They're stressed *"I need to hang out with people, not just my textbook!!!"* -AGE 13 and no one is giving them a break *"Adults try to make every moment about learning."* -AGE 10



Elementary students talk about getting into Cal colleges while high schoolers reminisce about the fun of elementary school *"It's a place where you don't have to care about anything yet."* -AGE 17

# FOUR STUDENT- CENTERED VALUES

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Students have a diverse and changing set of needs and desires. In talking with students and observing their experiences inside and outside of the cafeteria, we learned that they desire a dining experience that captures their senses, supports them in their growth, connects them to their food, and enables them to share their opinions.

There are four student-centered values that guide our vision for the dining experience, which are explained in detail in the following pages.

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## SENSES STIMULATED

Students are delighted by the food experience.

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## FEELING VALUED

Students feel our commitment to their needs and overall well-being.

---

## CONNECTED TO FOOD

Students experience the value of food in their daily lives and are curious to know more.

---

## ACTIVE VOICES

Students are empowered to impact the system, embracing roles and responsibilities.



# SENSES STIMULATED

*Students are delighted by the food experience.*

Tasting, smelling and discovering foods are integral to the eating experience, yet meal time feels routine and rushed for many students.

When kids try new food, their horizons expand and they become open to new and different experiences. By infusing a variety of cuisines, food delivery methods as well as making the cafeteria spaces conducive for eating, lunch time becomes a moment to pause and enjoy the food.

## THE INSPECTION MOMENT



Eating begins with our eyes and nose! All kids take time to longingly examine and assess the sealed food, unable to assess its freshness or consider its value.

## ACTIVATING THE BRAIN



There are auditory, tangible, and olfactory elements to food.

“Food is about activating the brain!”

—PARENT

“It’s about waking up the senses—letting people touch and feel what they are eating.”

—TEACHER

## SOCIALIZING OVER FOOD



Students desire food that activates their palates and an environment that is conducive for socializing.

“I eat school food ‘cause it gives me a chance to be more with other people.”

—MIDDLE SCHOOL STUDENT

# FEELING VALUED

*Students feel our commitment to their needs and overall well-being.*

Small gestures have a huge impact! When students feel guided and cared for, they feel like they play an important part in their community.

When teachers and principals eat with students, there is greater participation in and appreciation for the meal program. When Student Nutrition staff get to know students on a personal level, there is a sense of community. The meal experience isn’t just about service, it’s about customer service.

## A LITTLE MORE LOVE



Students want to feel cared for.

“I wish the food was delivered with care, love and a smile.”

—STUDENT

“I wish they wouldn’t behave like servers.”

—5TH GRADER

## A NEED TO CONNECT



Lunch is one of the only opportunities to connect with friends during the day.

“I wish the cafeteria was a place to connect and relax rather than a chaotic eat-and-dash zone.”

—TEACHER

## ONE BIG FAMILY



Creating a sense of community in the cafeteria is important for students and staff.

“Some of the Student Nutrition staff are like second family to me. They are a part of our everyday lives.”

—HIGH SCHOOL STUDENT



# CONNECTED TO FOOD

*Students experience the value of food in their daily lives and are curious to know more.*

Students are curious about all aspects of food—where it comes from, how it’s packaged, and its nutritional qualities—and how it affects them.

There is an opportunity to help students develop a strong connection to the food they eat in a way that empowers them to make smart decisions regarding their habits and health. When students learn about new foods and cooking skills, they take those lessons home.

## WHERE FOOD COMES FROM



Students are curious about food.

“I want to know how we get our food.”  
— MIDDLE SCHOOL STUDENT

## UNDERSTANDING FOOD AND MY BODY



Nutrition and health is important to students.

“Connection to food changes how you value food, yourself and your health.”— SFUSD STAFF

“Some Student Nutrition staff is just getting kids through the line. I’m helping kids make healthy choices.” — NUTRITION EDUCATOR

## LEARNING MOMENT



Meals are learning opportunities.

“Students at this age are choosing their own food and snacks. They learn a lot by having healthy food presented to them.”  
— SFUSD STAFF

“Our unspoken job is to create cultural and behavioral shifts around food at the school.” — NUTRITION EDUCATOR

# ACTIVE VOICES

*Students are empowered to impact the system, embracing roles and responsibilities.*

Students have opinions, often which go unheard. When given the opportunity to give feedback and suggest new ideas, students become empowered, active participants in the system.

Rich learning moments are already happening in our district! In schools across the district, students are stepping up in leadership roles, from class ambassadors to compost monitors. There is an opportunity to harness this energy within the cafeteria.

## SIGN ME UP!



Given the opportunity, students will rise to the occasion.

“Composting is cool!” — ELEMENTARY SCHOOL STUDENT

Students who are Compost Monitors feel ownership over a piece of the meal experience, taking care of the compost and cafeteria cleaning efforts. If given the opportunity to take part, students rise to the occasion.

## MAKING IT HAPPEN



Students engage when they feel empowered.

“The students are responsible for Cooking Club. They set the time, make the announcements, and arrange the activities. Sometimes it doesn’t happen, but when it does they are more engaged and excited about it, because they made it happen.” — NUTRITION CLASS COORDINATOR

## INVESTED OWNERSHIP



Having a role makes students feel important.

“I think children love to be ‘in charge.’ When my daughter went to Girl Scout camp, kids had roles during mealtime. It was one thing she raved about when she came home. At school, my kids always love the ‘jobs’ they get. It makes them feel important.” — PARENT









## 2 OUR OPERATIONAL CONTEXT

An overview of current Student Nutrition's current operations.



## CHAPTER 2 OVERVIEW

Our program needs to balance the student-experience with financial sustainability. In this section, we lay out some of the context in which we are operating, including the main financial levers that factor into the overall design vision.

## CHAPTER 2 HIGHLIGHTS

A

### STUDENT NUTRITION AT A GLANCE

The background of Student Nutrition's daily operations, including the process by which food currently gets from the farm to the table.

PAGE 36

B

### FOUR KEY FINANCIAL LEVERS

Our Financial Framework and four key levers; two are cost drivers (food and labor) and two are revenue generators (participation and new revenues).

PAGE 44

C

### FIVE INFLUENTIAL CONDITIONS

The top five interdependencies between Student Nutrition and the broader SFUSD ecosystem that influence our finances and operations.

PAGE 50

# STUDENT NUTRITION AT A GLANCE

We're proud of our milestones. Over the past decade many steps have been taken to improve our food system, including the examples below. Following is an overview of the scale and operations of our current Student Nutrition program including the process by which food currently gets from the farm to the table. This context provides the starting point for the proposed design changes detailed in Chapter 4.

## RECENT MILESTONES FOR STUDENT NUTRITION

### AUTOMATED POINT OF SALE

#### SUMMER 2010

Automated Point of Sale system is implemented district-wide, allowing students' financial status to remain private.

### GRAB-N-GO BREAKFAST

#### FALL 2012

Grab-n-Go breakfast is rolled out to 10 high schools and 10 middle schools helping kids get the nutrition they need in the morning.

### HEALTHY HUNGER FREE KIDS ACT

#### FALL 2012

SNS achieves Healthy Hunger Free Kids Act certification for school lunch menus.

### REVOLUTION FOODS

#### WINTER 2013

Revolution Foods becomes a SFUSD vendor, offering students fresh, healthy meals.





## THE BASICS OF SCHOOL FOOD

Glossary of school food's key elements

### **National School Lunch Program (NSLP), School Breakfast Program (SBP)<sup>1</sup>**

The National School Lunch Program and the National School Breakfast Program are federally assisted meal programs operating in over 100,000 public and non profit private schools and residential child care institutions. School districts and independent schools that choose to take part in the breakfast and lunch programs get cash subsidies and USDA foods from the U.S. Department of Agriculture (USDA) for each meal they serve. In return, they must serve meals that meet Federal requirements, and they must offer free or reduced price meals to eligible children.

### **Free/Reduced/Paid Eligibility<sup>1</sup>**

Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced price meals, for which students can be charged no more than 40 cents (SFUSD does not charge the copay for the reduced category). (For the period July 1, 2012, through June 30, 2013, 130 percent of the poverty level is \$29,965 for a family of four; 185 percent is \$42,643.) Children from families with

incomes over 185 percent of poverty pay a full price, though their meals are still subsidized to some extent. Local school food authorities set their own prices for full price (paid) meals, but must operate their meal services as non profit programs.

### **Reimbursements<sup>1</sup>**

Most of the support USDA provides to schools in the National School Lunch Program comes in the form of a cash reimbursement for each meal served. SFUSD qualifies for reimbursement rates for schools that served 60 percent or greater free and reduced price lunches during the second preceding school year. The latest reimbursement rates can be found online at <http://www.fns.usda.gov/cnd/Governance/notices/naps/NAPs.htm>.

### **Commodities<sup>1</sup>**

In addition to cash reimbursements, schools are entitled by law to receive USDA foods, called "entitlement" foods. Schools can also get "bonus" USDA foods as they are available from surplus agricultural stocks. While the nutritional quality has improved recently, many commodities do not meet SFUSD's nutrition standards.

### **Meals Per Labor Hour (MPLH)<sup>2</sup>**

Productivity in food service operations is typically defined as a measure or level of output of goods and services produced in relation to input of resources. Meals Per Labor Hour is the most common measurement used for external benchmarking in school food service operations. MPLH is determined by dividing the total number of meals or meal equivalents (MEs) the school cafeteria serves daily by the number of labor hours allotted to that school per day. MPLH is a complex metric, that can vary based on physical serving environment, meal production method, staff training, and number and length of serving periods, etc.

### **Heat & Serve**

Refers to a meal production method where meals arrive onsite pre-cooked and are reheated and served by staff.

### **Prep & Serve**

Refers to a meal production method where ingredients used require minimal prep (e.g., they are pre-cooked or chopped) ingredients are assembled into meals and served by staff.

Sources:

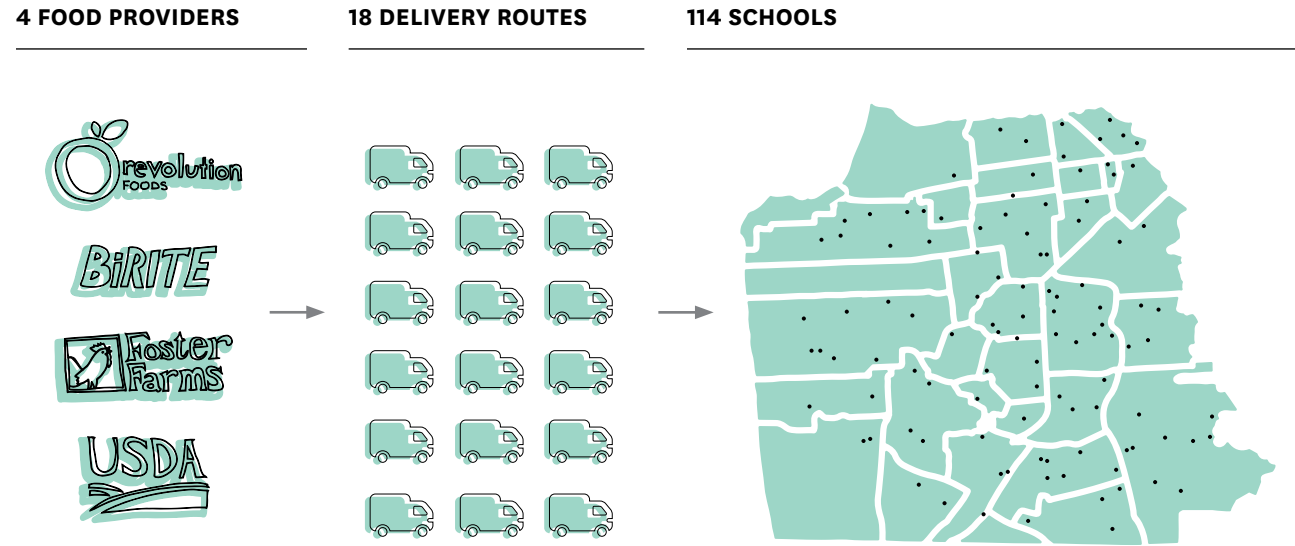
1. <http://www.fns.usda.gov/cnd/Lunch/AboutLunch/NSLPFactSheet.pdf>

2. Gregoire & Spears, 2007; Payne-Palacio & Theis, 2005; Pannell-Martin & Applebaum, 1999

**THE SCALE OF STUDENT NUTRITION OPERATIONS**

When it comes to the school food experience, it's about much more than just the food. It's an interconnected, complex system of people, policies, infrastructure, schedules, tools... and most importantly, students.

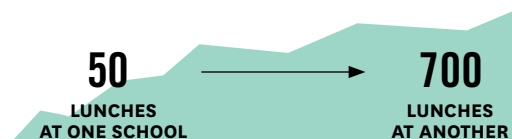
This is the overview of what it takes to serve nutritious meals and snacks every day.



**WE SERVE**

**33,000 MEALS & SNACKS DAILY**

*making Student Nutrition Services (SNS) the largest public food service provider in the city!*



OUR DAILY LUNCH OPERATIONS VARY

**FOR MEALS, STUDENTS HAVE**



**EVERY DAY WE COUNT ON**



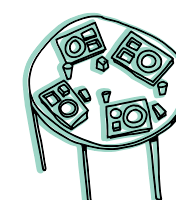
**WE SERVE**



VENDING MACHINE



MOBILE CART



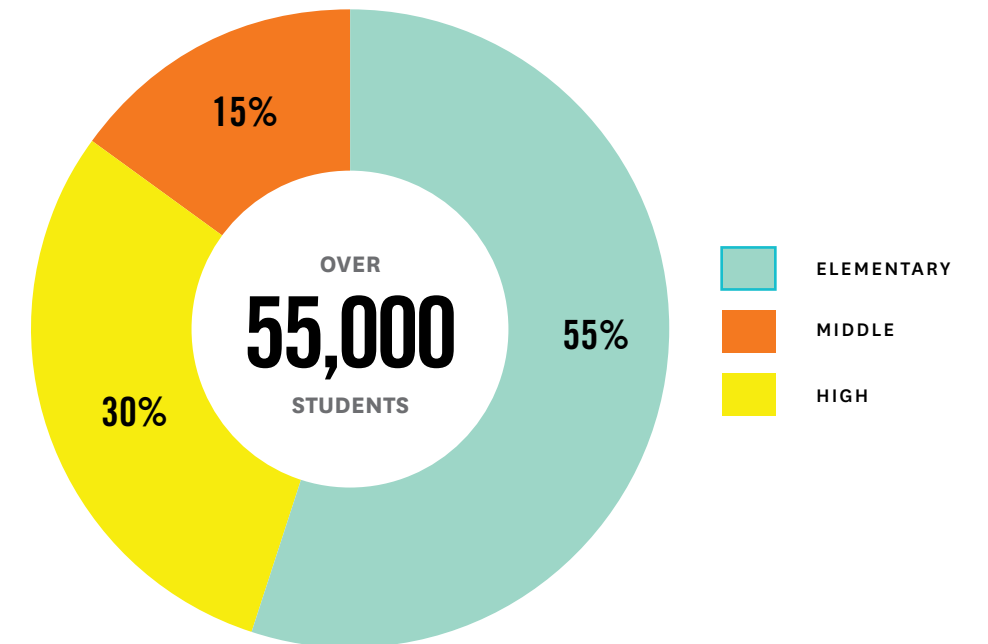
CAFETERIA

**OUR COMMUNITY IS INCREDIBLY DIVERSE**

OVER **44** LANGUAGES SPOKEN

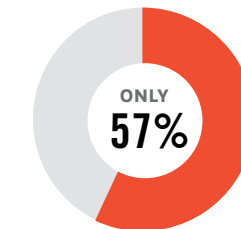
- AFGHANISTANI
- AMHARIC
- ARABIC
- BULGARIAN
- BURMESE
- CANTONESE
- CROATIAN
- CZECH
- DANISH
- DUTCH
- ENGLISH
- FARSI
- FILIPINO
- FRENCH
- GERMAN
- GREEK
- GUJARATI
- HEBREW
- HINDI
- HUNGARIAN
- INDONESIAN
- ITALIAN
- JAPANESE
- KHMER
- KOREAN
- MALAY
- MANDARIN
- NORWEGIAN
- POLISH
- PORTUGUESE
- PUNJABI
- ROMANIAN
- RUSSIAN
- SAMOAN
- SERBIAN
- SOMALI
- SPANISH
- SWEDISH

**STUDENT DEMOGRAPHICS**

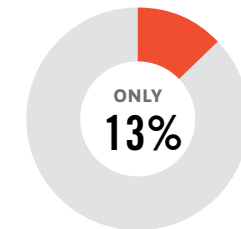


**ON AN AVERAGE SCHOOL DAY**

*Over the years, we've worked to increase participation in the school food program, but there's still room to grow.*



*of students who qualify for free and reduced meals participate in lunch*



*of students not eligible for free and reduced meals purchase lunch*



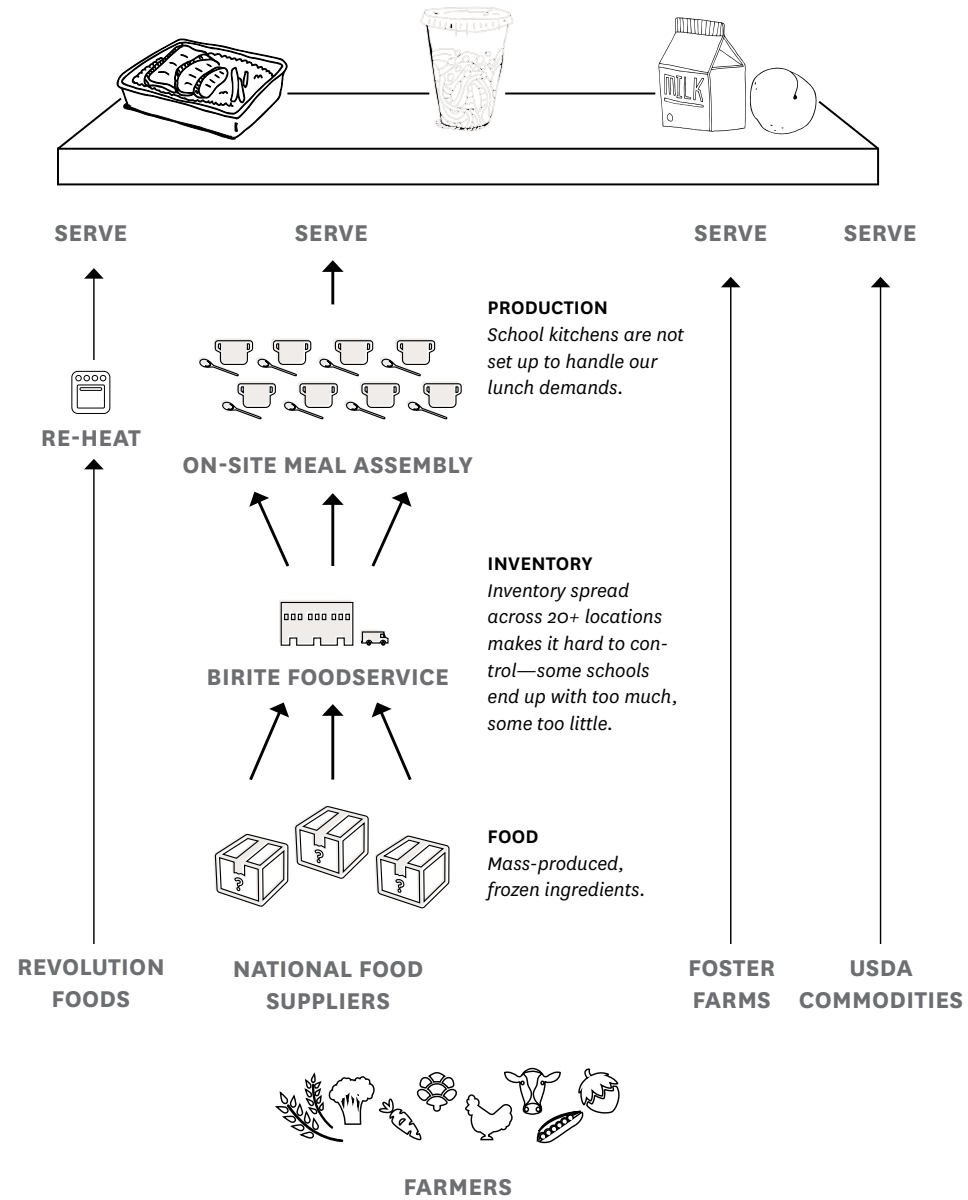
*of staff eat school lunch: teachers, principals, administration*



**TODAY'S LUNCHLINE**

Each food item seen by students in the lunchline is a result of 'back-of-house' operations involving numerous people and processes. Just as we can design an improved student dining experience, we can also design improved operations as seen in Chapter 4 ahead.

Important to note is that our elementary students currently receive meals from one provider while our middle and high school students receive options from two providers.



**ELEMENTARY SCHOOLS**

1 Provider  
Revolution Foods  
(Heat & Serve)

+ Foster Farms Milk  
+ Fruit

**MIDDLE AND HIGH SCHOOLS**

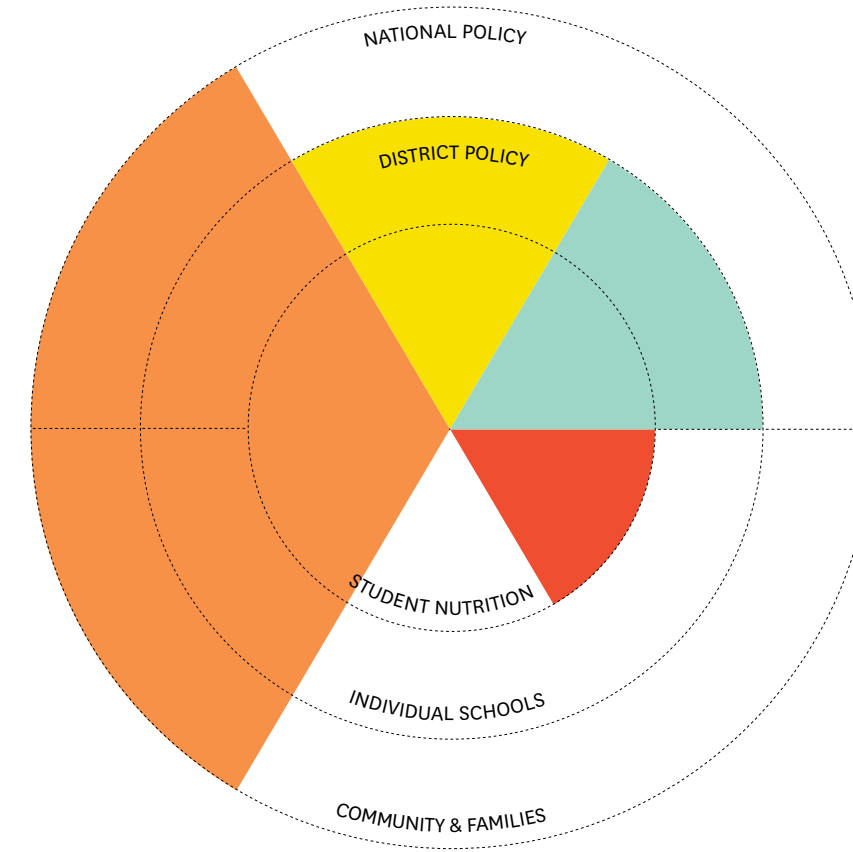
2 Providers  
Revolution Foods  
Heat & Serve

or  
SFUSD Produced Prep  
& Serve

+ Foster Farms Milk  
+ Fruit



# FOUR KEY FINANCIAL LEVERS



Within the complex system of Student Nutrition, we've identified four key levers that will be instrumental to bringing financial balance to the system. Two are cost drivers (food and labor) and two are revenue generators (participation and new revenues). These levers cut across several areas of influence, including: national policy, district policy, individual schools and community & families. Here, we describe the four key levers in relation to our current operations. In Chapter 4, we then show what we'll be designing in each to help achieve a sustainable future.

## LABOR

Aligning labor costs with clear roles and career ladders.

## PARTICIPATION

Increasing participation rates by designing meal experiences that students want to engage in.

## FOOD

Reducing food costs, improving offerings and sourcing local fresh produce.

## NEW REVENUE

Considering new offerings that will lead to new revenue.



# LABOR

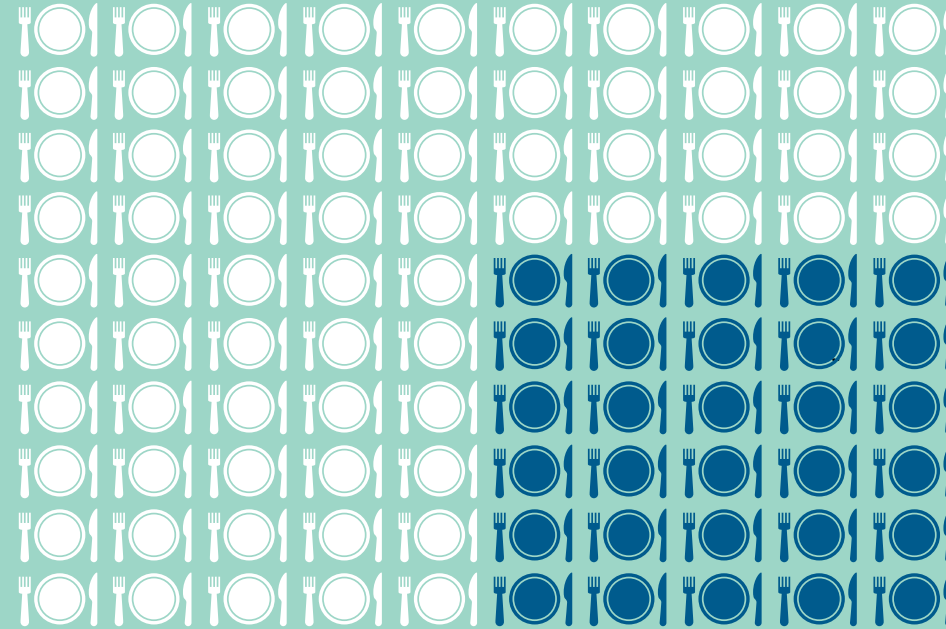
*Our Student Nutrition staff is a rich resource.*

Between salaries and benefits, we invest \$6M<sup>1</sup> annually on labor (this represents 32% of Student Nutrition's annual budget). With only 41%<sup>2</sup> of students participating and kitchens not set up for efficient food production at scale, we aren't using labor to its full capacity. Every year we have the resources to serve 30%<sup>3</sup> more meals than we do.

In addition, there is also an opportunity to provide a more robust career path for our 230 dedicated Student Nutrition school cafeteria staff.

## AVERAGE DAILY LUNCH CAPACITY REALIZED

*We have labor capacity to serve 30% more meals than we currently do.*



### FOOTNOTES

1. Based on 2012-13 Revised Budget
2. Daily participation based on data from Aug '12 - Apr '13; (3) 70% based on difference between current meals served and total meal capacity given current labor hours as determined by financial model, model calculations based on following assumptions: 55 MPLH Heat & Serve, 19 MPLH Prep & Serve (MPLH assumptions based on industry standards and SFUSD evaluation)

# PARTICIPATION

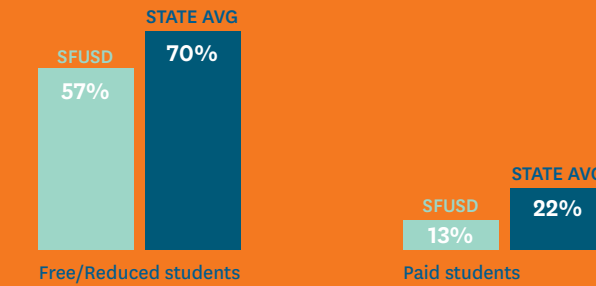
*There's significant room to grow in participation.*

Daily breakfast and lunch participation for paid and free/reduced students are low compared to state averages.

Only 57% of SFUSD's Free & Reduced Eligible Students participate in lunch vs. 70% (state average) and only 16% participate in breakfast vs. 30% (state average).

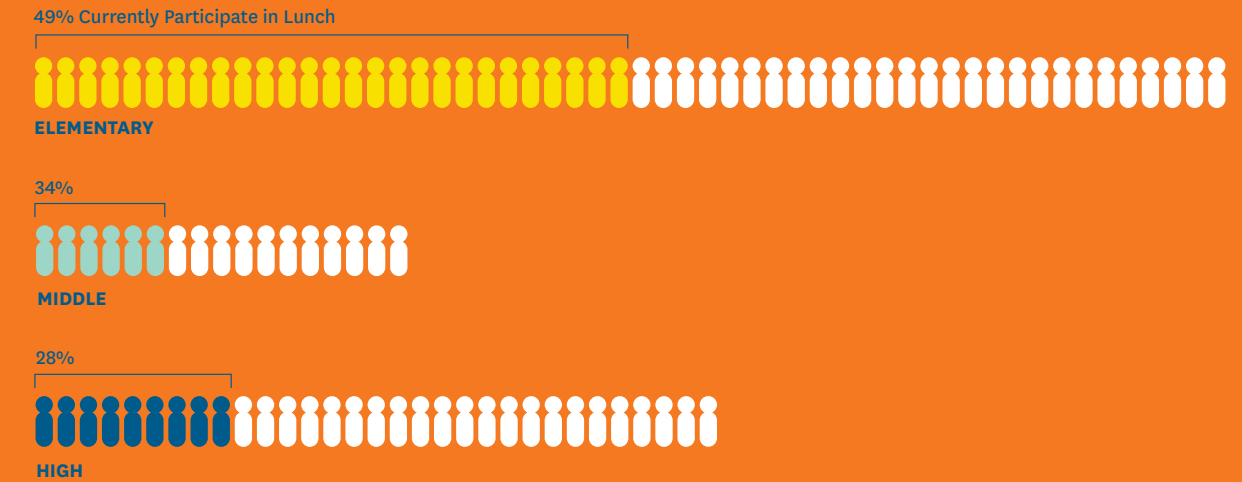
For SFUSD paid students, only 13% participate in lunch vs. 22% (state average) and only 1% in breakfast vs. 4% (state average).

The more students who eat, the more financially-balanced our system will become.



## AVERAGE DAILY LUNCH PARTICIPATION

*San Francisco vs. California State Average*



**CURRENT ENROLLMENT:** 55,000 SFUSD students. = 550 students

### FOOTNOTES

- Participation figures reflect average daily participation (total lunches claimed/total service days)
- State averages based on California Food Policy Advocates figures for California Public School Districts 2009-10 school year

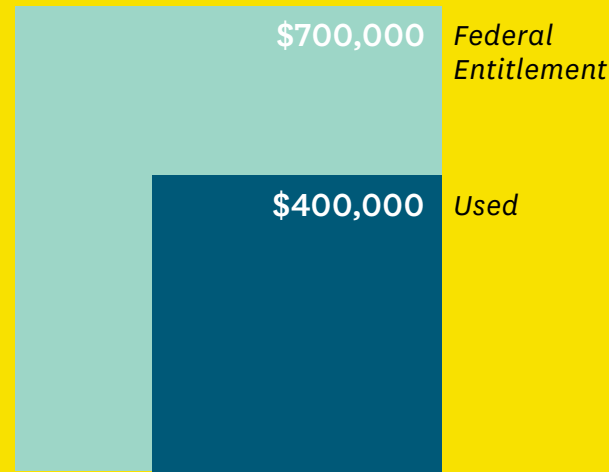
# FOOD

There are opportunities to reduce food costs without compromising on quality.

We spend \$9.5M<sup>1</sup> annually on food, for the most part, purchasing high quality product. But we could be smarter about our food costs.

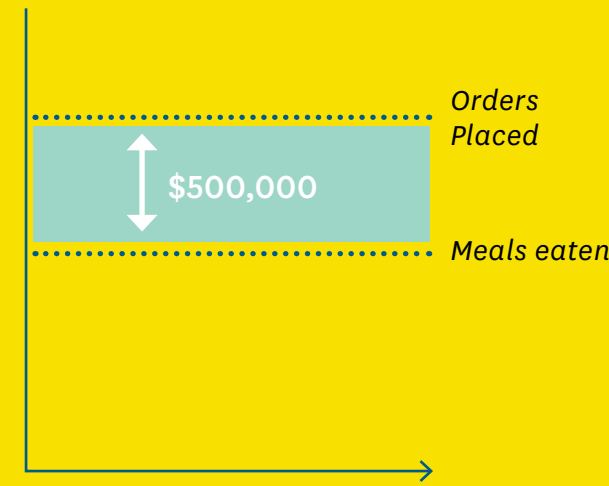
Due to SFUSD's high food quality standards and also due to cooking limitations of our existing kitchens (they are not set up to process raw ingredients, a significant amount of commodities are in raw bulk form), \$300,000<sup>1</sup> of SFUSD's \$700,000 commodity budget goes unused.

An additional \$500,000<sup>2</sup>, 5% of the total food budget, is lost from inefficient inventory management, over-production (the number of students participating changes daily making prediction challenging), or wasted due to unannounced field trips or internal competition. Further, bulk inventory management is spread across 20+ schools, making monitoring and management a challenge.



## COMMODITIES

Used vs. Entitlement (2012-13)



## MEALS

Average (2012-13)

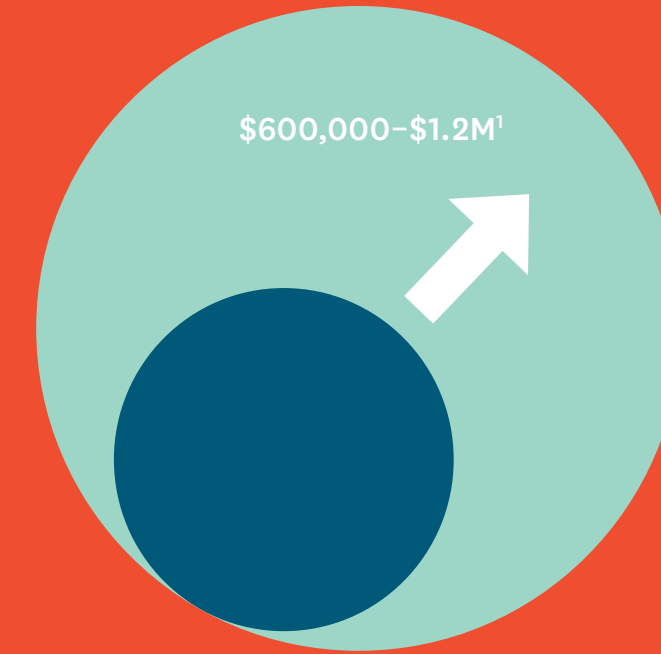
### FOOTNOTES

1. Food expenditure figures based on 2012-13 Revised Budget
2. 7-10% overproduction based on District Inventory and Overproduction reports from 2013

# NEW REVENUE

Student Nutrition has significant revenue potential beyond traditional offering.

Student Nutrition is uniquely positioned, with access to a market of over 55,000 families in a food-focused city. By using its market access and physical kitchen assets, and implementing new innovative programs beyond traditional breakfast and lunch, Student Nutrition could generate up to \$1.2M in revenue beyond traditional school meals.



## CURRENT REVENUE

CURRENT OFFERINGS: *school meals (including breakfast, lunch, snack)*

## POTENTIAL REVENUE

NEW OFFERINGS: *dinner kits, off-hours kitchen rental, school district catering*

### FOOTNOTES

1. See detailed assumptions for Dinner kits and Regional Kitchen



# FIVE INFLUENTIAL CONDITIONS

---

To truly understand Student Nutrition we need to understand the context within which it sits. This broader context influences financial decisions as well as our ability to provide high-quality, financially-sound services. Policies and commitments at the district and national levels have direct financial impact. Additionally, decisions made at the individual school level influence our operations.

Understanding five key influential conditions helps us identify where (and how) change is possible, as well as the partnerships needed to create impact.

---

## NATIONAL REIMBURSEMENT RATES

---

We depend on government subsidies that are not tailored to our local economic environment.

---

## FEEDING EVERY HUNGRY CHILD POLICY

---

As a district, we are committed to providing nutrition to all students.

---

## HIGH-QUALITY FOOD STANDARDS

---

We hold ourselves to high quality food standards.

---

## LABOR AGREEMENTS AND WAGES

---

We are dedicated to offering a living wage to our staff.

---

## INTERNAL COMPETITION / OPEN CAMPUS

---

We operate in a system that values individual school autonomy.

**5 INFLUENTIAL CONDITIONS**

Student Nutrition Services is dedicated to San Francisco Unified School District’s mission to provide each student with an equal opportunity to physical and mental health so that each student can achieve his or her maximum potential. These 5 conditions significantly influence the decisions that we can make about the student experience.



**NATIONAL REIMBURSEMENT RATES**

**FOOD**

Our primary source of revenue is government subsidies. These subsidies need to cover food costs, labor, delivery, supplies, equipment, etc. Meal reimbursement rates are fixed by national and state policy and do not vary by student’s age or geography. Urban school districts such as SFUSD have higher operational costs (salaries, transportation, etc) than rural. Further, as our students age, portion sizes and cost increase, subsidies do not. A Revolution Foods meal in Elementary school represents 60% of government subsidies for students eligible for free meals, while in high school the cost jumps to 67%.



**FEEDING EVERY HUNGRY CHILD POLICY**

**PARTICIPATION**

Income thresholds to qualify for free meals are set at the federal level and there is considerable gap between federal qualification thresholds and urban income standards. Many SFUSD families do not qualify for free meals and yet, with the high cost of living in San Francisco, they can not afford to pay for meals. Given this gap, SFUSD has a commitment to ensure all students have access to healthy, nutritious food so they are ready to learn.

Under SFUSD’s Feeding Every Hungry Child Policy no student is denied a meal because of his or her inability to pay. Thus, until this gap is closed by a change in policy, there will always be a reduction in revenue; last year more than \$400k in revenue was lost due to unpaid meal charges<sup>1</sup>.



**HIGH-QUALITY FOOD STANDARDS**

**FOOD**

We are dedicated to offering high-quality, nutritious food. Our recent move to Revolution Foods ensures that students have access to the freshest, nutritionally dense meals as possible. This commitment to quality makes it harder to realize the full financial benefits of commodities. Until commodities standards increase we will likely be able to take advantage of only a portion of our commodities budget.



**LABOR AGREEMENTS & WAGES**

**LABOR**

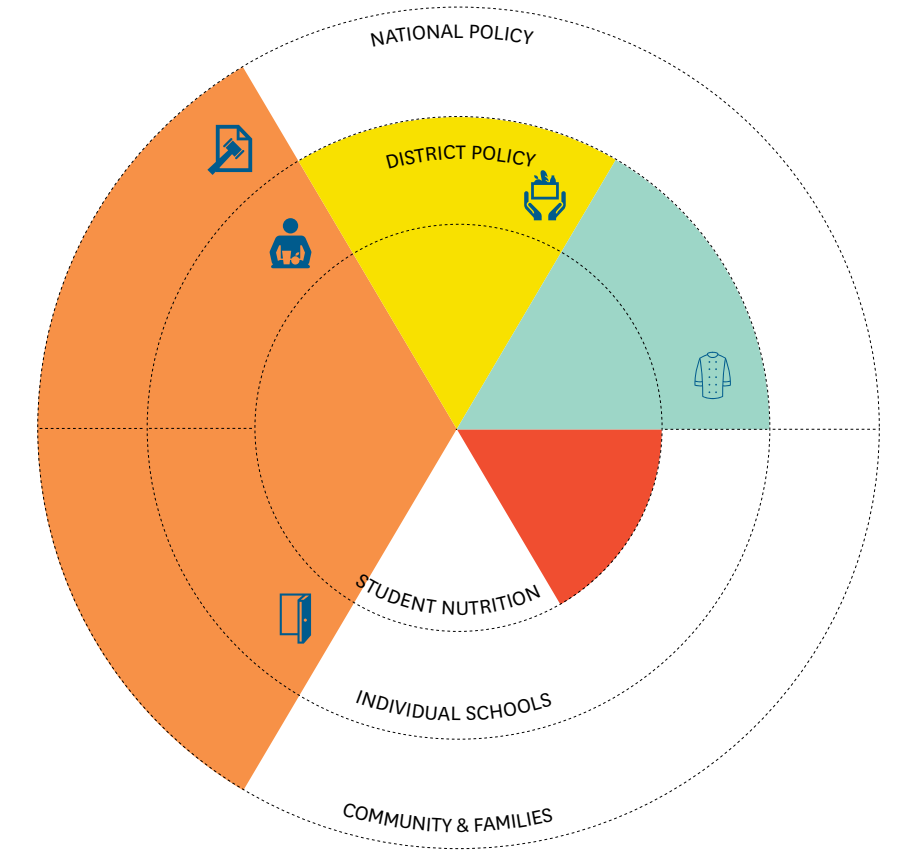
SFUSD is dedicated to a supporting its local unionized workforce and is committed to paying a living wage. However, it is important to recognize that wages fall more than 40%<sup>2</sup> above industry standards and add a substantial financial constraint to a system whose revenue is confined by federal reimbursement rates.



**INTERNAL COMPETITION / OPEN CAMPUS**

**PARTICIPATION**

Student Nutrition operates in a competitive environment. Open campuses and alternate on-campus food options offer students easy alternatives to school food. Food waste due to unannounced parties, field trips, and fundraisers also contribute to lower participation.



**NOTES**

<sup>1</sup> Our financial modeling assumes a 32% reduction in paid revenue from unpaid meal changes

<sup>2</sup> Based on 2012-13 SEIU labor salaries and Bureau of Labor Statistics May 2012 Mean Hourly Wages, CA report)









# 3 A VISION FOR THE STUDENT EXPERIENCE

Three differentiated dining experiences for elementary, middle and high school students.



### CHAPTER 3 OVERVIEW

From the food our students eat, to their cafeteria environment, to the back of the house operations, our recommendations move our system from one experience to three age-appropriate dining experiences. This chapter will detail the recommended experiences, while following chapters will explain the financial solutions behind them and the recommended roadmap for implementation.

### CHAPTER 3 HIGHLIGHTS

**A**

#### **ELEMENTARY SCHOOL: A SHARED LUNCHROOM**

Connecting young learners to food through rituals and routines.

**PAGE 64**

**B**

#### **MIDDLE SCHOOL: A PARTICIPATORY LUNCHROOM**

Transitioning students towards more independence and engagement in healthy food choices.

**PAGE 80**

**C**

#### **HIGH SCHOOL: A LUNCHROOM OF OPTIONS**

Supporting busy students with convenient options and experiences that support their need for independence.

**PAGE 96**

**D**

#### **ENGAGING THE COMMUNITY**

Innovative ways to engage the public and raise funds for SFUSD initiatives.

**PAGE 116**

**THE BIG PICTURE**

As described in Chapter 1, we have four student values we would like our system to support. They are based on the needs and desires of our students.

We also have a need to be financially-sustainable, which involves four financial levers described in Chapter 2.

Following are the dining experiences we have designed keeping both our student and financial needs in mind.

## A vision to create a student-centered financially-sustainable system where kids eat good food

**SENSES STIMULATED**

Students are delighted by the food experience.

**FEELING VALUED**

Students feel our commitment to their needs and overall well-being.

**CONNECTED TO FOOD**

Students experience the value of food in their daily lives and are curious to know more.

**ACTIVE VOICES**

Students are empowered to impact the system, embracing roles and responsibilities.

FOUR STUDENT VALUES



A SHARED LUNCHROOM | ELEMENTARY SCHOOL



A PARTICIPATORY LUNCHROOM | MIDDLE SCHOOL



A LUNCHROOM OF OPTIONS | HIGH SCHOOL

THREE DINING EXPERIENCES

ALIGN LABOR & CREATE CAREER LADDERS

INCREASE PARTICIPATION

REDUCE COST OF FOOD

GENERATE NEW REVENUE

FOUR FINANCIAL LEVERS



**A DIFFERENTIATED EXPERIENCE**

Our students are with us for over a decade and their developmental needs evolve dramatically through elementary, middle and high school. Our future meal experiences are designed to grow with students, considering their development at each phase of their lives.

As our students grow, the role of the food system grows with them.



**ELEMENTARY**  
*A Shared Lunchroom*

**MIDDLE**  
*A Participatory Lunchroom*

**HIGH**  
*A Lunchroom of Options*

DINING EXPERIENCE

RITUAL & ROUTINE

CHOICE & CONVENIENCE

DINING SPACE

FIXED

FLEXIBLE

We start with *A Shared Lunchroom* in elementary school that engages young learners in food through the routines and rituals of communal eating.

At middle school, we support transitioning towards choice and independence in *A Participatory Lunchroom*.

At high school, we seek to support the busy lives of our students by offering convenient food options that work within their multi-tasking reality in *A Lunchroom of Options*.

# ELEMENTARY SCHOOL

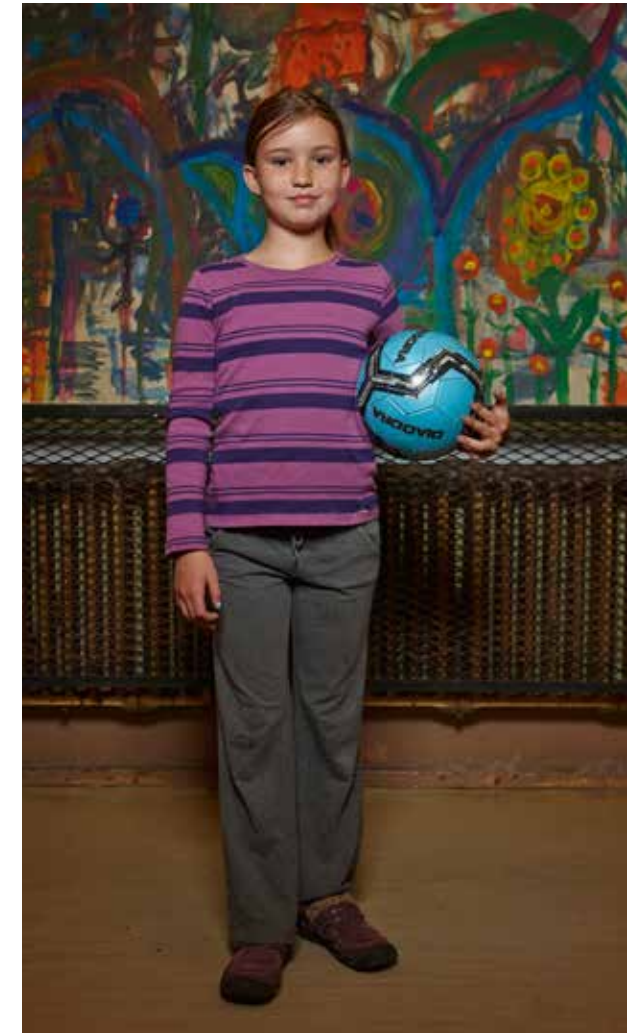
## *A shared lunchroom*

*“I need guidance but I also want space to play.  
I’m just starting to discover my environment.”*

---

“Elementary school is all about fun.” —4TH GRADER

“Elementary school provides the basic building blocks  
to your education.” —12TH GRADER







**The end of lunch lines!** Wouldn't it be lovely if students went straight to their home table, passed plates of food and laughed with one another?

In the elementary school experience, students and staff discover new foods and build community by working alongside one another.

Lunchtime becomes an extended learning moment for elementary school students through a communal eating experience where they share positive (and fun) routines around food.

### THREE BIG IDEAS IN THE ELEMENTARY SCHOOL EXPERIENCE



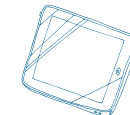
#### COURSES, NOT COMPONENTS

Food is served in courses, starting with fruits and vegetables. This is followed by a hot food entrée (proteins and grains) and milk. Serving in courses encourages students to eat a little more of all the courses, rather than picking at just one or two dishes.



#### SUPER (ROLE) MODEL

Everyone has a role to play during mealtime. Staff help keep order and model positive eating behaviors. Student Table Captains take the lead at their tables, assisting to ensure everyone has food and cleans up after themselves.



#### SMART MOBILE CHECKOUT

Student Nutrition staff with a mobile tablet walks around to record participation. After the meal, a visual assessment of 'take-rate' is recorded with the built-in camera in the tablet. This data is sent to the central office to better estimate future ordering.



## OVERVIEW OF THE ELEMENTARY SCHOOL EXPERIENCE





## THE SET-UP

### RECESS BEFORE LUNCH

The lunch bell rings. Recess is over. Students line up with their home classes and enter the cafeteria in staggered groups.



★ **Recommended for initial implementation**  
Elements of the vision marked with a star are further detailed as initial recommendations for implementation in chapter 4.

## TRANSITIONING INTO LUNCH



**1**  
**PRE-SET FRUIT AND PLATES**  
No waiting in line! Students arrive at pre-set tables of fruit and plates and can begin eating.

**2** ★  
**COURSES & SEQUENCING**  
Staff serve in courses off of a cart. Serving in stages helps students eat more of every course. Cold food (vegetables, fruit) is served in bulk for students to serve themselves. Hot food (protein/grain entrées) is served pre-portioned. Bulk entrées mean less packaging waste. Students who bring their lunch from home have a seat at the table and take part in the communal non-food activities.

**3**  
**REAL OR COMPOSTABLE PLATES**  
The use of real plates is ideal. However, depending on dishwasher availability and financial feasibility, compostable plate-ware and flatware may be necessary in some schools.



## THE MEAL

1 ★

### COMMUNAL EATING

Students sit together around round tables, learn to serve one another and discover foods together. In younger grades, adults may sit with students and lead the lunch session.

2 ★

### ADULT ROLE MODELS

Adult role models are trained to keep order and encourage positive eating behaviors. Principals, teachers, staff and community members could also play this role.

3

### TABLE CAPTAIN

The Table Captain role helps students learn leadership responsibility.

### DESIGNED FOR ORDER

An orderly eating environment is created with soft lighting, ambient music, and an acoustic foam wall covering which doubles as a notice board.



1

2

3

## CHECKOUT & CLEAN UP

1

### MOBILE CHECK-OUT

A Student Nutrition staff with a mobile tablet walks around to record participation. After the meal, a visual assessment of 'take-rate' is recorded. This data is sent to the central office to better estimate future ordering.

2

### FOOD PASSPORT

Food Passports are an engaging way for students to keep track of new foods they try. It encourages them to experiment with new cuisines and learn about different cultures.

3 ★

### CAFETERIA AS CURRICULUM

As part of the new program, students learn about the food ecosystem through gardening programs, visits to local farms and composting facilities.



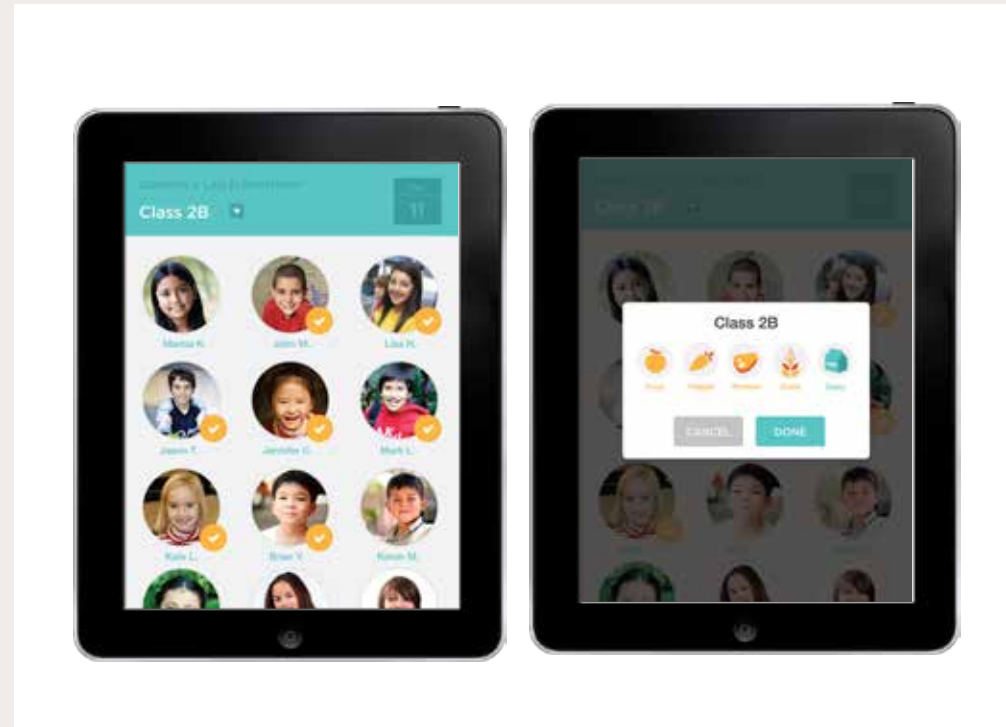
1

2

3

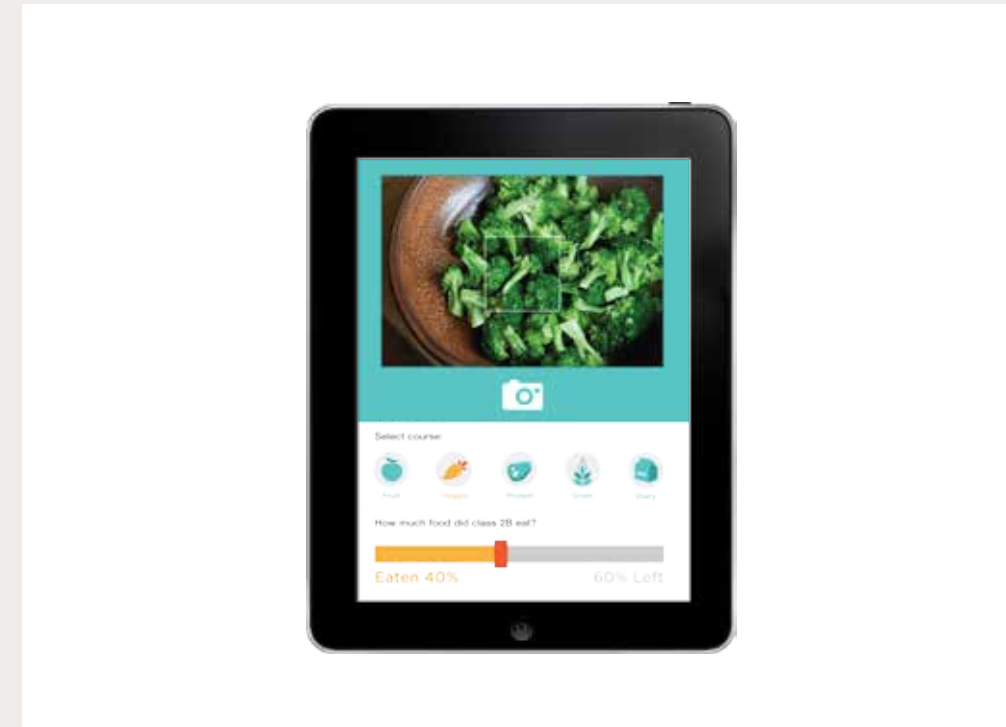


## A CLOSER LOOK: SMART MOBILE TRACKING



### MOBILE TRACKING

A Student Nutrition staff member walks around the cafeteria and inputs participation with a mobile POS device. Students may enter their pin number and tap in to verify that they have been offered and served.



### TAKE-RATE ADJUSTED

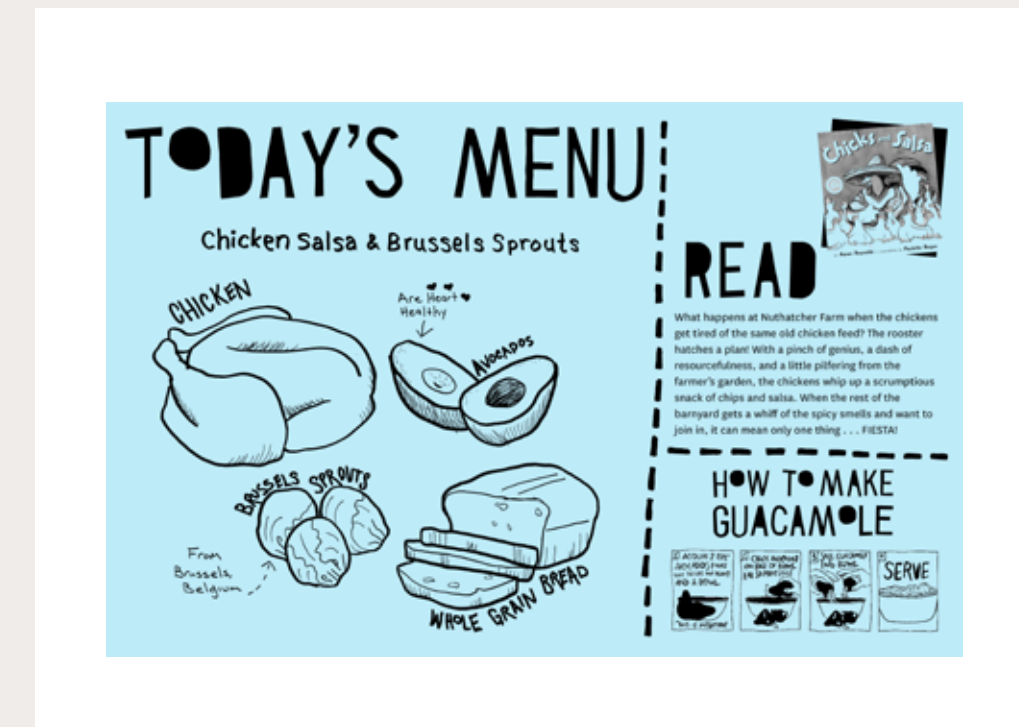
The mobile POS device includes a visual check-out and photo record of completed plates to quickly assess the take-rate. This data is sent to the central office to better estimate future ordering.

## A CLOSER LOOK: STUDENT ACCESSORIES



### TABLE CAPTAIN VESTS & BUTTON

Build leadership opportunities for students by enabling them to be leaders and role models amongst their peers. Table Captain vests become symbols of responsibility and to foster positive behaviors.



### TABLE TOPIC PLACEMATS

Table placements present students with a visual lunch menu, fun facts about the food ingredients as well as related stories or recipes to take home. As a tool for discovery and learning, students become increasingly aware of what they're eating and where it comes from.

## LEARNING FROM PROTOTYPING

We took over a cafeteria in the summer of 2013 to try these experiences with our students. We learned many things from them, which we incorporated into the experience you see detailed in this book. Here are a few things we learned:

### FOOD LOOKS MORE APPEALING

Students were surprised to learn this was the same food currently provided by Revolution Foods. The bulk serving style made it more appetizing. They loved seeing the actual food. And yes, they DO start eating the fruits and veggies first.

### TABLE CAPTAIN HIGHS AND LOWS

There are kids who are eager to take Table Captain roles, while others are less willing.

### WATER WINS

Kids want a choice of beverage and love sitting down to water at the table. Staff also commented that this creates a welcome touch for all.

### KIDS CARE ABOUT THE ENVIRONMENT

They want real plates or compostable plates. They are aware of how much plastic they generate with the current lunch program and expect clear compost, recycling and trash options at clean-up time.

### DO WE HAVE TO HAVE ADULTS?

Older students prefer not having adults at the table, especially unfamiliar adults. They feel that this is their chance to take a break from constant adult interaction. However, younger students may benefit from adult guidance and staff prefer the additional adult presence.



*“I like this better because I can see the food. It isn’t in packaging.”*

–STUDENT

## IMPLICATIONS ON OPERATIONS

This new experience, of course, will have impact on the way we configure our business and operational context. We are sensitive to these impacts, and explore them further in chapter 4.

### BENEFITS

#### STAFF CONTROL

Student Nutrition staff feels more in control of the cafeteria environment. They are able to give more attention to students, which is in line with how staff wants to serve students this age.

#### LESS WASTE

Bulk food orders mean not only cost savings, but also less food waste and less plastic.

### CONSIDERATIONS

#### LABOR AND STAFF TRAINING

A separate Student Nutrition staff may need to be trained to operate the mobile point of sale device and to serve from a mobile cart. Additional Student Nutrition noon monitors will also need to be trained. Ideal staff to student ratios need to be prototyped further.

### PRINCIPALS+SCHOOL STAFF SUPPORT

Additional adult supervision will add to the student experience. Provide training to principals in protocol and procedures and the importance of adult presence in the lunchroom. Work with principals to implement recess before lunch. Work with school staff to develop the learning layer of communal eating and food-systems curricula.

### FACILITIES

Initial assessment of facilities is needed. Consider using portable sinks and compostable plates for pilot.

### USDA/CDE NATIONAL SCHOOL LUNCH PROGRAM REGULATIONS

Need to get approval from USDA via the CDE for communal style meal service system.



*“Having principals support this idea will be key to its success.”*

– STUDENT NUTRITION STAFF



## INSPIRATION FROM OTHER SCHOOLS AND ORGANIZATIONS

### 1 COMMUNAL DUTY

In Japan, students on duty help serve their classmates as well as clean up. Children in most districts cannot bring food to school either, until they reach high school.



### 2 COURSES

Greater Good Studio introduced a 'Courses' serving system to allow students more time to see their food. Students ate more balanced meals as they ate more of all dishes that were offered.



### 3 PLAYWORKS

Playworks is a recess program for schools with a majority of students from low-income families. It helps schools with funding by tapping into external grants and community support.



### 4 EATIQUETTE

Eatiquette, the Vetri Method for school lunch, creates an environment where children gather around round tables, pass plates of food to one another, and experience social interaction and communication.

### 5 MOBILE CHECK-OUT

Apple Store mobile check-out brings the in-store staff out from behind the counter to have a more personal, less transactional, service touchpoint.

### 6 EDIBLE SCHOOLYARD

Edible Schoolyard, involves students in all aspects of farming the garden and preparing, serving and eating foods as a means to awaken their senses.



# MIDDLE SCHOOL

## *A participatory lunchroom*

*“I’m learning to become an individual, but I’m still trying on different identities.”*

---

“In middle school, you’re like ... more in check.” —7TH GRADER

“Middle school looks like more homework and less time for friends.” —5TH GRADER







**How could we forget? Kids have opinions, too!**  
This lunch experience allows middle schoolers to shape their food and environment. Each semester or once a year, groups of students put their independent thinking to work by redesigning their cafeteria space.

Students are given the power to create spaces they want to be in and impact what their surroundings look like. More than just a place to eat, the new lunchroom is an activity space where students can do what matters most to them.

**THREE BIG IDEAS IN THE MIDDLE SCHOOL EXPERIENCE**



**A SPACE FOR EVERYONE**

With mobile furniture on wheels, students get to change the lunchroom layout and create different zones: a quiet area for reading, a lounge for relaxation, and an Internet café to do their homework outside of lunch hours.



**DISTRIBUTED DELICIOUSNESS**

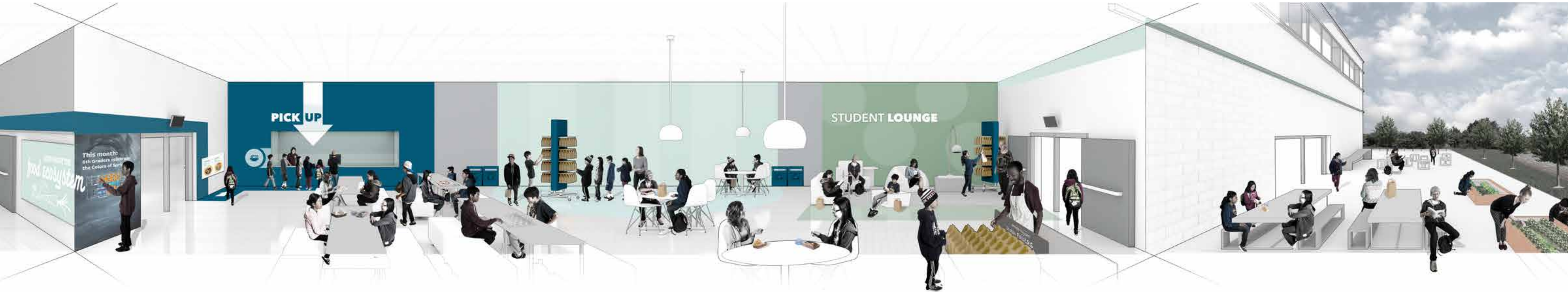
Mobile carts with Grab-n-Go meal packages are available at different areas in the space, reducing long lines in the cafeteria. The use of these carts can extend across breakfast, lunch, and midday snacks, increasing overall participation. Students can potentially submit group orders for club meetings.



**DINNER HEROES**

Students quickly solve their family's dinner dilemma when they bring home take-home meal kits. Parents sign up for the dinner program in advance.

## OVERVIEW OF THE MIDDLE SCHOOL EXPERIENCE





## SETTING UP THE SPACE

1 ★

### STUDENT-DESIGNED SPACE

Each semester or once a year, groups of students get to redesign the cafeteria. Equipped with movable furniture and dedicated art walls, students recreate their space.

### STAGGERED LUNCH

Bring in students in groups or classes of students at intervals. This improves the flow of students through serving lines, allows the staff to restock food, and reduce cafeteria noise. It also improves oversight and security during lunch periods.

2

### STUDENT-CREATED RECIPES

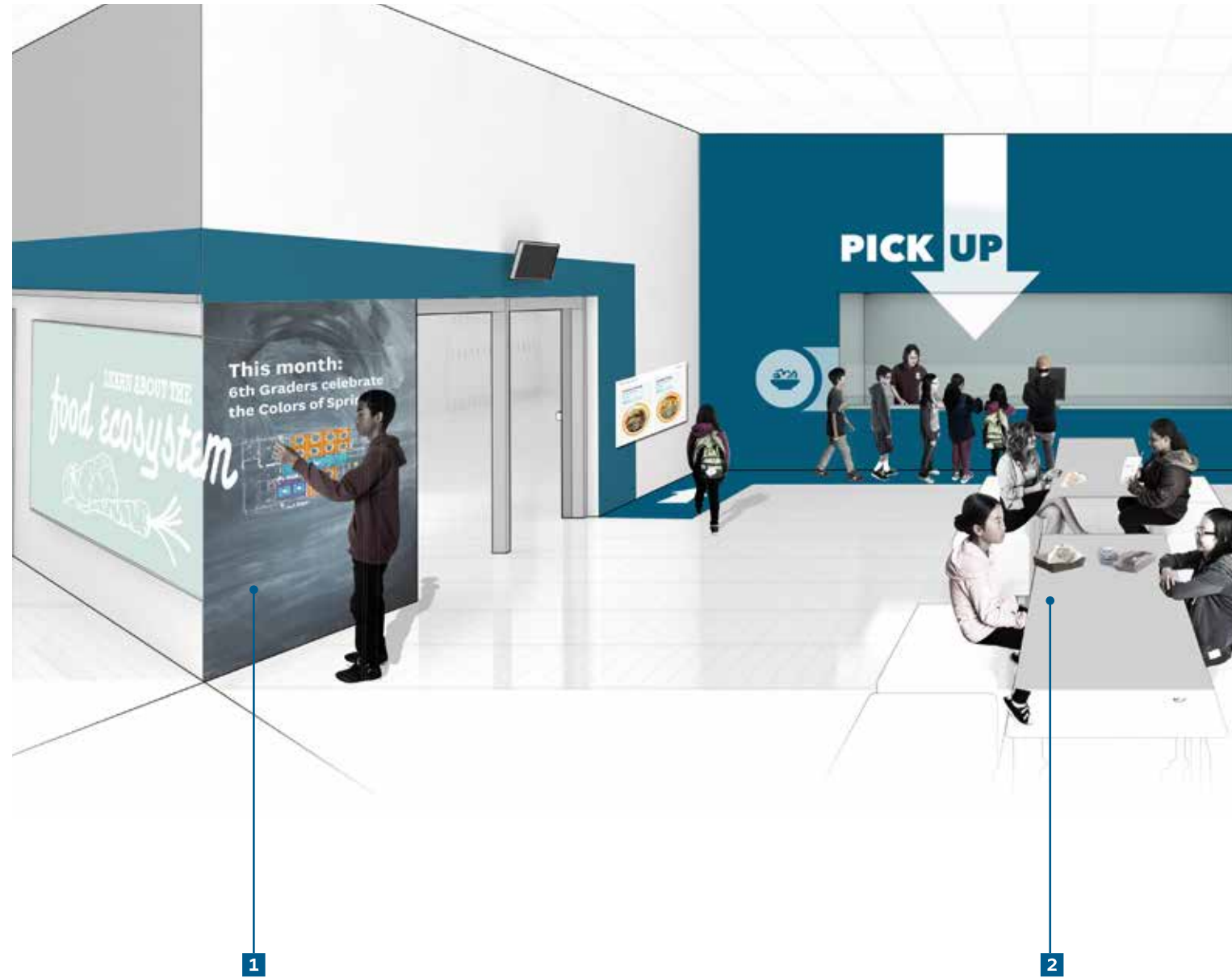
Student food enthusiasts can create new recipes online. Recipes get voted on by students, teachers and staff. Winning recipes and students get featured on the food package!

### REPURPOSING FURNITURE

SFUSD can partner with local furniture suppliers to obtain a variety of gently-used tables and chairs for the lounge area. Students take part in furniture-making competitions to add their own flair to the furniture.

### ★ Recommended for initial implementation

Elements of the vision marked with a star are further detailed as initial recommendations for implementation in chapter 4.



1

2

## THE MEAL

1 ★

### DISTRIBUTED MOBILE CARTS

In addition to the lunch line, certain zones have a cart with Grab-n-Go lunches making it easier for students to quickly get food.

2

### ZONES BY ACTIVITY

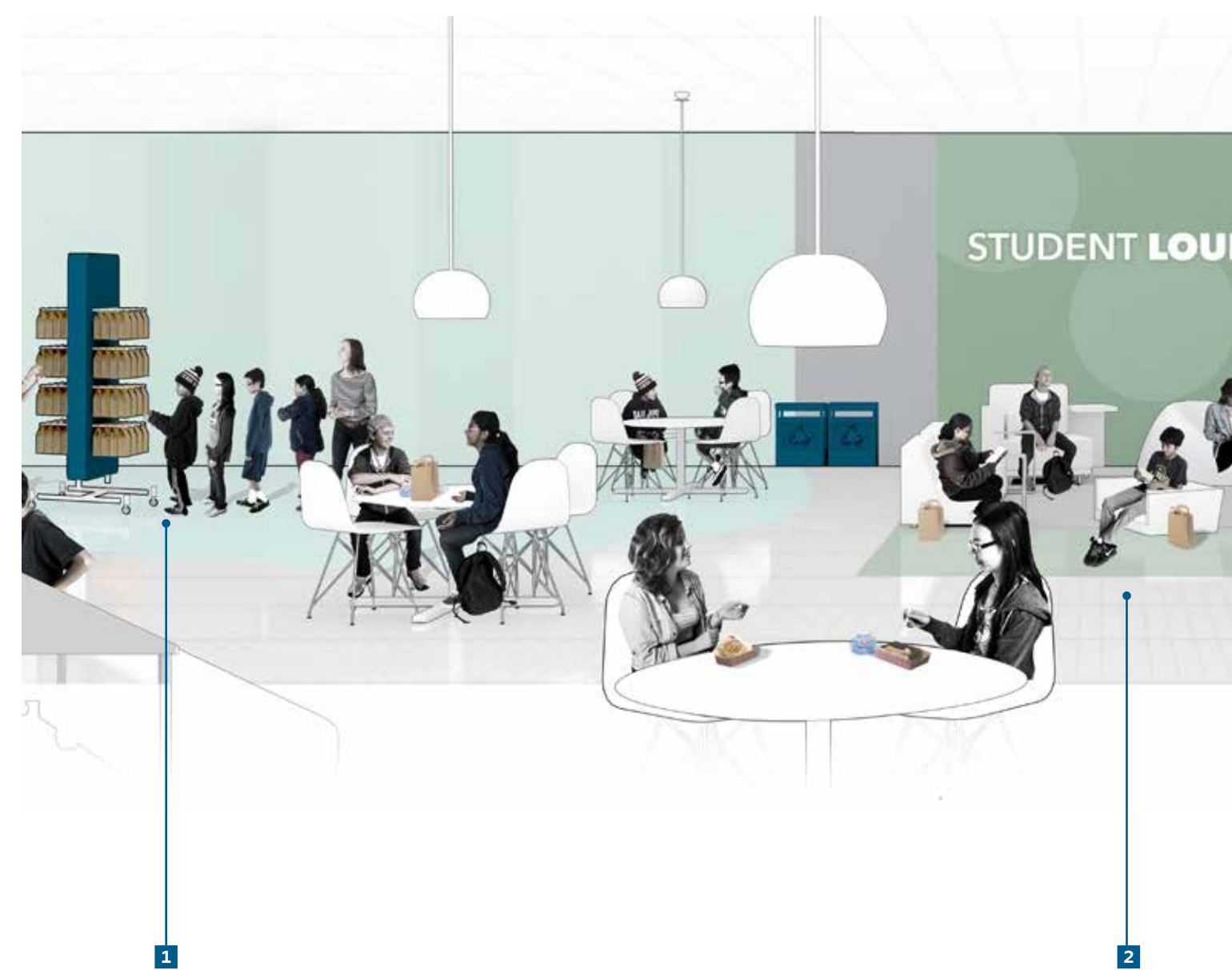
When the lunch bell rings, students choose which student-designed zone they want to eat in. Those who want to read go to the quiet zone, while those who are attending club meetings head to the social zone.

### GROUP ORDER BY CLUB

Through a web portal that connects SFUSD to students, student clubs can order ahead of time and pick up a set number of lunches.

### ADULT MEALS

The cafeteria menu includes appropriately-priced, tasty adult meals as well as group orders for staff meetings.



1

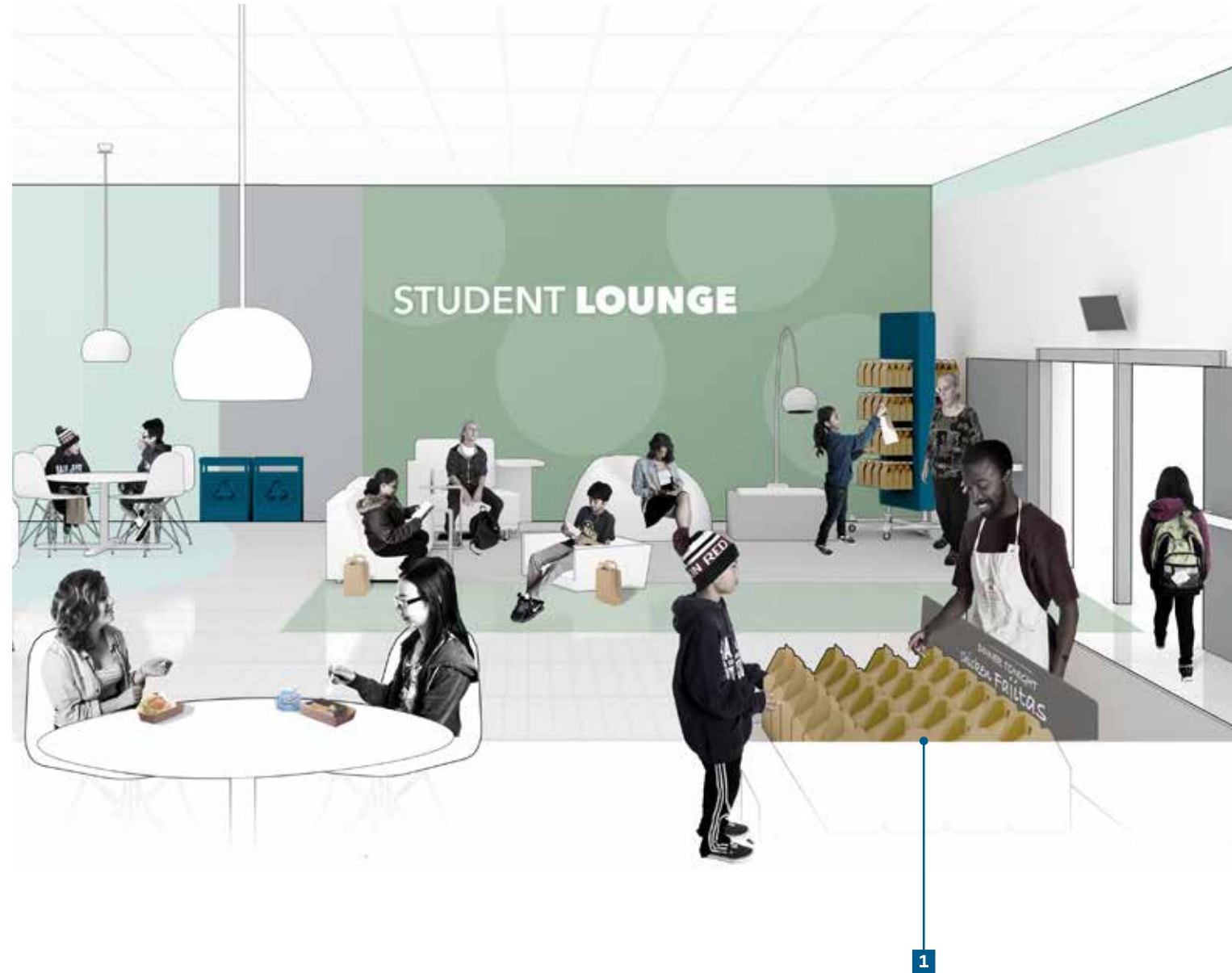
2

## HEADING HOME

1 ★

### DINNER KITS

By being a member of the SFUSD dinner program, students pick up take-home meal kits equipped with all of the ingredients and recipes to make their family dinner.



## OUTSIDE OF THE CAFETERIA

### CAFETERIA AS CURRICULUM ★

As part of the new program, students learn about the food ecosystem through gardening programs, visits to local farms and composting facilities.





## A CLOSER LOOK: MOBILE CARTS AND GRAB-N-GO BAGS



### GRAB-N-GO BAGS

Grab-n-Go bags allow students to eat where they want. Bag handles enable students to carry their lunch around even when their hands are full with books and projects.



### MOBILE CARTS

Mobile carts enable more distributed points of sale to reach more students outside the cafeteria space. Mobile carts are equipped with wireless tablets for fast and easy check-out.

## A CLOSER LOOK: DINNER KITS



### DINNER KITS

By being a member of the SFUSD dinner program, students pick up take-home meal kits equipped with all of the ingredients and recipes to make their family dinner.



### DISPLAY STAND FOR DINNER KIT

A collapsible display stand provides an easy set up for SNS staff to present dinner kits on any table surface.

## LEARNING FROM PROTOTYPING

We took over a cafeteria in the summer of 2013 to try these experiences with our students. We learned many things from them, which we incorporated into the experience you see detailed in this book. Here are a few things we learned:

### THE OUTSPOKEN MANY

Top choices for zones in the cafe: lounge, game and music. During mealtime, most students preferred to go outside to lounge and eat. They wanted activities to do together during lunch, such as games or discussion topics at tables.

### WHERE THEIR FRIENDS ARE

The more spaces students can eat in, the more delighted and connected they feel. Students' favorite lunch memories often happen in unexpected locations such as "Dr. Who Club in the locker room" and "Dragon Boat fans on the soccer field."

### TRANSITION TIMING

Middle school is a significant transitional period for students, and first-year students will need support in the beginning. As students increase in grades, so too will their options.

### THE QUIET FEW

Quiet voices often speak to needs that benefit all. A few students designed quiet spaces that made many other students gravitate toward them.

### MOVING WITH THE STUDENTS

Mobile carts allow students to do two of their top lunchtime activities: socialize and do homework where they want.



*"I think students will appreciate and treat the space with care if they design it themselves."*

—Student

## IMPLICATIONS ON OPERATIONS

This new experience, of course, will have impact on the way we configure our business and operational context. We are sensitive to these impacts, and explore them further in chapter 4.

### BENEFITS

#### OWNERSHIP

Having students take ownership of the space means they will become invested partners and help with activities such as clean-up.

#### ADDITIONAL REVENUE

Take-home meal kits that include pre-made or ready-to-cook food provide another source of revenue for the system.

#### CONSIDERATIONS

#### LABOR

Staff duties potentially shift from operating the full-service lunch line to mobile carts. Central Office Student Nutrition staff will need to dedicate time to oversee the student design and space renovations.

### SPACE UPGRADE

Establish partnerships through sponsors. To upgrade kitchens and renovate cafeterias, work with furniture companies or space planning companies. Establish relationships with second-hand furniture stores to acquire lightly-used cafeteria seating. Look to affordable solutions such as community painting days to refresh cafeteria spaces.

### TECHNOLOGY UPGRADE

Additional technology upgrades, such as wireless access points and hard line Internet connections will need to be added.

### STAGGERED LUNCH PERIODS

Work with principals to implement recess before lunch and staggered lunch periods so that lines are reduced in cafeterias.



*"Not all students want the same experience while dining."*

—Student Nutrition Staff



## INSPIRATION FROM OTHER SCHOOLS AND ORGANIZATIONS

### 1 ACOUSTIC WALLS

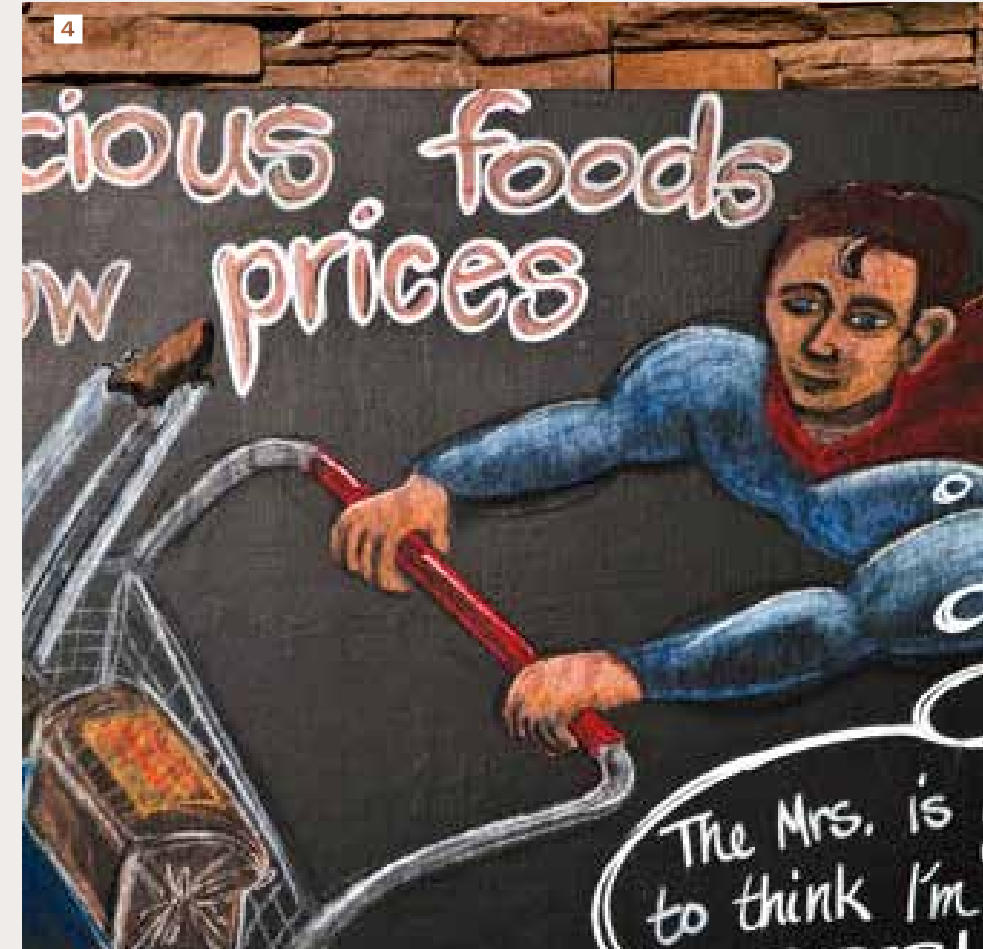
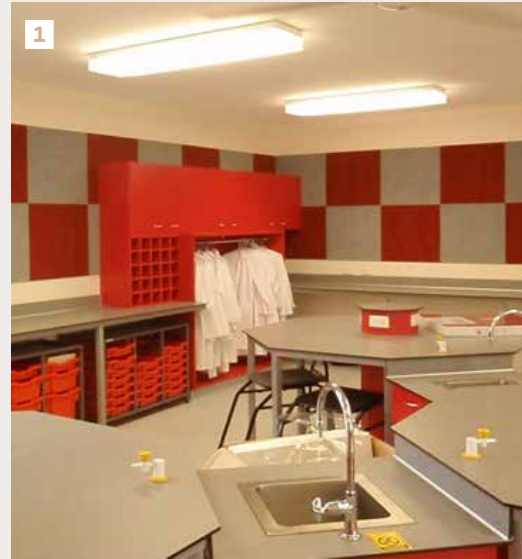
Recycled acoustic wall panels act as sound absorbers as well as pin boards.

### 2 HILLCREST HIGH SCHOOL

School's cafeteria's face-lift increased participation. The food service department paid for \$144K in improvements which was paid back in two years with an increase of 20-30% participation.

### 3 UBU LOUNGE

This space by Aramark offers a place for high school students to catch up with friends while they eat. Space elements include vibrant colors, visual menus, lounge areas and expression wall.



### 4 TRADER JOE'S

Trader Joe's allows employees to take ownership of the store space and opportunities to express their creativity through fun and colorful food displays.

### 5 BRITISH AIRWAYS

British Airways achieve higher efficiency and less waste in the system by asking their cabin crew to predict which in-flight meals passengers are likely to order.

### 6 ACTIVE LABELS

IDEO + Tokyo Design Week: 'Active labels' is a packaging concept around nutrition labels that inform consumers by comparing food intake with actual activities.

# HIGH SCHOOL

## *A lunchroom of options*

*“I need freedom and control.  
I’m operating on my own time.”*

---

“High school is all about getting good grades to get into college.” —10TH GRADER

“It’s about getting ready for the real world.” —11TH GRADER







High school students are busy doing just about anything but sitting down to eat. That's why this concept makes it easy for students to actually find time for food.

In this meal experience, students are offered different options that are designed around their lives. No matter what's going on during a particular day, there are lunch options to fit students' busy schedules, without tying them down to the cafeteria.

**THREE BIG IDEAS IN THE HIGH SCHOOL EXPERIENCE**



**SMART MEAL TECHNOLOGY**

An integrated system of an on-line student portal, a loyalty card and back-end data analytics supports healthy behaviors for students and enables us to get 'smarter' as a food program. Students can pre-order meals, rate and provide feedback on their food, set preferences for their dietary needs and learn about their relationship to food. Our back end operations benefit too, as we're able to better manage and predict our food ordering and tune into student's preferences.



**WHEREVER WHENEVER**

Vending machines with fully-reimbursable meals at key student hot spots make food options available wherever students need to eat.



**REWARDS FOR GOOD BEHAVIOR**

With their rewards cards, students earn points for healthy choices. By bringing college-like meal purchasing into high schools, students get to experience meal planning and budgeting.

## OVERVIEW OF THE HIGH SCHOOL EXPERIENCE





## PLANNING FOR LUNCH

1

### MENU MARQUEE

The Menu Marquee at the cafeteria entrance shows what is available today and how long the wait time is.

2 ★

### RSVP TO LUNCH

Students receive text reminders in the evening about tomorrow's lunch. Students can RSVP to confirm their order, helping Student Nutrition staff with order numbers and informing students about lunch options.

3

### LEARNING KITCHENS

Renovated regional kitchens can be used as learning zones—serving as facilities for cooking clubs, culinary classes and field trips.

★ **Recommended for initial implementation**

Elements of the vision marked with a star are further detailed as initial recommendations for implementation in chapter 4.



1

2

3

## THE MEAL

1

### EXPRESS LINE

An express line offers a variety of Grab-n-Go options for students eligible for free meals or pre-paid accounts. Transactions are cashless and wait time is short.

2 ★

### SMART MEAL TECHNOLOGY

Students are given a voice in school food. Using an online portal, they can pre-order meals, rate food and leave comments for staff.

### LOYALTY REWARDS CARD ★

Students are rewarded for their behavior. They earn credits for participating in the school food program, making healthy choices, and providing feedback. Credits add up to rewards for discounts on school merchandise and other items.

3

### KITCHENETTE

When the weather is cold, students desire hot food. A kitchenette space with food lockers and a microwave allow students to heat up their food.



1

2

3

## THE MEAL

1

### LOCAL SPECIALTY CARTS

Local chefs and food entrepreneurs offer Grab-n-Go lunch options through a rotational program. Students experience different cuisines and stay engaged by the rotational nature of the program.

2

### LUNCH AND LEARN

Every month, students get the opportunity to host an outside food-related speaker.



## OUTSIDE OF SCHOOL

1

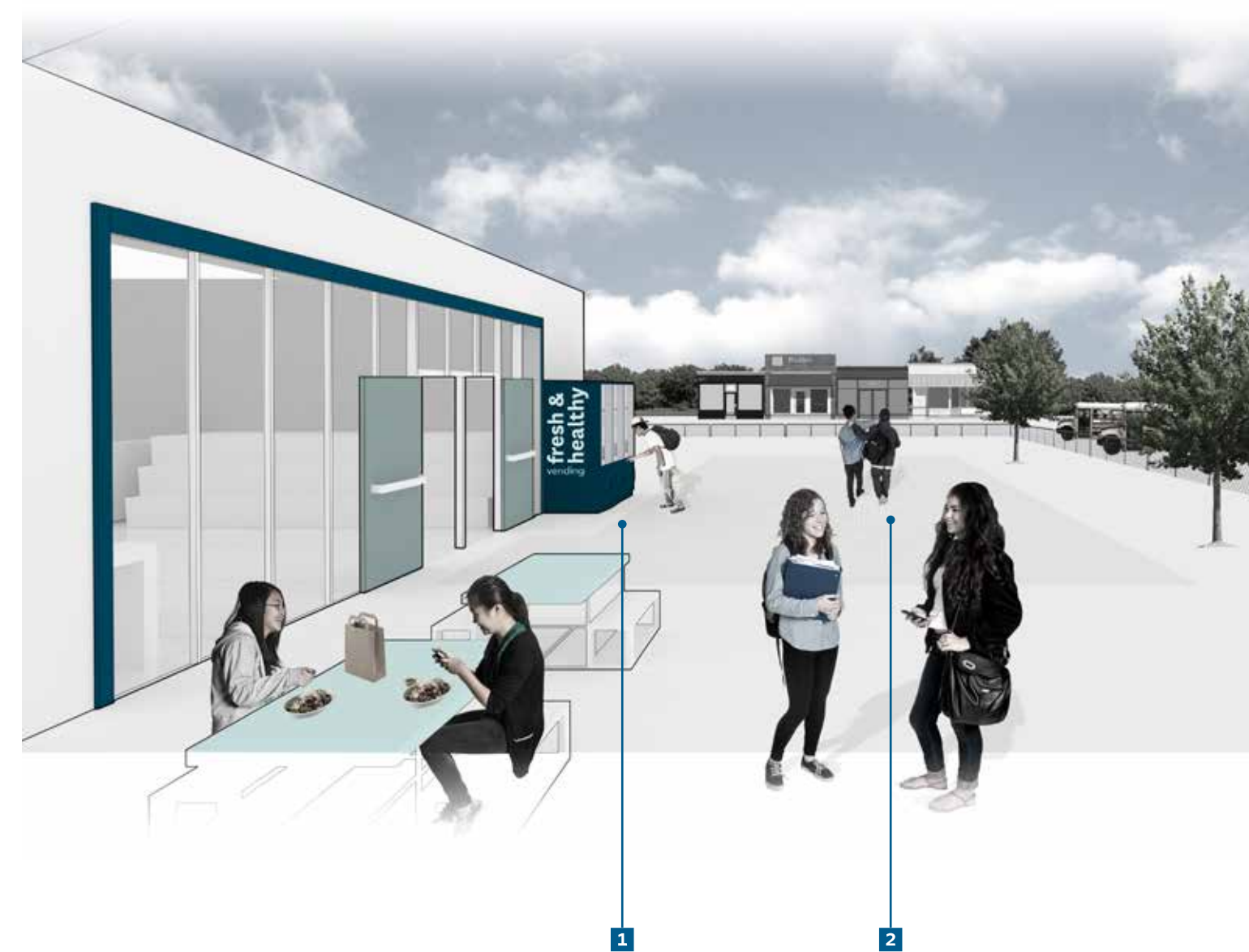
### GO WHERE STUDENTS ARE

Vending machines at key hot spots around the school offer options wherever and whenever students want to eat. Students can get breakfast, mid-afternoon snacks and fully-reimbursable meals.

2

### REIMBURSABLE OFF-CAMPUS MEALS

What if we could sell reimbursable meals off campus? Students who go off campus to eat with friends can still take advantage of affordable and healthy school meals.





## A CLOSER LOOK: POINTS OF SALE



### MOBILE CARTS

Sturdy, movable mobile carts equipped with a wireless point-of-sale system allow students to easily see and pick up their meals.



### LOCAL SPECIALTY CARTS

What a treat! Once every few weeks, food from approved local chefs or vendors add variety to students' lunch options. These special moments break the monotony of lunch for both students and adults.



### EXPRESS LINE

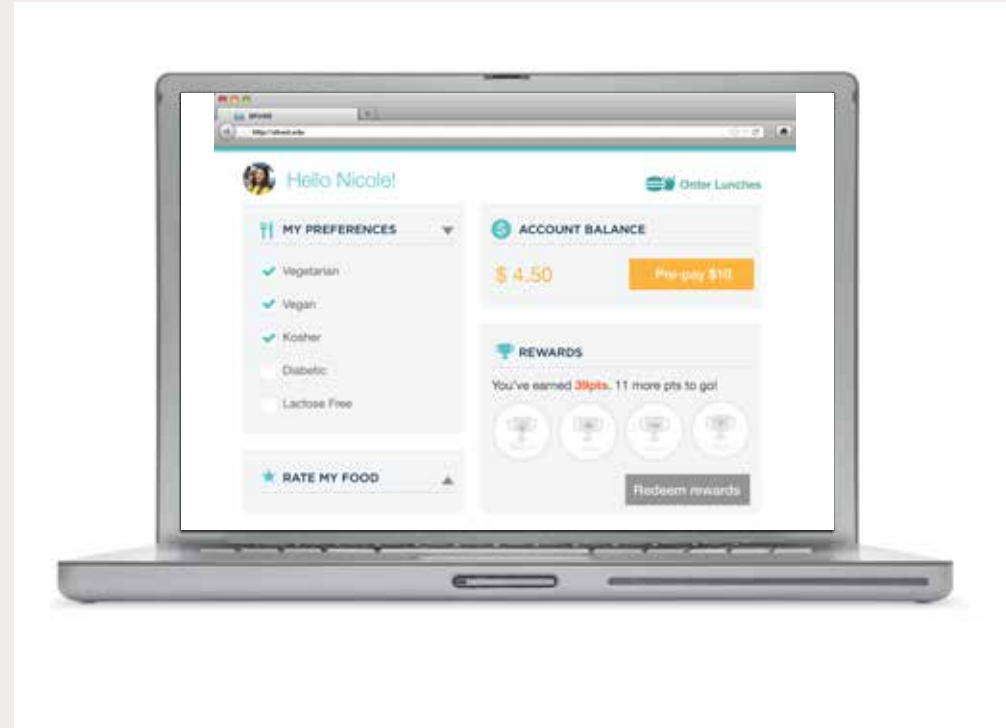
Prepared meals with all the right food components are available on the express line, increasing food options for high-school students and reducing long lines.



### VENDING MACHINES

Vending machines serve nutritious reimbursable meals or healthy a la carte items. Improve participation by placing them in high-traffic areas in the school.

## A CLOSER LOOK: SMART MEAL TECHNOLOGY



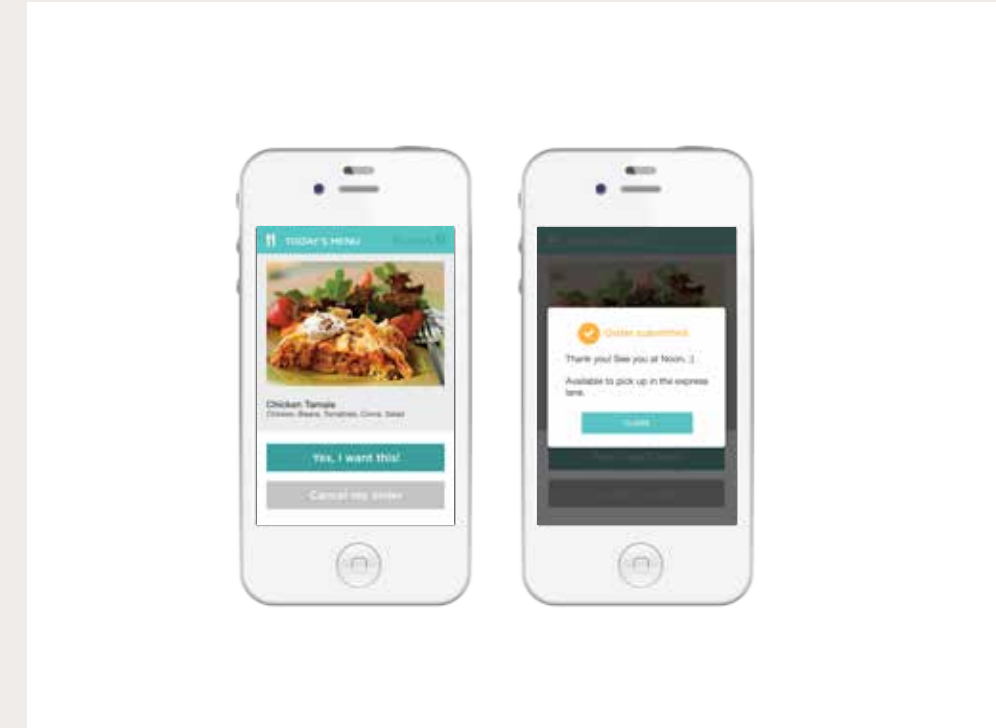
### STUDENT PORTAL LANDING PAGE

Students may log on to their Student Portal to set dietary preferences, see their account balance and track their food intake.



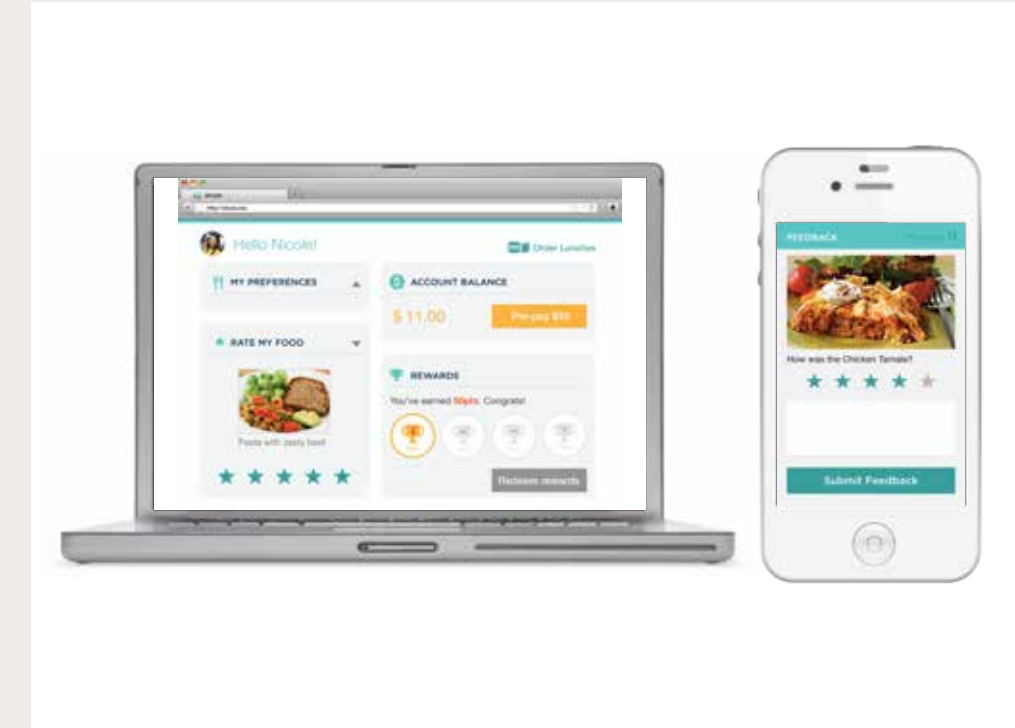
### VISUAL MENU

A visual menu of weekly lunch options allows students to plan ahead as well as pre-order lunch. This gives Student Nutrition staff an estimate of how much food to stock or prepare.



### RSVP TO LUNCH

Students receive text reminders in the evening about tomorrow's lunch. Students can RSVP to confirm their order, helping Student Nutrition staff with order numbers and informing students about lunch options.



### FEEDBACK LOOP

Students get to rate their meals as well as leave comments for the staff. Participating in school lunch also lets students earn loyalty points which can be redeemed for school merchandise.

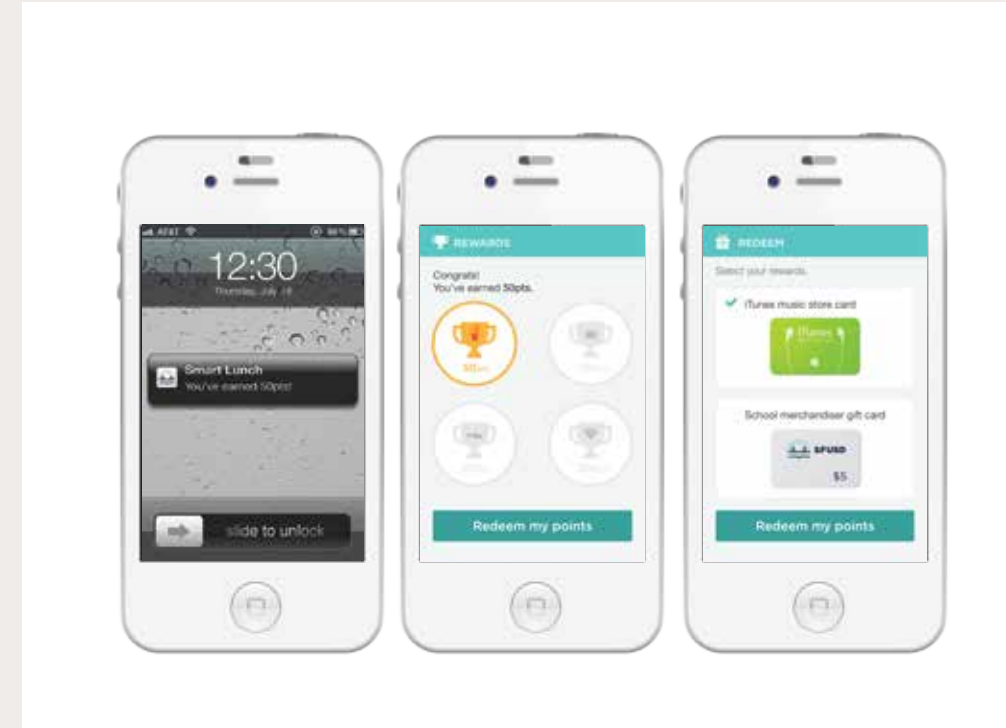


## A CLOSER LOOK: SMART MEAL TECHNOLOGY



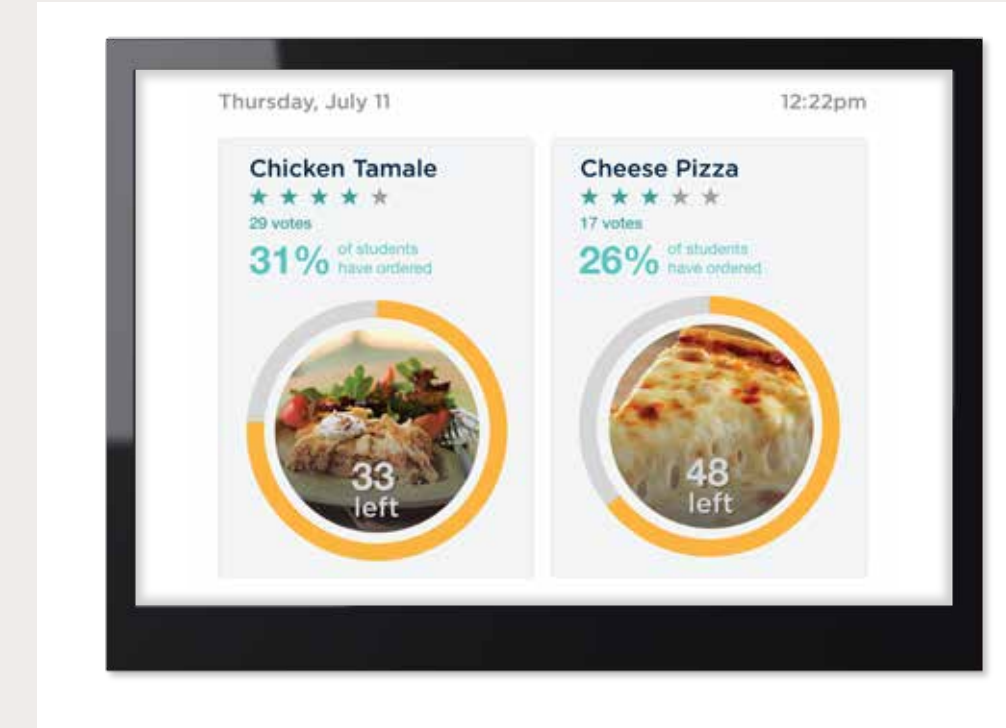
### LOYALTY REWARDS CARD

Empower high school students by treating them like responsible adults with the pre-paid cash card. Students learn to control what and how they spend on food at school.



### LOYALTY REWARDS PROGRAM

High school students can access their loyalty rewards program account information through a web or mobile portal. They get text reminders when they have earned enough points to redeem their rewards.



### MENU MARQUEE

A real time digital display in the cafeteria space informs students about food options on their menu for the particular day. Information such as food ratings builds visual feedback so students stay engaged and know that their votes are taken into account.

## LEARNING FROM PROTOTYPING

We took over a cafeteria in the summer of 2013 to try these experiences with our students. We learned many things from them, which we incorporated into the experience you see detailed in this book. Here are a few things we learned:

### MORE THAN JUST LUNCH

Students like Grab-n-Go bags with handles because their hands are full most of the time. They also love being able to carry food from class to class and to select food options based on if they can ‘save some for later.’

### FOOD THAT FITS

Students want to track and have control over what they eat. Many students are training to be athletes. They like being able to set preferences.

### CONVENIENCE IS KEY

Students will go to whichever line is the shortest. The more options on-campus, the more students choose school food. Most students tend to go off-campus towards the end of the week when they are less stressed. Fridays are days to splurge.

### IN-THE-KNOW

Students like to see their account balances and to be able to budget.

### COOL FOOD

Students are aware of and interested in the latest food trends. Food made by local chefs is big news and has great appeal.



*“Being rewarded for better decisions will motivate me.”  
—Student*

## IMPLICATIONS ON OPERATIONS

This new experience, of course, will have impact on the way we configure our business and operational context. We are sensitive to these impacts, and explore them further in chapter 4.

### BENEFITS

#### DIRECT FEEDBACK

Feedback from students allows staff to adjust orders based on school preferences. It also creates a dialogue between students and staff, keeping staff in the know with what is and isn't working.

#### SMARTER SYSTEM

Feedback ensures less waste as staff can better estimate food orders each week as well as analyze annual purchasing patterns and adjust planning accordingly.

#### LEARNING OPPORTUNITY

Dedicated Learning Layer staff can conduct outreach and help secure food related internships. The loyalty card also provides an opportunity for students to learn about financial health and budgeting.

### CONSIDERATIONS

#### LABOR

Staff needs remain the same with a potential reduction in the full-service lunch line and an increase in distributed locations (more mobile carts and vending machines).

#### PROCUREMENT

Hire a skilled buyer whose role is to identify and procure local sources of fresh products, investigate and implement contracts with local farmers and work on menu planning.

#### TECHNOLOGY

The Smart Meal Technology app/website will require an infrastructural investment to design, implement and maintain it.



*“Students at this age are choosing their own foods and snacks. They learn a lot by having healthy food presented to them.”  
—SFUSD staff*



## INSPIRATION FROM OTHER SCHOOLS AND ORGANIZATIONS

### 1 VENDING MACHINES

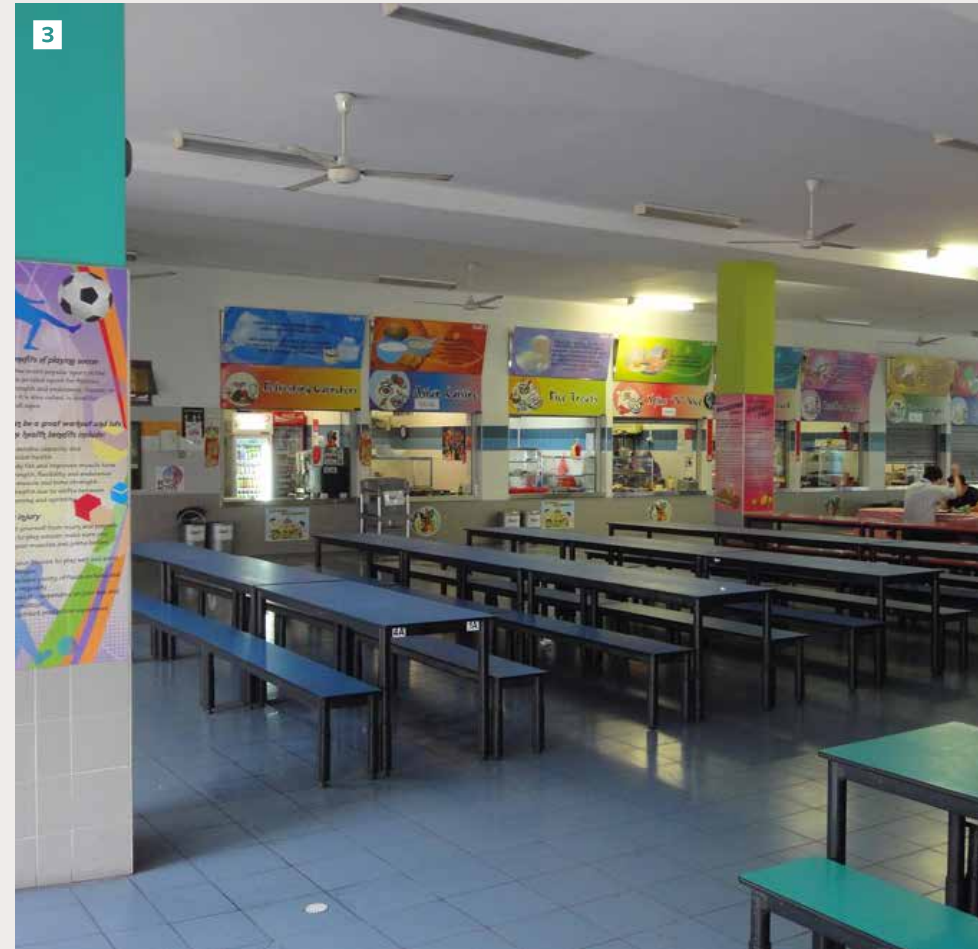
'Off-the-wall Eating' vending machines on the streets and in train stations of The Netherlands provide commuters with warm, convenient food.

### 2 FITBIT

Fitbit, a wearable technology, allows individuals to self-monitor and track their activity and nutritional intake.

### 3 CANTEEN SYSTEM

Singapore School's Cafeterias look a lot like food courts with healthy, affordable meals that meet nutritional guidelines. Food stalls are rented out to food vendors through public-private contracts.



### 4 MUVBOX

Muvbox, a mobile shipping container, is equipped with a fully operational kitchen.

### 5 CULINARY CAFETERIA

Culinary Cafeteria, a restaurant run by the City College of San Francisco Culinary Program, is a popular food destination for students as well as locals.

### 6 STUDENT BANKING

PNC Virtual Wallet Student, an online bank account and debit card for College students, supports budgeting, spending and saving.

# ENGAGING THE COMMUNITY

## SFUSD COMMUNITY EXPERIENCE

*“I want to help improve school lunch but don’t know where to start.”*



The community wants to get involved but often does not know how to. Creating a centralized portal to solicit volunteers or donations is key. Ideas include: Groupon or Kickstarter style funding to support one-off school projects, Match.com for chefs to engage with students, One-for-One Food Delivery app and Corporate Cafeteria One-for-One Matching inspired by the TOMS shoes model.



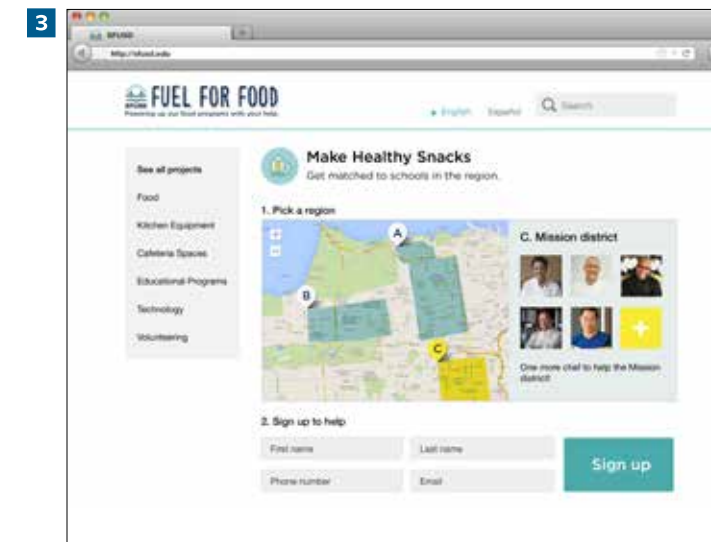
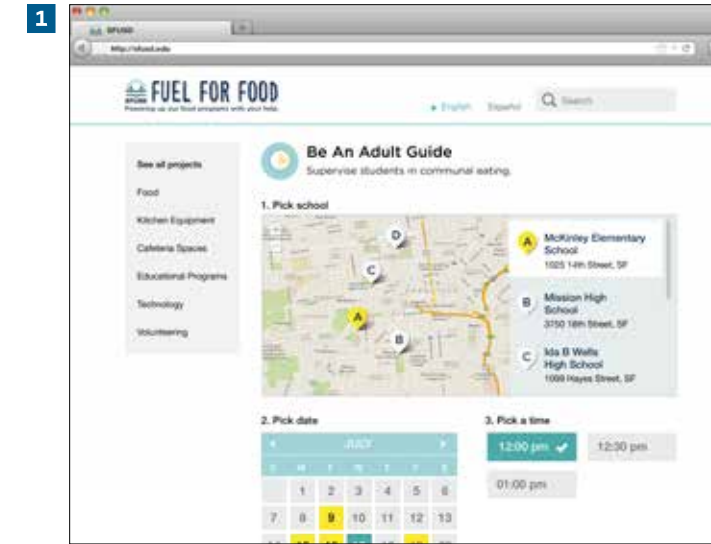
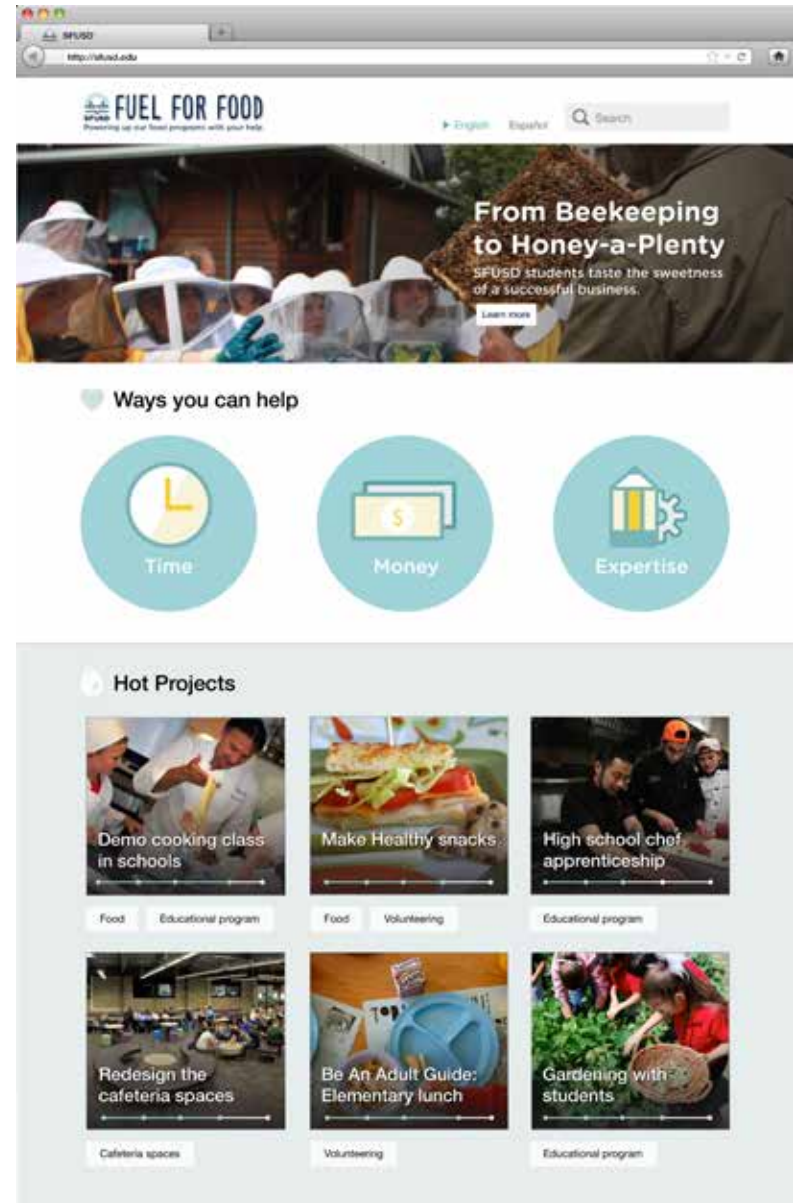
# COMMUNITY PORTAL

## COMMUNITY PORTAL ★

We can rally the masses to support school lunch initiatives via a central crowdfunding platform. San Francisco residents and passionate individuals in the community may contribute time, money or expertise through different projects launched by SFUSD and approved partners.

The platform landing page showcases successful projects that are completed as well as ongoing campaigns. Each project is based on milestones. That means by setting incremental contribution targets, potential backers see the results and impact, and will feel more inclined to give again towards the next milestone.

★ **Recommended for initial implementation**  
Elements of the vision marked with a star are further detailed as initial recommendations for implementation in chapter 4.



## 1 CONTRIBUTE TIME

Volunteering is made easy with a centralized online sign-up process. Individuals select school sites, dates and time that are convenient for them.

## 2 DONATE MONEY

Giving to SFUSD is made easy with a crowdfunding platform connecting donors and causes - from meals to space renovation to technology upgrades.

## 3 PROVIDE EXPERTISE

Contributing expertise is made easy for professionals through a matching platform. Individuals such as local chefs can now be matched with schools for providing cooking lessons and apprenticeships opportunities.

## ENTREPRENEURIAL PARTNERSHIPS

SFUSD can partner with organizations like La Cocina to create a truly San Francisco kitchen. This space acts as an incubator kitchen, offering programs that help individuals in low-income communities become food entrepreneurs. Food entrepreneurs create school menus and cook for schools on a rotational basis. Students benefit from delicious, culturally-diverse food offerings. The kitchen also acts as a place where students, Student Nutrition staff and chefs can learn side-by-side in cooking classes.



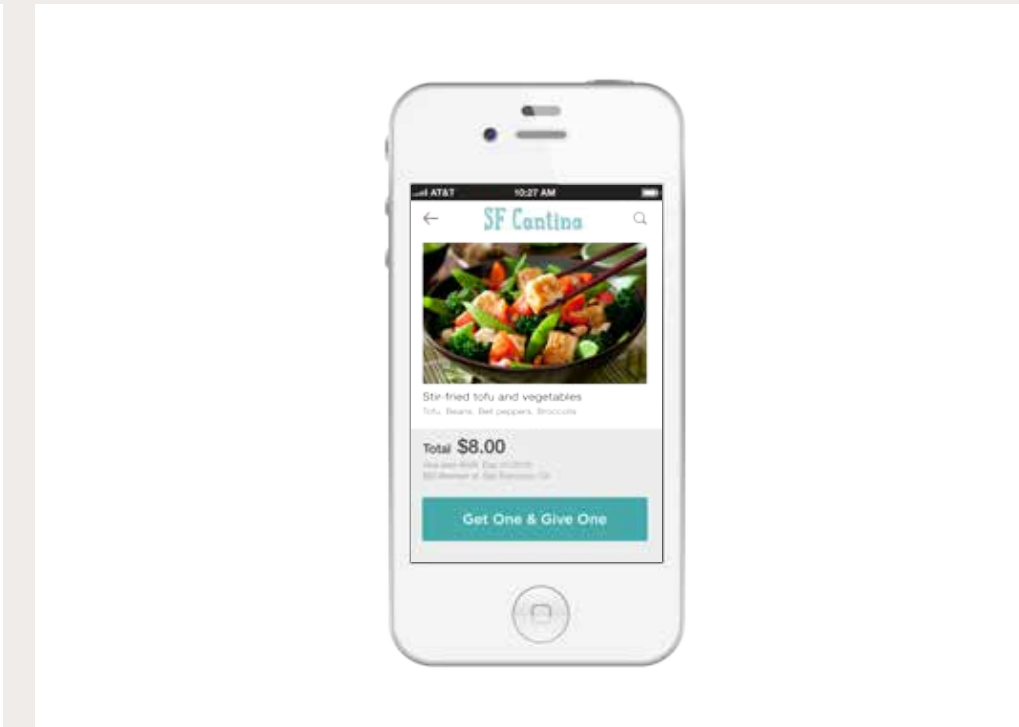
### COMMUNITY KITCHEN

Potential long-term offerings for the community kitchen include event space rental, cooking classes, catering, to-go food and take-home dinner kits.



### MEMBERSHIP PROGRAM

In the same way that museums and organizations have members, SFUSD offers a membership program to anyone in San Francisco who is interested in supporting school food initiatives. Membership benefits can include discounts at local food establishments, boxes of local produce and access to special food events. Special rates for students and families-in-need enables everyone to participate. Membership funds help support school food programming district-wide.



### ONE-FOR-ONE FOOD DELIVERY

'One-for-One' food delivery app for San Francisco residents—for every meal a customer orders, a child in the district gets a free lunch.



## INSPIRATION FROM OTHER SCHOOLS AND ORGANIZATIONS

### 1 CROWDTILT

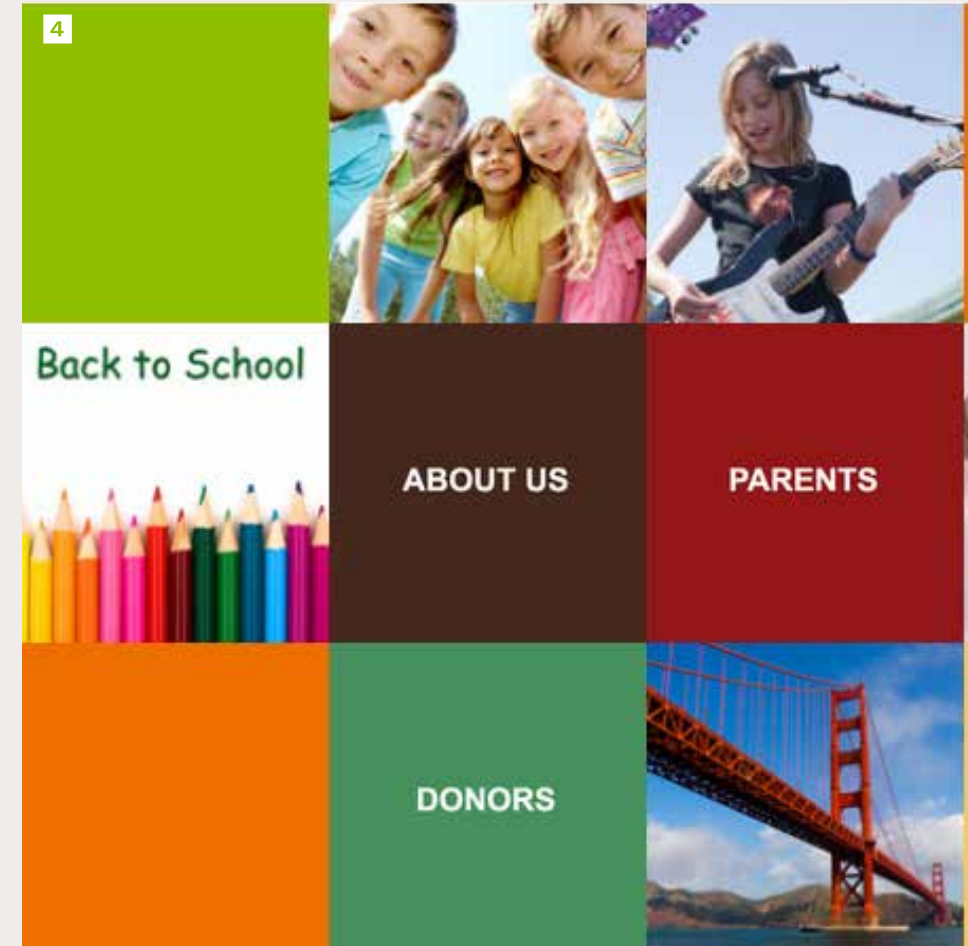
Crowdtilt is a platform for organizing and funding group events. It is a place to pool money for shared objectives: for projects, events and fundraisers.

### 2 FUND OUR COMMUNITY

Fund our Community is a website that helps individuals with important and needed community projects by creating awareness and support opportunities for the project.

### 3 TOMS

TOMS is a for-profit mission-driven company with a 'one for one concept' business model. For every pair of shoes sold, a pair is given to an impoverished child.



### 4 EDMATCH

edMatch is a local, grassroots organization that challenges corporations and private philanthropists to "match" funds raised in San Francisco's public schools.

### 5 FOOD HUB

Food Hub is an online platform that helps food buyers and food service directors find fresh, local produce by providing an interactive directory of food producers in their area.

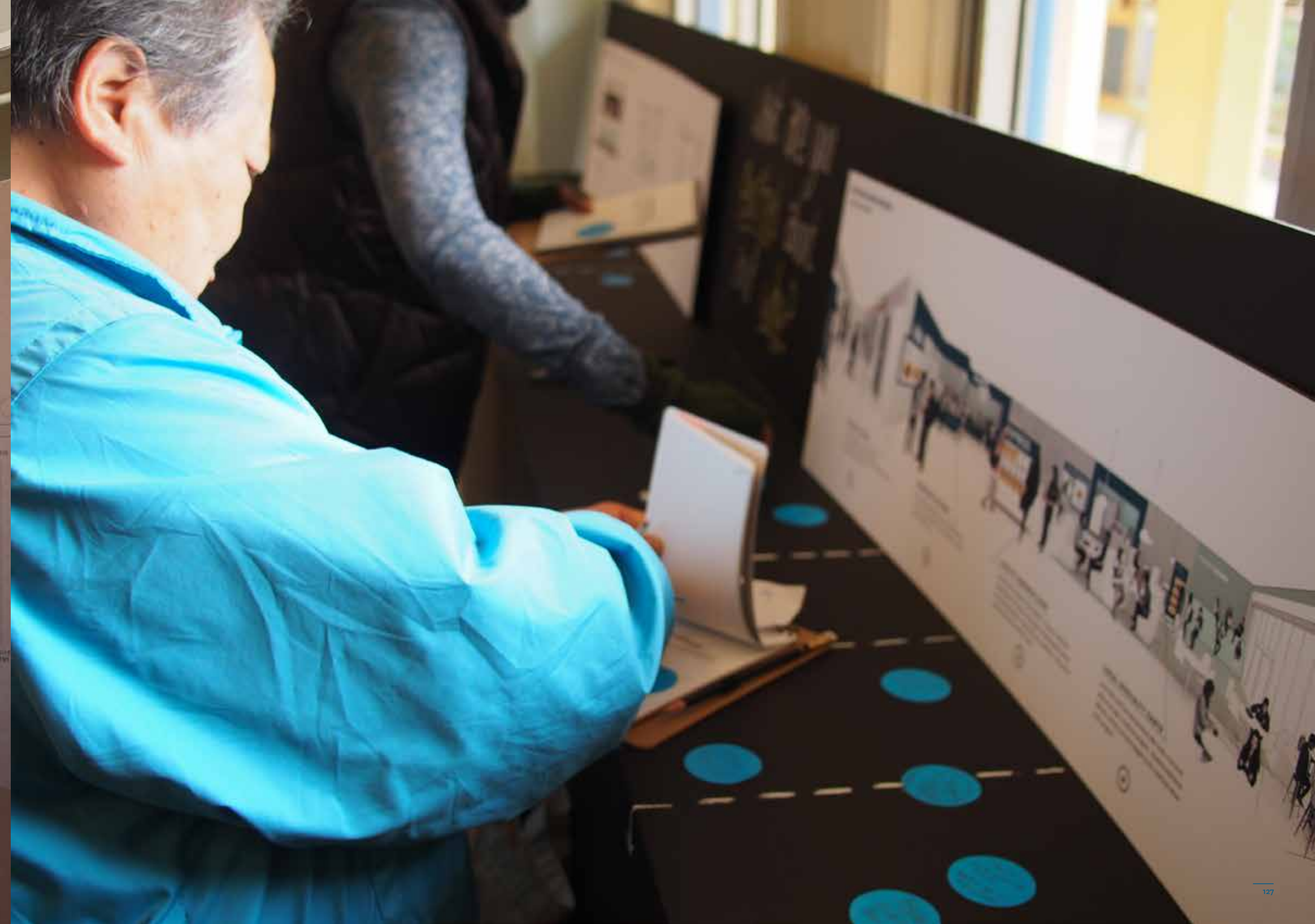
### 6 CHEFS + SCHOOLS

The Chefs Move to Schools is an online platform for chefs and schools to create partnerships in their communities with the mission of collaboratively educating kids about food and healthy eating.













# 4 TEN DESIGN RECOMMENDATIONS

The starting set of designs that will move us towards a financially sustainable system.



#### CHAPTER 4 OVERVIEW

Our program needs to balance the student-experience with financial sustainability. In this chapter, we dive into the financial design. Following is a combination of financial and operational detail, including revenue projections for our recommended starting set of 10 designs.

#### CHAPTER 4 HIGHLIGHTS

A

##### TEN DESIGN RECOMMENDATIONS

Here are our recommended 10 designs for financial sustainability, along with operational details and financial implications of each.

**PAGE 136**

B

##### CREATIVE FOOD FOR THOUGHT

As we shift the student experience and our operations, it is also time we consider creative alternatives to our financial funding, such as more public/private partnering.

**PAGE 174**

## INTERPRETING THE FINANCIAL PROJECTIONS

To help us understand the potential cost and revenue implications of the student experience, we looked to several sources including: Student Nutrition data, Student Nutrition Pilot Evaluations, restaurant industry experts, and delivery and storage experts.

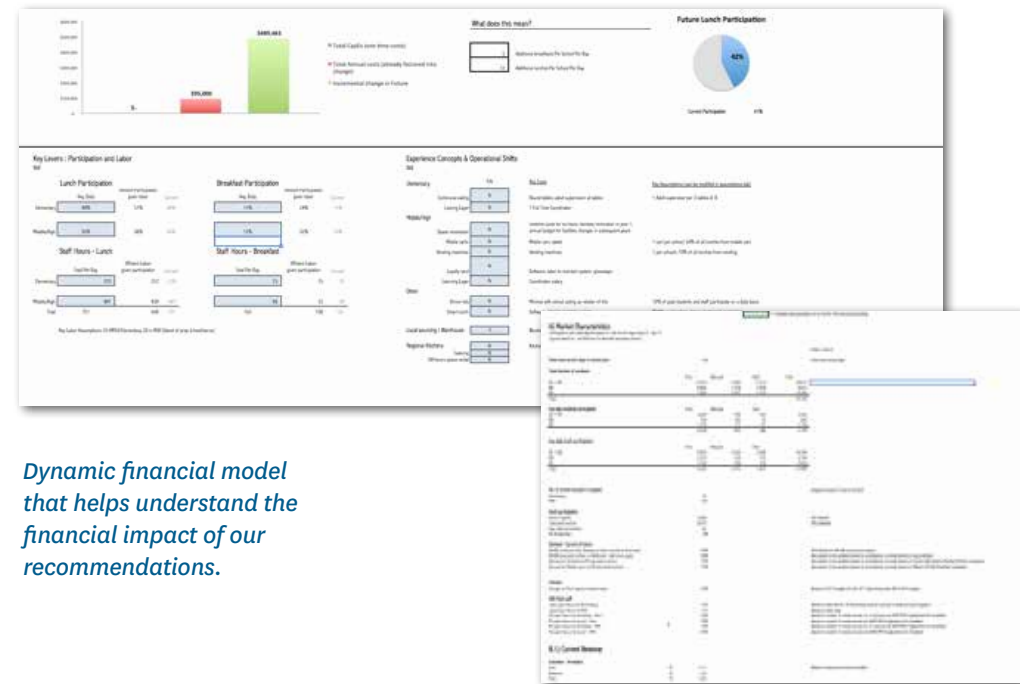
Our financial projections are confident starting points for understanding the magnitude of impact. They will also help to direct future pilots to test the pivotal financial assumptions. These projections will be updated as we refine assumptions based on additional prototypes and pilots.

In the following pages you will see a summary of the projected financial impact of our re-designs as well as detailed breakouts of each re-design and the underlying assumptions that informed our projections.

## FINANCIAL ANALYSIS BACKGROUND

We grounded our financial analysis in a robust set of data. Pulling together 10+ sources of data, we created a rich dataset that combined monthly student meal purchasing behavior with other student data such as academic performance, meal charges, and other demographic data. Our final dataset included nearly 60,000 students and was the first time SNS data was merged with broader SFUSD data, allowing for a deep understanding of the market for school food.

Using the data we collected as a base, we also created a district-level model to project the impact of our potential future scenarios. During this process we spoke to experts in storage, industrialized food production, distribution, and delivery to inform our assumptions. The model is designed to be easily updated so it can live on as a tool as Student Nutrition refines assumptions based on pilots and prototypes.



Dynamic financial model that helps understand the financial impact of our recommendations.

## THE BASICS OF OUR FINANCIAL PROJECTIONS

Glossary of key terms you will see in the following pages

### INITIAL COST

One-time costs required to start implementing our design (e.g., cost of round tables for elementary schools to implement communal eating).

### ANNUAL OPERATING COST

New costs that Student Nutrition will incur every year in order to operate our design (e.g., 1 FTE staff for Learning Layer in middle/high school).

### 0% / 10% / 20% INCREASE IN PARTICIPATION

The potential *additional revenue* is shown for three participation scenarios: no increase in participation (0%), 10% increase in participation, 20% increase in participation. This financial impact is NET any new annual operating costs listed and any increase in labor required to handle increases in demand. Depending on the concept, the participation increase may refer to lunch or both breakfast and lunch as well as elementary or middle/high or both elementary and middle/high (see footnotes for detail).

### \$ FINANCIAL IMPACT

The potential revenue impact our redesign could have relative to the one-time costs required to implement.

### ♥ EMOTIONAL IMPACT

The impact our redesign will have on the student and staff experience.

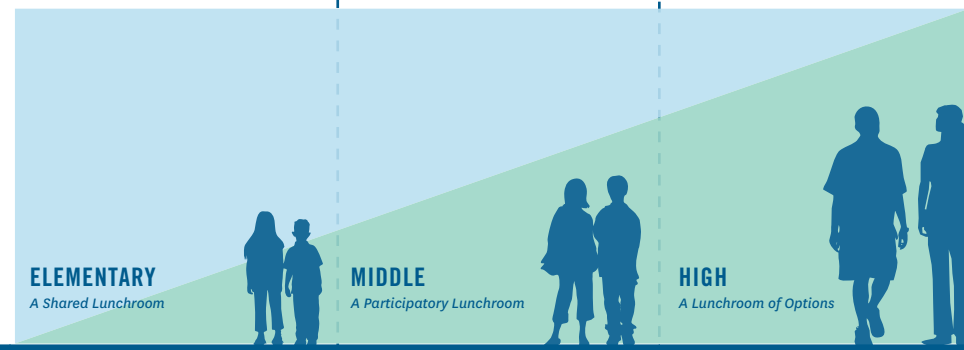
### 👉 EFFORT TO IMPLEMENT

Ease of implementation - the extent to which it would require cultural shifts and collaboration across multiple stakeholders.



# 10 DESIGNS SUMMARY

## IMPACT AND STUDENT FOCUS



EXPERIENCE DESIGN	FINANCIAL IMPACT - HOW MUCH LONGTERM FINANCIAL BENEFIT WILL THIS HAVE?	EMOTIONAL IMPACT - HOW MUCH DOES THIS BENEFIT THE STUDENT EXPERIENCE?	EFFORT TO IMPLEMENT - HOW MUCH WORK WILL IT TAKE TO IMPLEMENT?	IMPACT AND STUDENT FOCUS		
				ELEMENTARY	MIDDLE	HIGH
1. VENDING MACHINES & MOBILE CARTS	\$\$\$	♥♥♥	🔧🔧		✓	✓
2. CENTRAL WAREHOUSE & LOCAL SOURCING	\$\$\$	♥♥♥	🔧🔧		✓	✓
3. REGIONAL KITCHEN & CENTRALIZED PREP	\$\$\$	♥♥♥	🔧🔧		✓	✓
4. COMMUNAL EATING AT ELEMENTARY	\$\$\$	♥♥♥	🔧🔧	✓		
5. SPACE RENOVATION <sup>1</sup>	\$\$\$	♥♥♥	🔧🔧		✓	✓
6. SMART MEAL TECHNOLOGY <sup>1</sup>	\$\$\$	♥♥♥	🔧🔧		✓	✓
7. LEARNING LAYER <sup>1,2</sup> (Elementary & Middle/High)	\$\$\$	♥♥♥	🔧🔧	✓	✓	✓
8. COMMUNITY PORTAL	TBD	♥♥♥	🔧🔧	✓	✓	✓
9. DINNER KITS	\$\$\$	♥♥♥	🔧🔧	✓	✓	✓
10. COMMUNITY KITCHEN	TBD	♥♥♥	🔧🔧	✓	✓	✓

# 10 DESIGNS SUMMARY

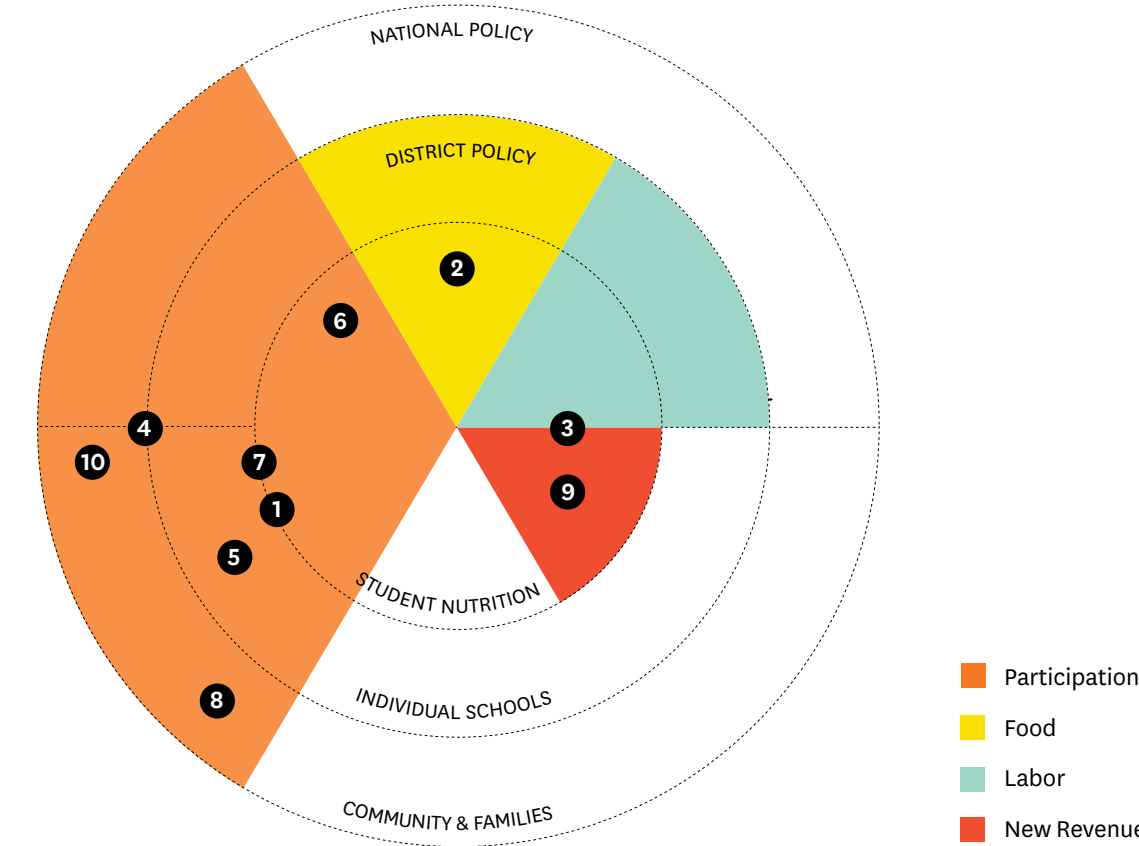
## FINANCIAL PROJECTIONS

NOTES:

1. Net financial impact of increase in participation of breakfast AND lunch
2. Net financial impact of increase in participation split across Elementary & M/H
3. Figures are net necessary increases in labor to meet increased demand

CONCEPT	VISION	INITIAL COST RANGE	ANNUAL OPERATING COST	ADDITIONAL REVENUE FROM INCREASE IN PARTICIPATION		
				0%	10%	20%
1. VENDING MACHINES & MOBILE CARTS	Offer students convenience by adding vending machines and mobile carts to every high school and middle school. Meals served to be produced by SFUSD.	\$372,000 - \$454,000	\$22,000	\$157,000	\$610,000	\$1.0M
2. CENTRAL WAREHOUSE & LOCAL SOURCING	Source local, fresh, diverse food for our Middle & High Schools and manage inventory centrally in a warehouse.	\$0	\$95,000	\$291,000	\$699,000 <sup>3</sup>	\$593,000 <sup>3</sup>
3. REGIONAL KITCHEN & CENTRALIZED PREP	We propose renovating existing kitchens and centralizing production for SFUSD produced food at our middle and high schools.	\$1.3M - \$1.6M	\$197,000	\$121,000	\$515,000	\$908,000
4. COMMUNAL EATING AT ELEMENTARY	An elementary cafeteria experience that provides ritual and routine. Range based on conservative vs. optimistic scenarios (see financial section for detail).	\$722,000-\$882,000	varies based on participation	(\$769,000) - \$25,000 <sup>3</sup>	(\$864,000)-\$91,000 <sup>3</sup>	(\$911,000)-\$208,000 <sup>3</sup>
5. SPACE RENOVATION <sup>1</sup>	Cafeteria spaces in Middle and High schools where students want to hang out and that give them a feeling of co-ownership over the space.	\$529,000-\$647,000	\$35,000	(\$35,000)	\$449,000	\$419,000
6. SMART MEAL TECHNOLOGY <sup>1</sup>	An interactive system that gives students a voice in school food and generates data which can be used to make the entire system more efficient and tailored. A loyalty rewards program would also be built into the system to reward students for healthy choices.	\$450,000-\$650,000	\$42,000	\$102,000	\$627,000 <sup>3</sup>	\$638,000 <sup>3</sup>
7. LEARNING LAYER <sup>1,2</sup> (Elementary & Middle/High)	Integrate food in the cafeteria with learning in the school. Students receive a richer experience and Student Nutrition is a more integrated part of schools.	N/A	\$165,000	(\$165,000)	\$360,000 <sup>3</sup>	\$679,000 <sup>3</sup>
8. COMMUNITY PORTAL	Create a platform to enable the greater community to connect with school food programs.	\$450,000-\$550,000	TBD	-	-	-
9. DINNER KITS	Extend Student Nutrition's offerings beyond school meals and tap into new sources of revenue. Range reflects 10%-25% profit margins.	\$83,000	\$0	\$418,000 - \$1M		
10. COMMUNITY KITCHEN	A flagship kitchen that is the public face of Student Nutrition. The community kitchen allows Student Nutrition to connect with the San Francisco food community.	TBD	TBD	-	-	-

# TEN DESIGN RECOMMENDATIONS



- Participation
- Food
- Labor
- New Revenue

We believe that by restructuring our labor and food operations, engaging more students to participate and boldly pursuing new revenue streams, we can achieve financial balance.

We propose 10 designs to shift us towards a sustainable future.

Some design recommendations rely on collaboration with partners beyond Student Nutrition for implementation success. For example, implementing vending machines (number 1) involves support from both Student Nutrition and individual schools.

**1. VENDING MACHINES AND MOBILE CARTS**

**2. CENTRAL WAREHOUSE & LOCAL SOURCING**

**3. REGIONAL KITCHEN & CENTRALIZED PREP**

**4. COMMUNAL EATING AT ELEMENTARY**

**5. SPACE RENOVATION**

**6. SMART LUNCH TECHNOLOGY**

**7. LEARNING LAYER (ELEMENTARY AND MIDDLE/HIGH)**

**8. COMMUNITY PORTAL**

**9. DINNER KITS**

**10. COMMUNITY KITCHEN**



# 1. VENDING MACHINES & MOBILE CARTS

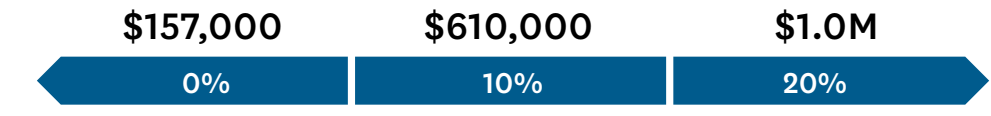
- |                            |   |  |
|----------------------------|---|--|
| <b>POLICY DEPENDENCIES</b> | <b>INFRASTRUCTURE DEPENDENCIES</b>                            | <b>LABOR DEPENDENCIES IN ADDITION TO SNS</b>                                 |
| USDA                       | <input type="checkbox"/> TECHNOLOGY                           | <input checked="" type="checkbox"/> SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC) |
| CDE                        | <input type="checkbox"/> FACILITIES (CAFETERIA/KITCHEN SPACE) | <input checked="" type="checkbox"/> CUSTODIAL                                |
| SFUSD                      | <input type="checkbox"/> COOKING EQUIPMENT                    | <input type="checkbox"/> ITD INFRASTRUCTURE                                  |
| SEIU LOCAL                 | <input type="checkbox"/> DINING FURNITURE                     | <input type="checkbox"/>   |
|                            | <input type="checkbox"/> INTERIOR DESIGN                      | <input type="checkbox"/>   |

**OUR STUDENT VISION**  
Offer students convenience by adding vending machines and mobile carts to every high school and middle school.

**OUR FINANCIAL VISION**  
Increase meal capacity with minimal increase to labor hours.



## NET FINANCIAL IMPACT OF INCREASE IN PARTICIPATION



**COST (ONE TIME)\***  
**\$372,000-\$454,000**

**COST (ANNUAL)\*\***  
**\$22,000**

Notes:  
All figures rounded to nearest \$000  
\* 1 mobile cart and tablet + 1 vending machine for every Middle/High school that doesn't currently have one  
\*\* Includes software licensing fees; Excludes maintenance and replacement costs

**KEY ASSUMPTIONS**  
Increase only for middle & high lunch participation.

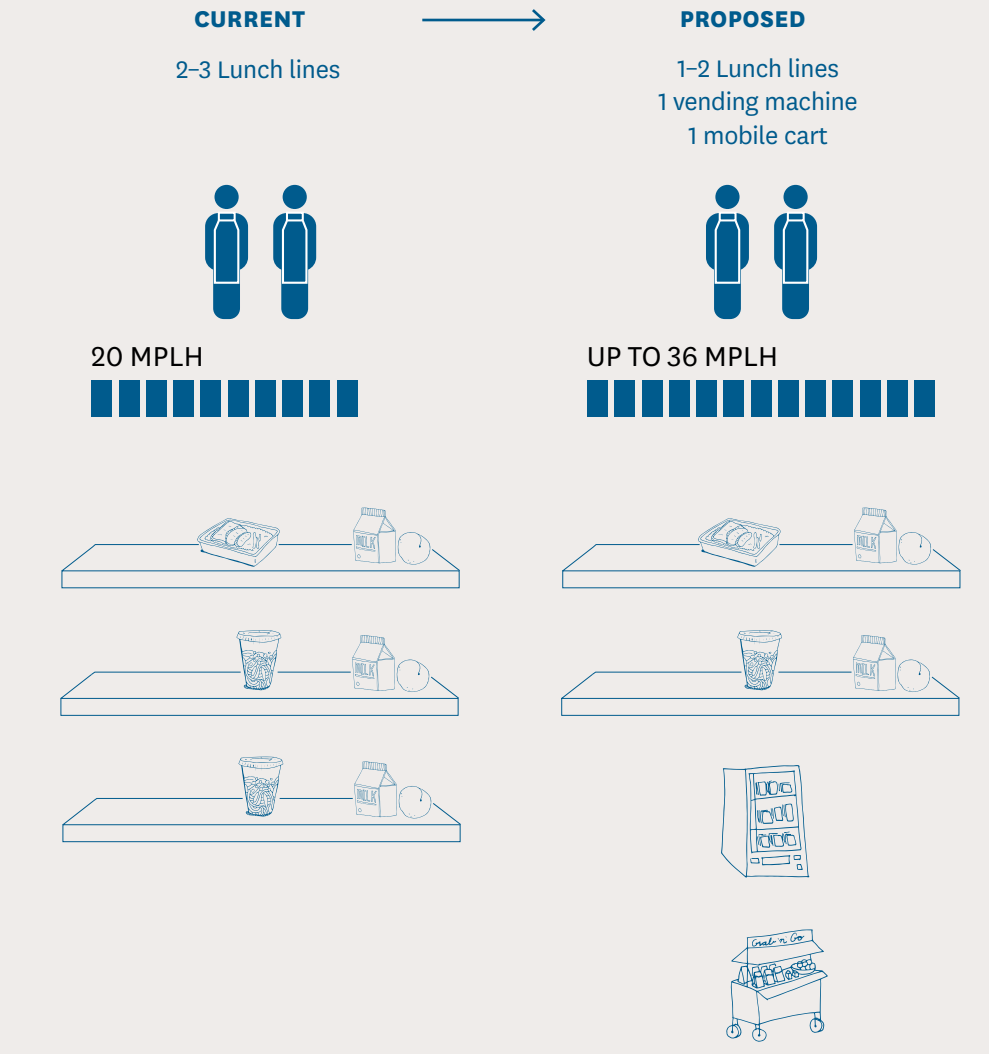
Assuming 35% demand from mobile carts; 10% from vending machines based on Mission High School Mobile cart evaluation and Lincoln High School vending machine evaluation.

Assuming have enough FTEs at middle/high that mobile carts and vending would not add additional headcount at current participation levels but may require a shift in workflow (note: even with adding 3 additional labor hours per school, this concept is still profitable).

Assuming mobile cart and vending machine meals served to be produced by SFUSD.

## WHAT THIS COULD LOOK LIKE

1 vending machine and 1 Grab-N-Go mobile cart at each middle and high school campus.



**FINANCIAL BENEFITS DETAIL**

Long lines contribute to low participation; by adding convenient points of sale that are less labor intensive we can increase profitable participation. In addition, cafeteria hours restrict our ability to serve students throughout the day; vending machines allow us to extend beyond cafeteria hours and reach even more students.

**ADDITIONAL ASSUMPTIONS**

**FACILITIES**

Food can be sold outside of the cafeteria.

Minimal additional labor costs to school janitorial services.

**LABOR**

No labor or minimal additional labor needs to be added.

**FOOD**

Meals sold from mobile carts and vending machines are SFUSD-produced.

**ADDITIONAL SYSTEM BENEFITS**

Space to grow: mobile carts and vending machines can be used beyond lunch, to serve breakfasts, snacks and even dinners.

**RISKS**

How many mobile carts should be at each school?

More points of sale may not actually encourage more students to participate.

Increased food variety and quality is also needed to make mobile carts and vending machines successful.

*“Quicker options would motivate me to eat school lunch.”*

—HIGH SCHOOL STUDENT

**WHAT WE KNOW SO FAR**

GNG Breakfast carts at Mission High School increased overall breakfast participation by 28%

(source: Student Nutrition Final Report: Grab N Go Breakfast Mission High School, May 2011)

Healthy vending machines at Lincoln High School increased overall lunch participation by 17%

(source: Student Nutrition Healthy Vending Machine Evaluation Report : Lincoln High School Spring 2011)

**LEARNINGS FROM PROTOTYPING**

Students want vending machines placed in convenient locations such as in the hallways where they walk to class and in the courtyard.

**ADDITIONAL QUOTES**

“It’ll help us get to our clubs or activities faster and we wouldn’t have to wait for food as long.”  
—HIGH SCHOOL STUDENT

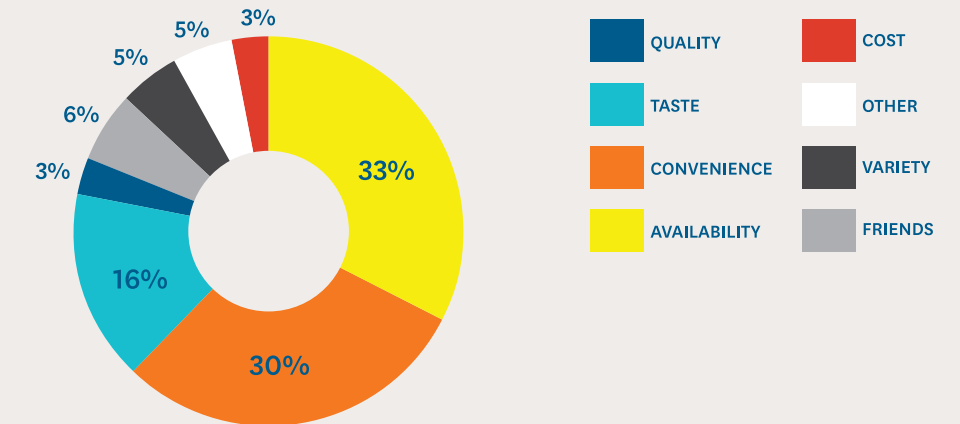
“The more food outlets, the less waiting. Students would have more time to socialize and enjoy their limited lunch time.”  
—HIGH SCHOOL PARENT

“My school always has us running to and from classes and a pit stop by a snack bar would give us more energy and motivation to keep learning throughout the day.”  
—HIGH SCHOOL STUDENT

**SURVEY SAYS**

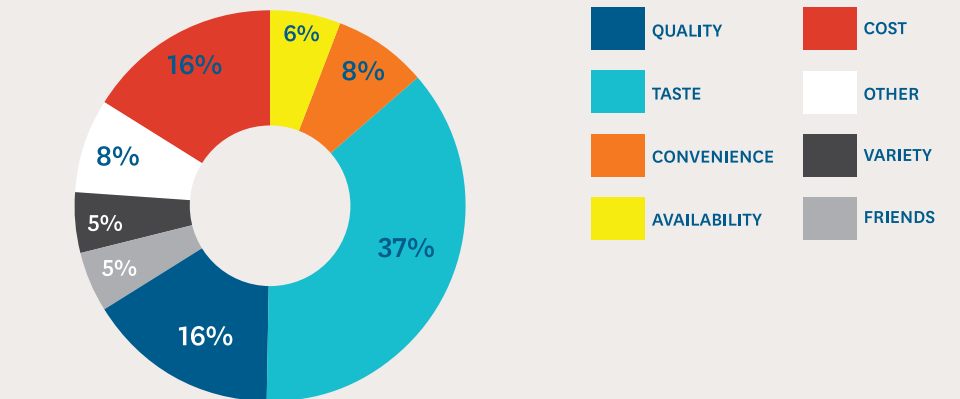
**EAT LUNCH**

Amongst high school students who regularly eat school lunch, the top reasons why are availability and convenience (n=39)



**DO NOT EAT LUNCH**

Amongst high school students who do NOT eat school lunch, the top reasons why are Taste, Quality and Cost (n=38)



From Summer 2013 IDEO Project Lunch Money Survey



# 2. CENTRAL WAREHOUSE & LOCAL SOURCING

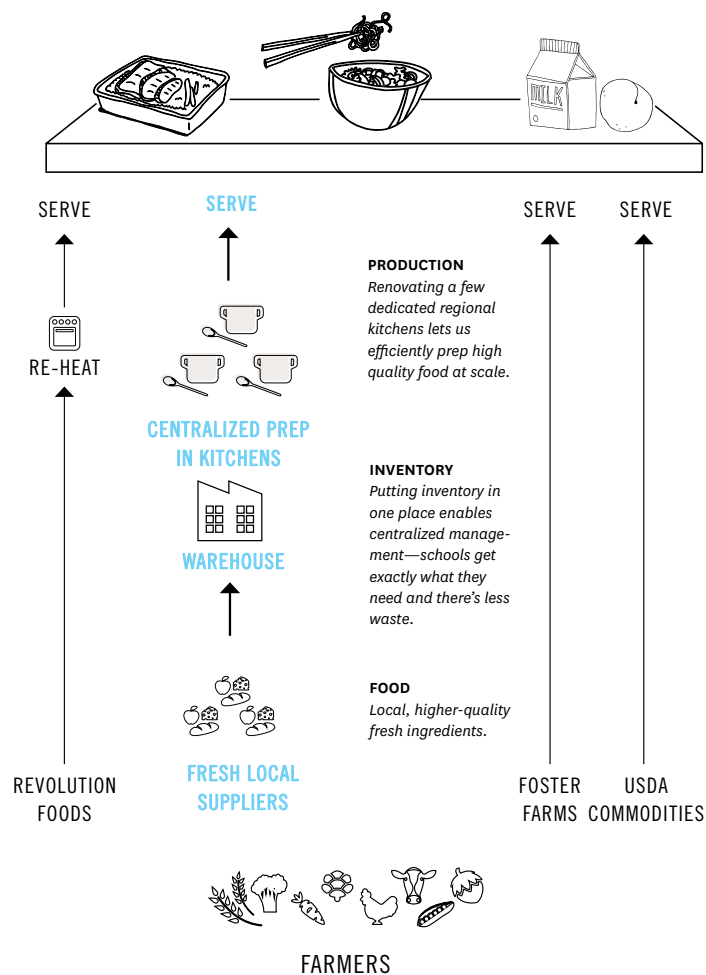
- |                            |   |  |
|----------------------------|---|--|
| <b>POLICY DEPENDENCIES</b> | <b>INFRASTRUCTURE DEPENDENCIES</b>                            | <b>LABOR DEPENDENCIES IN ADDITION TO SNS</b>                                 |
| USDA                       | <input type="checkbox"/> TECHNOLOGY                           | <input checked="" type="checkbox"/> SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC) |
| CDE                        | <input type="checkbox"/> FACILITIES (CAFETERIA/KITCHEN SPACE) | <input type="checkbox"/> CUSTODIAL   |
| SFUSD                      | <input type="checkbox"/> COOKING EQUIPMENT                    | <input type="checkbox"/> ITD INFRASTRUCTURE                                  |
| SEIU LOCAL                 | <input type="checkbox"/> DINING FURNITURE                     | <input type="checkbox"/>   |
|                            | <input type="checkbox"/> INTERIOR DESIGN                      | <input type="checkbox"/>   |

## OUR STUDENT VISION

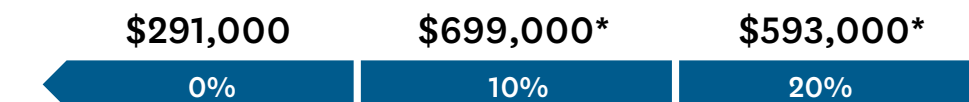
Offer local, fresh, diverse food in our middle and high schools.

## OUR FINANCIAL VISION

Lower food costs by sourcing directly from local suppliers, managing inventory centrally in a warehouse and increasing demand for lower-cost SFUSD-produced food.



## NET FINANCIAL IMPACT OF INCREASE IN PARTICIPATION



### COST (ONE TIME)\*

\$0

### COST (ANNUAL)\*\*

\$95,000

Notes:  
 All figures rounded to nearest \$000  
 \* Figures are net necessary increases in labor to meet increased demand  
 \*\* No CapEx costs assuming; warehouse rental cost factored into per meal costs.  
 \*\*\* Salary (including benefits) for 1 full-time employee.

### KEY ASSUMPTIONS

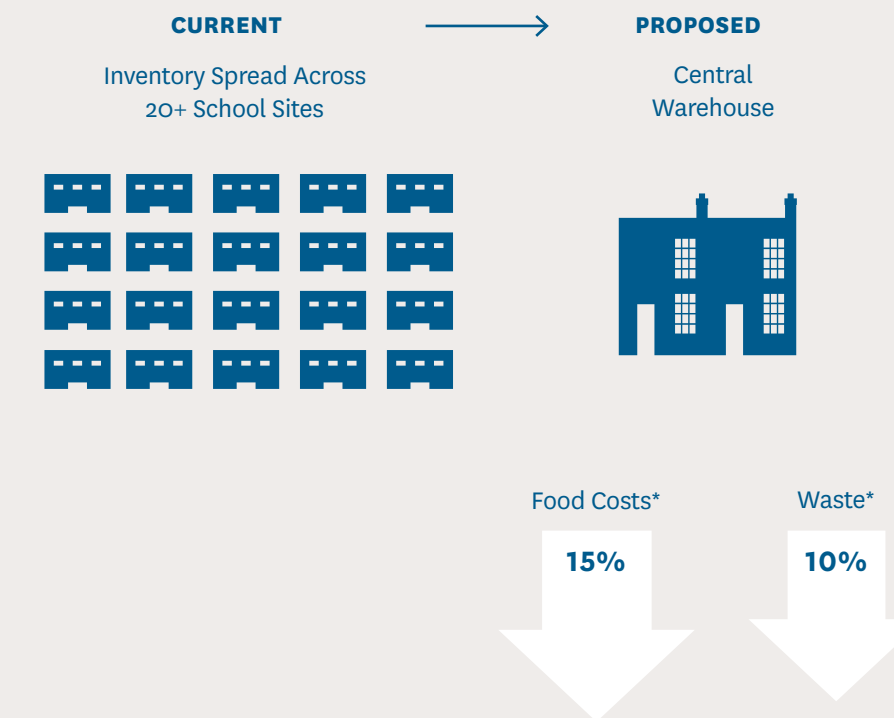
SFUSD produced per-meal food costs are estimated to decrease from \$1.00 to \$0.82 based on 10% savings from direct-to-supplier sourcing and 10% savings from improved inventory management (this figures includes a per meal warehouse storage cost). Note SFUSD-produced costs include the use of commodities, which in turn lowers per meal cost.

Local sourcing would cause a shift in daily demand from 34% SFUSD-produced food to 50% SFUSD-produced food (vs. Revolution Foods).

Savings at 0% increased participation reflect: shift in demand between SFUSD-produced and Revolution Food, and cost savings from direct-to-supplier sourcing and improved inventory management (figures based on industry averages and Student Nutrition Inventory Management report).

## WHAT THIS COULD LOOK LIKE

Refrigerated warehouse space rental, 1 full-time employee to coordinate sourcing, contracts, and menu planning to maximize commodity use, local sourcing from 3+ San Francisco vendors.



Note: Impacts only middle and high  
 \* Assuming shift in demand to 50% SFUSD, 50% Rev Foods

**FINANCIAL BENEFITS DETAIL**

A central warehouse enables us to save money by having better inventory management (less waste!) and direct-to-supplier servicing (more fresh, local food!). The ability to source from local suppliers also opens up the possibility of using more of our commodities budget. The ultimate offering will be more appealing to secondary students and of lower cost to the system. Overall, this shift will bring more food variety into our menus – which is key for the secondary student experience.

**ADDITIONAL ASSUMPTIONS**

**FOOD**

We are able to achieve lower food costs from local direct-to-supplier servicing and a dedicated employee to maximize commodity use.

**ADDITIONAL SYSTEM BENEFITS**

Flexible assets: Rented warehouse space can vary based on production needs and time of year; therefore we are only paying for what we need.

Fitting menu: Locally-sourced food can better reflect the diversity of taste profiles in the district.

**RISKS**

It may not be cheaper to source food directly; it may, in fact, add cost to the overall model because of the increased complexity of procuring from multiple suppliers. Improvements to food quality, however, may be worth it and finding the right employee could help mitigate complexity.

Higher quality ingredients in the SFUSD produced meal (beanery) may not result in increased participation.

*“I wish there was more variety and more fresh local produce.”*

—HIGH SCHOOL PARENT

**WHAT WE KNOW SO FAR**

Adequate refrigerated warehouse space is available and reasonable in San Francisco. A potential source is Growers’ Refrigeration Company, a local family-run company.

Over 50% of parents and students identify ‘Variety in food choice’ as most influential in their decision to participate in school food programs.

[\(source: Prismatic Food bank study\)](#)

**POTENTIAL PARTNERS**

Local bakeries, produce vendors, specialty items such as tamales, noodles, etc. even local restaurateurs.



# 3. REGIONAL KITCHEN & CENTRALIZED PREP

## POLICY DEPENDENCIES

- USDA
- CDE
- SFUSD
- SEIU LOCAL

## INFRASTRUCTURE DEPENDENCIES

- TECHNOLOGY
- FACILITIES (CAFETERIA/KITCHEN SPACE)
- COOKING EQUIPMENT
- DINING FURNITURE
- INTERIOR DESIGN

## LABOR DEPENDENCIES IN ADDITION TO SNS

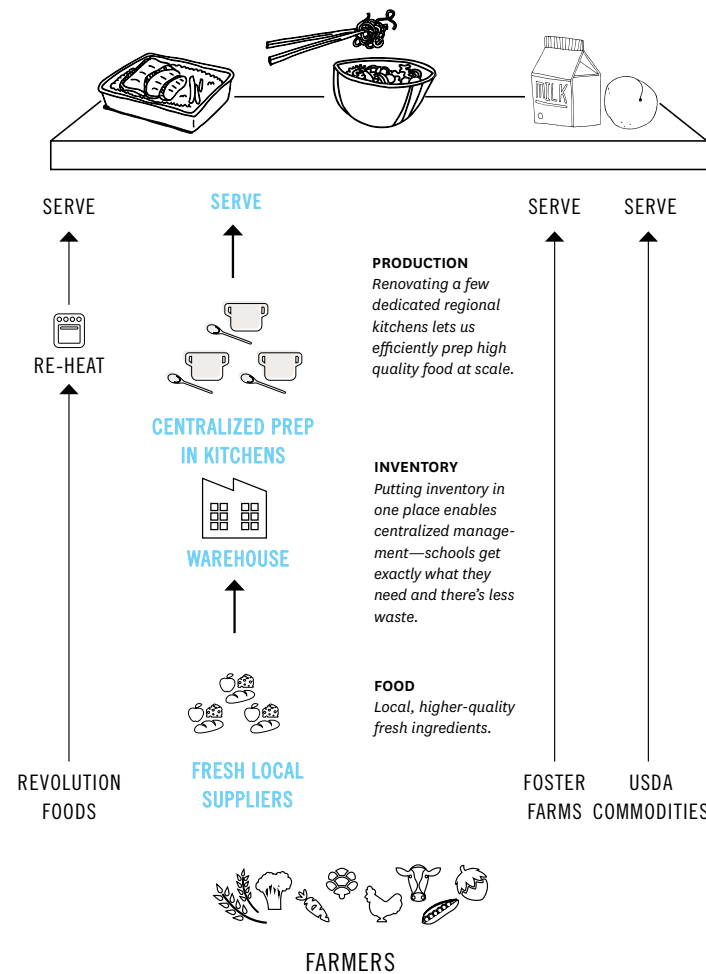
- SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC)
- CUSTODIAL
- ITD INFRASTRUCTURE
- 
- 

## OUR STAFF VISION

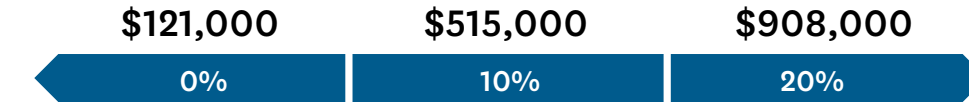
We propose centralizing prep for SFUSD-produced food at our middle and high schools in well-equipped kitchens.

## OUR FINANCIAL VISION

Centralizing prep in well-equipped kitchens will increase overall meals per labor hour capacity and open up additional revenue streams.



## NET FINANCIAL IMPACT OF INCREASE IN PARTICIPATION



## COST (ONE TIME)\*

**\$1.3M-\$1.6M**

## COST (ANNUAL)\*\*

**\$197,000**

Notes:  
All figures rounded to nearest \$000

\* Kitchen renovation costs based on \$500k per kitchen estimate from Oakland Assessment; figures to be updated based on SFUSD facilities assessment.

\*\* Salary (including benefits) for 3 full-time kitchen manager and annual kitchen maintenance costs (13% of CapEx; based on industry standards).

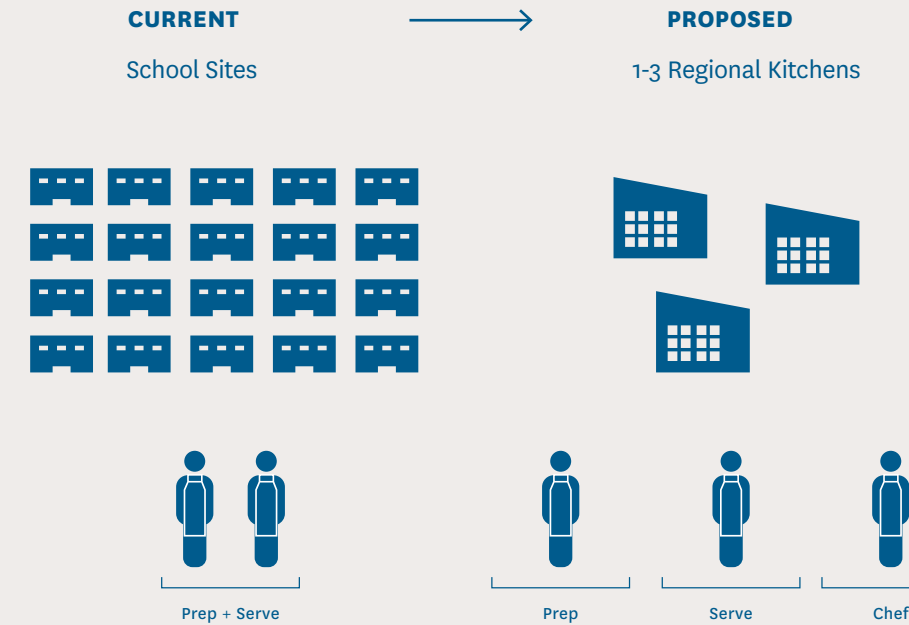
## KEY ASSUMPTIONS

Additional revenue streams - renting during off hours and catering account for \$261,000 revenue boost at 0% increased participation. Assuming \$65/hr for kitchen rental based on San Francisco standards. Assuming 10% of staff will participate in catering per day (based on survey data) and 25% profit margin from catering purchases (conservative estimate based on 35% Revolution Foods gross margin).

Figures do not include potential boost from adult meals.

## WHAT THIS COULD LOOK LIKE

Renovating up to 3 existing kitchens, all cooking occurs centrally the morning of and is delivered to individual schools where it is served.



**FINANCIAL BENEFITS DETAIL**

By centralizing prep at a few dedicated regional kitchens, we will have better control over production costs through more efficient use of labor. By specializing roles and having dedicated kitchen space designed for food production, we significantly improve our labor’s meal capacity both for prep and serve.

**ADDITIONAL ASSUMPTIONS**

**FACILITIES**

Existing kitchen space and docking space can be easily renovated and is adequate to produce and move enough meals.

**LABOR**

New specialized Student Nutrition roles. By centralizing prep in production kitchens and by separating prep and serve we will see an increase in meals per labor hour.

**ADDITIONAL SYSTEM BENEFITS**

Regional kitchens will provide additional sources of revenue as they can be rented out during off hours and summer months. They can also be rented out to caterers and food entrepreneurs in exchange for a portion of profit.

In the future, Student Nutrition staff could also produce catering and adult meal offerings.

Production kitchens also have an educational benefit; they can be used by culinary clubs and culinary career programs.

Limiting food prep to renovated kitchens allows for greater oversight to adherence of health code regulations.

**RISKS**

Regional kitchens may not have enough capacity to scale up and handle increased demand of SFUSD produced food.

Centralizing production and dividing prep and serve may not increase meals per labor hour.

Need a better understanding of how the delivery process from kitchens to each school will impact overall costs.

*“I would absolutely use this [catering] as an option for staff and student training.”*

— TEACHER

**WHAT WE KNOW SO FAR**

As a district, we spend over \$200k each year in catering—this is a great opportunity to support this district need in-house.

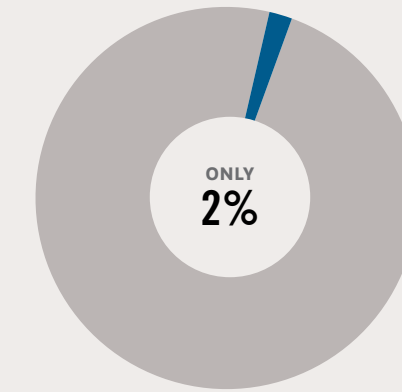
San Francisco standards for renting out kitchens is \$65-125.

**ADDITIONAL QUOTES**

“In-house catering for ‘meetings’ could include items for class parties. Otherwise it’s pizza and cookies.” —Teacher

**STAFF PARTICIPATION IN SCHOOL LUNCH**

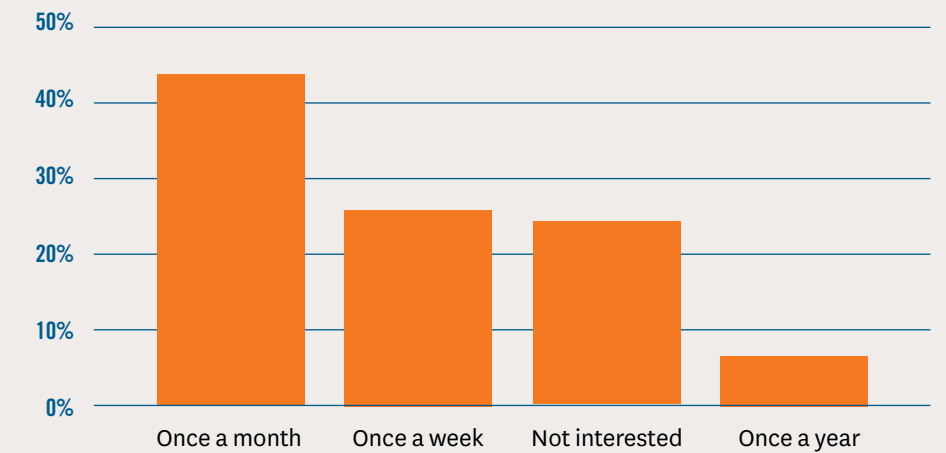
Only 2% of staff participate in school food programs.



Improved adult meals through our regional kitchens is a robust opportunity.

**POTENTIAL FREQUENCY FOR CATERING**

If Student Nutrition offered appetizing catering options, how often would you be interested in ordering it? (n=79 SFUSD staff)



From Summer 2013 IDEO Project Lunch Money Survey



# 4. COMMUNAL EATING AT ELEMENTARY

#### POLICY DEPENDENCIES

- USDA
- CDE
- SFUSD
- SEIU LOCAL

#### INFRASTRUCTURE DEPENDENCIES

- TECHNOLOGY
- FACILITIES (CAFETERIA/KITCHEN SPACE)
- COOKING EQUIPMENT
- DINING FURNITURE
- INTERIOR DESIGN

#### LABOR DEPENDENCIES IN ADDITION TO SNS

- SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC)
- CUSTODIAL
- ITD INFRASTRUCTURE

#### OUR STUDENT VISION

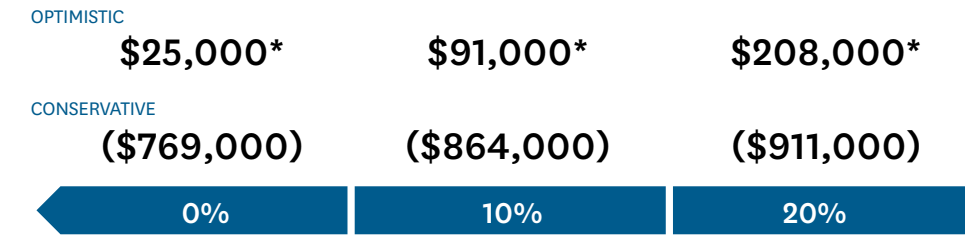
An elementary cafeteria experience where students discover new food, build community and develop routines.

#### OUR FINANCIAL VISION

Reduce food costs and maximize meals per labor hour to try and offset increases in labor.



#### NET FINANCIAL IMPACT OF INCREASE IN PARTICIPATION



#### COST (ONE TIME)\*\*

**\$722,000-\$882,000**

#### COST (ANNUAL)

Additional labor costs will vary based on participation.

Notes:  
All figures rounded to nearest \$000

\*Figures are net necessary increases in labor to meet increased demand

\*\* Round tables for 50% of Elementary schools (assuming currently have enough for 50%); 1 mobile tablet per school for compliance tracking.

#### KEY ASSUMPTIONS

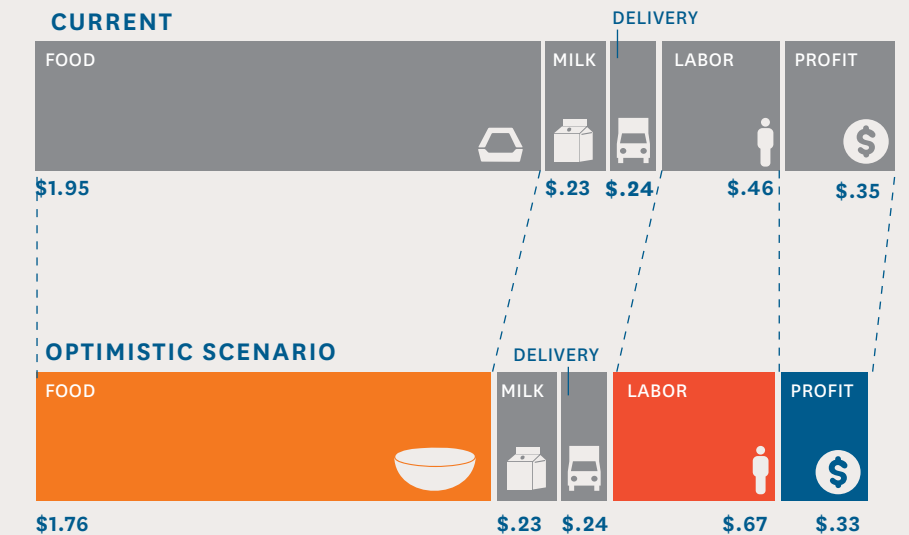
Optimistic scenario: 10% savings from bulk food costs; 10% reduction in MPLH from cart serving; 1 helper for every 4 tables of 8 students

Conservative scenario: 0% savings from bulk food costs; 20% reduction in MPLH from cart serving; 1 helper for every 3 tables of 8 students

#### WHAT THIS COULD LOOK LIKE

Cafeteria space where students sit in round tables of 8, Student Nutrition staff serves food on a cart and there is 1 Adult Lunch Room Helper for every 3-4 tables of 8 students (pending approval from USDA/CDE).

#### \$3.23 - SFUSD GOVERNMENT SUBSIDY



**BENEFITS DETAIL**

Current operations in Elementary school are financially sound. There is room to increase costs before we start to lose money. However, communal eating is a costly endeavor and it will be necessary to run additional pilots to test our key financial assumptions.

**ADDITIONAL ASSUMPTIONS FACILITIES**

Assumption that round tables will be able to fit in existing space or that schools could add additional meal periods.

**LABOR**

Assume the ratio of staff per table is adequate; if there is an increase, labor costs quickly outpace the net revenue.

**FOOD**

Approval from the USDA and CDE on new Counting & Claiming Family Style meal pattern.

Assumption per meal cost would not increase, but would be less than current.

**ADDITIONAL SYSTEM BENEFITS**

Creating healthy eating habits in Elementary school around school food will likely have effects in Middle and High school. Communal eating in Elementary school could ultimately drive increased participation in school food throughout a student’s tenure with the district.

**RISKS**

Revolution Foods may not be able to deliver family-style food at a discount due to potential changes in the operating model that may not result in a cost saving.

Community-style may not be feasible from a compliance point of view and/or may not be feasible without the help of extra labor in order to meet the requirements of an adult at each table.

The benefits of family style dining may not be worth the time and cost necessary to implement them.

*“I like the idea because it makes us more responsible.”*

—ELEMENTARY SCHOOL STUDENT

**WHAT WE KNOW SO FAR**

Over 50% of students surveyed believe more adult supervision is needed in the cafeteria spaces.

(source: Prismatic food bank study)

**LEARNINGS FROM PROTOTYPING**

Communal eating creates a calm, personal environment that both students and staff appreciate.

**ADDITIONAL QUOTES**

“When teachers and principals are involved, students inherently pay attention—their leadership is inspirational, also sanctions lunch as part of learning experience at school.”  
—ELEMENTARY SCHOOL PARENT

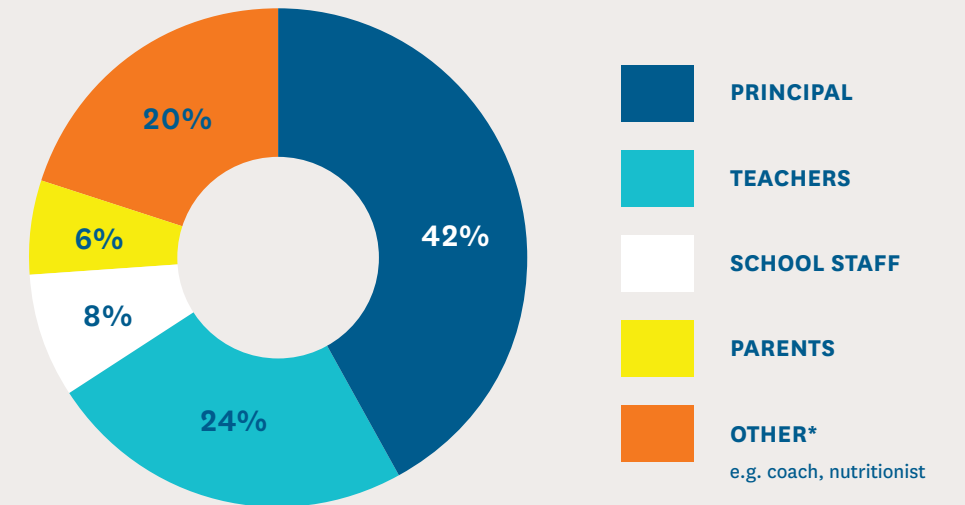
“When kids eat together—the same food—it levels the playing field in so many ways: creates unity of experience; connects to equity goals of SFUSD.”  
—ELEMENTARY SCHOOL PARENT

“Feels more family style, less institutional. gives everyone accountability for the meal.”  
—TEACHER

“Parents would feel good knowing we are eating this way at school, because it’s hard for us busy parents to do this each night for our family.” —STUDENT NUTRITION STAFF

**SURVEY SAYS**

If there could only be one adult to help improve the elementary dining experience, who would make the biggest difference? (n=363 elem parents asked, 191 responses)



From Summer 2013 IDEO Project Lunch Money Survey



# 5. SPACE RENOVATION

#### POLICY DEPENDENCIES

USDA  
CDE  
SFUSD  
SEIU LOCAL

#### INFRASTRUCTURE DEPENDENCIES

- TECHNOLOGY
- FACILITIES (CAFETERIA/KITCHEN SPACE)
- COOKING EQUIPMENT
- DINING FURNITURE
- INTERIOR DESIGN

#### LABOR DEPENDENCIES IN ADDITION TO SNS

- SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC)
- CUSTODIAL
- ITD INFRASTRUCTURE
- 
- 

#### OUR VISION

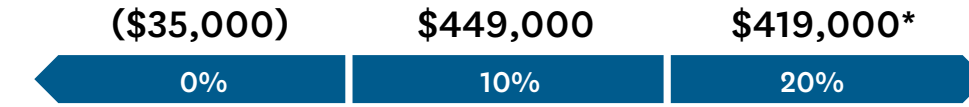
Cafeteria spaces in middle and high schools where students want to hang out.

#### OUR FINANCIAL VISION

A more appealing cafeteria space will drive participation in school meals.



#### NET FINANCIAL IMPACT OF INCREASE IN PARTICIPATION



#### COST (ONE TIME)\*\*

\$529,000-\$647,000

#### COST (ANNUAL)\*\*\*

\$35,000

Notes:  
All figures rounded to nearest \$000

\* Figures are net necessary increases in labor to meet increased demand

\*\* Total renovation budget across all middle and high schools.

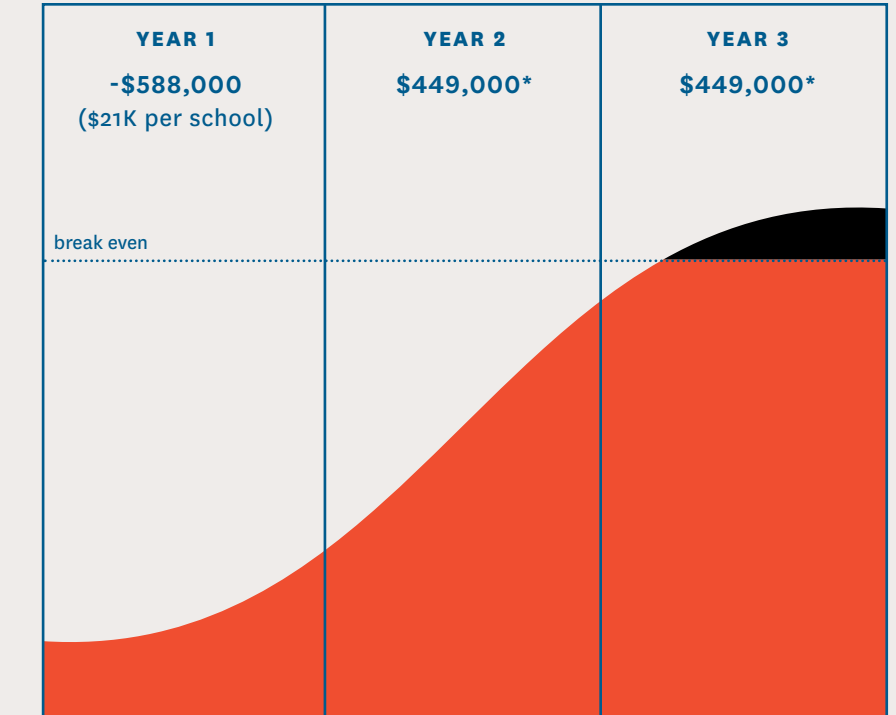
\*\*\* Annual budget for minor updates as well as 0.25 FTE of Central Office Staff to coordinate.

#### KEY ASSUMPTIONS

Increase in participation split across breakfast and lunch for Middle & High

#### WHAT THIS COULD LOOK LIKE

Middle schools: student-appointed zones such as quiet zone, game zone and lounge area.  
High schools: lounge/food court style space with a variety of seating to choose from.



\*Assuming 10% increase in breakfast and lunch participation

**BENEFITS DETAIL**

Today’s cafeterias are industrialized and generic spaces. In open-campuses they cannot compete with Starbucks’ lounges. By creating a space that is inviting and personalized, students will spend more time in the cafeteria, participate in school meals and help clean-up after themselves.

**ADDITIONAL ASSUMPTIONS**

**FACILITIES**

A more inviting space will drive participation in school meals, not just more time spent in the cafeteria space.

Students will have access to the cafeteria outside of meal hours for homework or club activities.

**LABOR**

None

**FOOD**

None

**ADDITIONAL SYSTEM BENEFITS**

Reduction in janitorial fees: the more students like a space and want to be in it, the more likely they are to care for it.

**RISKS**

For student-led designs, adult guidance is needed. However, we are planning for 0.25 FTE of a Student Nutrition staff to oversee the process.

*“This would make lunch a more special time of the day where the student has some control over his/her day.”*

— PARENT

**WHAT WE KNOW SO FAR**

Space is important to students! Physical space is a tangible way to communicate how much a school cares for the students.

**POTENTIAL PARTNERS**

Local restaurant associations for furniture donations.

Space renovation is a strong candidate for partnering with external artists and designers as well as crowd-funding campaigns.

**ADDITIONAL QUOTES**

“More adult supervision, as well as increased janitorial hours would be essential to make this work. If those were available, this could be a great idea.”

— STUDENT NUTRITION STAFF

“Students have different social needs and offering them a choice of where they would like to eat would really enhance their dining experience.”

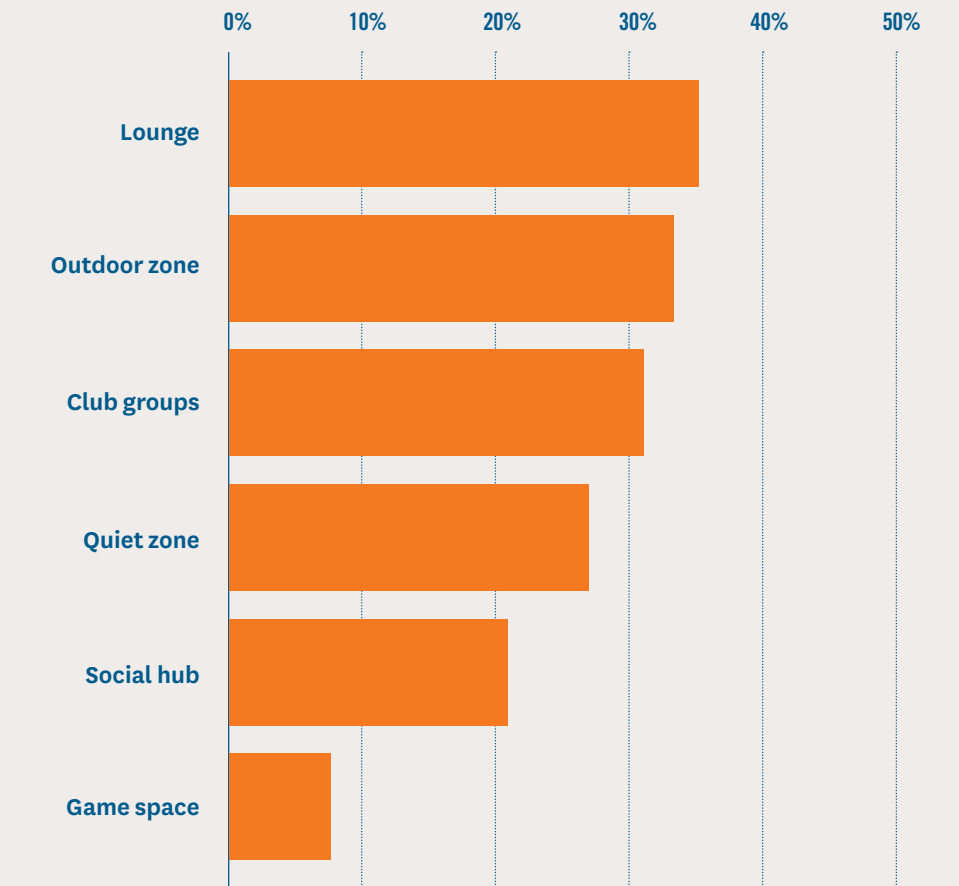
— PARENT

“This approach gives each child a more comfortable surroundings in which to eat. It recognizes differences among kids.”

— PARENT

**WHERE SHOULD WE EAT?**

What 2 eating spaces do you want most at your school?  
(n=181 Middle and High School Parents)



From Summer 2013 IDEO Project Lunch Money Survey



# 6. SMART MEAL TECHNOLOGY

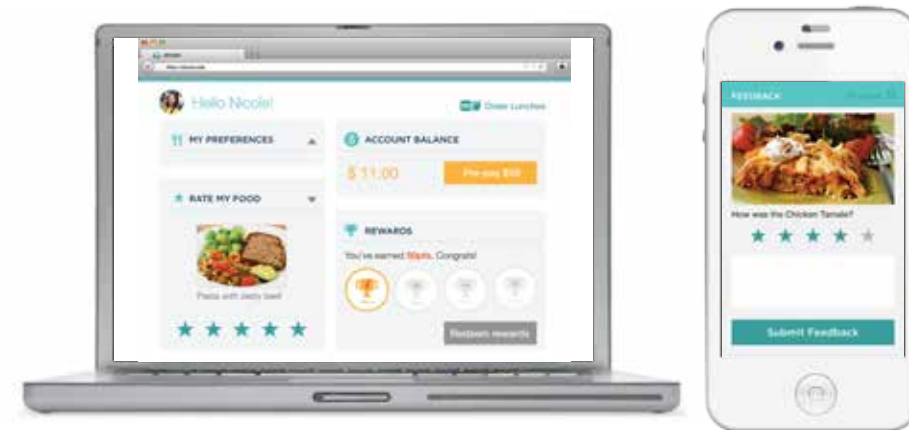
POLICY DEPENDENCIES	INFRASTRUCTURE DEPENDENCIES	LABOR DEPENDENCIES IN ADDITION TO SNS
USDA	<input type="checkbox"/> TECHNOLOGY	<input checked="" type="checkbox"/> SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC)
CDE	<input type="checkbox"/> FACILITIES (CAFETERIA/KITCHEN SPACE)	<input type="checkbox"/> CUSTODIAL
SFUSD	<input type="checkbox"/> COOKING EQUIPMENT	<input type="checkbox"/> ITD INFRASTRUCTURE
SEIU LOCAL	<input type="checkbox"/> DINING FURNITURE	<input type="checkbox"/>
	<input type="checkbox"/> INTERIOR DESIGN	<input checked="" type="checkbox"/>

## OUR STUDENT VISION

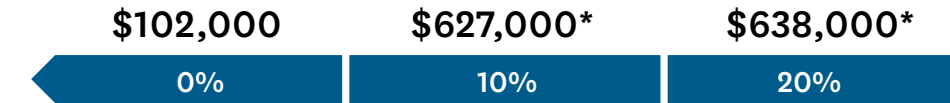
An interactive system that gives students a voice in school food. A loyalty rewards program would also be built into the system to reward students for healthy choices.

## OUR FINANCIAL VISION

An interactive system that generates data which can be used to make the entire system more efficient and tailored and engages students to participate.



## NET FINANCIAL IMPACT OF INCREASE IN PARTICIPATION



## COST (ONE TIME)\*\*

**\$450,000-\$650,000**

## COST (ANNUAL)\*\*\*

**\$42,000**

Notes:  
All figures rounded to nearest \$000

\* Figures are net necessary increases in labor to meet increased demand

\*\* Software builds and modifications to existing tracking systems.

\*\*\* Salary (including benefits) for 1 data analyst. Annual marketing budget and giveaway budget representing 1% of net revenue from Middle & High (based on industry standard for 1% cash back); Software licensing fees

## KEY ASSUMPTIONS

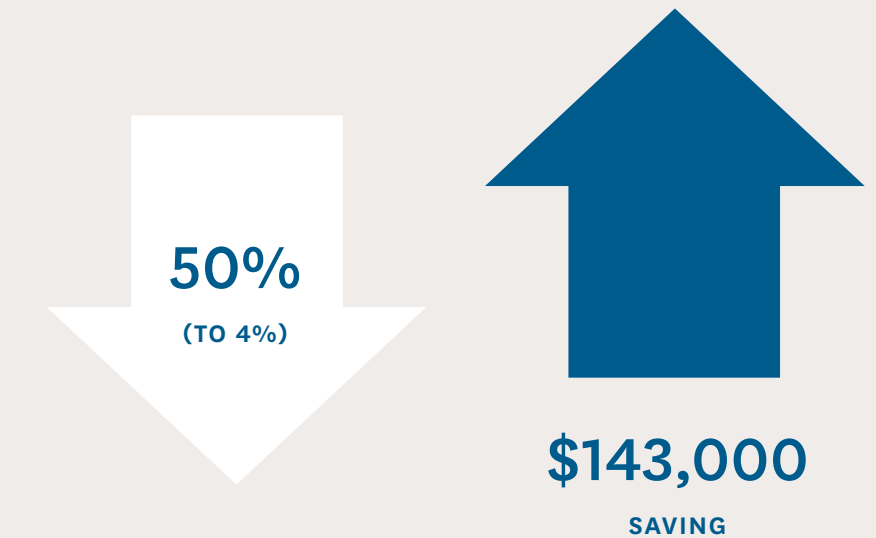
Financial boost with 0% increase in participation assumes savings of ~\$143,000 from improved demand projections (projections based on reducing overproduction in middle & high lunch by 4% (currently at 7-10% of cost); sources: Student Nutrition Overproduction report and 2012-13 Projected Budget expenditures on food.

Increase in participation split across breakfast and lunch for middle & high.

## WHAT THIS COULD LOOK LIKE

An online portal where students can input food preference, rate meals, leave comments for Student Nutrition staff, review nutritional information and pre-order meals; 1 central office staff with a strong software and data analytics background. Resources for a marketing campaign and annual giveaways.

## OVERPRODUCTION



\* See Key Assumptions for detail

**FINANCIAL BENEFITS DETAIL**

Students who feel like their opinions matter are more likely to engage and participate in school meals. From a system perspective, the more information we can collect on student preferences, participation behavior and intention, the more we can tailor ordering and menu planning and ultimately minimize food waste.

A loyalty rewards program incentivizes meal participation in breakfast and lunch. It is also a way for Student Nutrition to direct purchasing behavior towards options that are more financially attractive. The program could also create an incentive for students with no application on file to register in the system.

(Note: every year it is a challenge to get families to fill out the application for school meals; this hinders Student Nutrition from knowing the eligibility status of all students participating in school food).

**ADDITIONAL ASSUMPTIONS**

**PARTICIPATION**

Given the opportunity, students will actively use the online portal, feel engaged and participate more often in school food.

**PLANNING**

Menu planning and ordering is flexible enough to respond to student preference by school and throughout the year.

**ACCESS & EQUITY**

All students will have access to the system through several modes, at school portals, websites and via phone.

**ADDITIONAL SYSTEM BENEFITS**

Over time, less food waste will be generated in the system as we hone in on the specific needs of each individual school based on student input and behaviors.

With predictive modeling and a ‘smart’ system attuned to the shifts in student behavior, we’ll be able to better control costs and improve the student experiences such as special menus during test weeks or athletic diet recommendations. This system could integrate with the Learning Layer program to help students track and learn about their health decisions including quantified self data tracking.

**RISKS**

The system relies on on-going student participation. How can we ensure it will thrive?

Designing the experience to be engaging and motivating to students will be key.

How can we ensure all students have equitable access?

*“If the point value for different items varied with how healthy they were, I could also make more conscious decisions based on health, which would mean smart money-saving, too, with the point accumulation. It’s the perfect combination.”*

—HIGH SCHOOL STUDENT

**WHAT WE KNOW SO FAR**

Many of the students in the district are already engaging with rating platforms such as Yelp. They also care about nutritional content and being able to track their eating behaviors.

The topics students are most interested in sharing and learning about are food taste ratings and staff interactions.

Students want to see their feedback is taken into account and implemented, and may want anonymity.

**POTENTIAL PARTNERS**

Silicon Valley based tech companies such as Yelp, Twitter and Palantir.

Good candidate for a crowdfunded campaign to cover development costs.

Local partners for loyalty rewards: SF Giants, SF 49ers

**ADDITIONAL QUOTES**

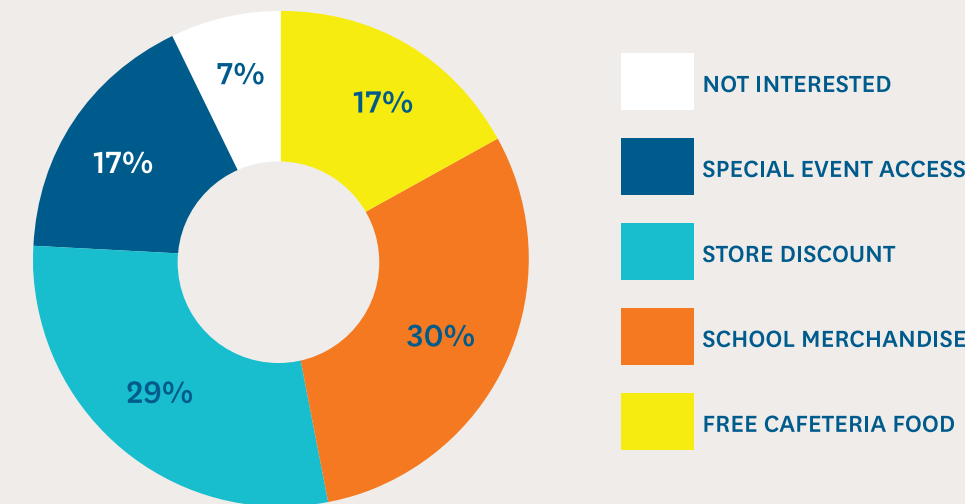
“I really appreciate the idea of providing opportunities for students to engage with data, process, form and share opinions.”  
—MIDDLE SCHOOL PARENT

“[A Loyalty Rewards card] Provides students with basic management and decision skills... Being rewarded for better decisions really makes us feel better.”  
—HIGH SCHOOL STUDENT

“This helps give adults an idea of what kids enjoy and do not.”  
—MIDDLE SCHOOL STUDENT

**SURVEY SAYS**

What students want to spend points on (Students N=86)



Where students want to spend their points (Students N=86)

- Walgreens
- Amazon
- Trader Joe’s
- Safeway
- Target
- H&M
- Forever 21

From Summer 2013 IDEO Project Lunch Money Survey



# 7. LEARNING LAYER (ELEMENTARY & MIDDLE/HIGH)

<b>POLICY DEPENDENCIES</b>	<b>INFRASTRUCTURE DEPENDENCIES</b>	<b>LABOR DEPENDENCIES IN ADDITION TO SNS</b>
USDA	<input type="checkbox"/> TECHNOLOGY	<input type="checkbox"/> SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC) <input checked="" type="checkbox"/>
CDE	<input type="checkbox"/> FACILITIES (CAFETERIA/KITCHEN SPACE)	<input type="checkbox"/> CUSTODIAL <input type="checkbox"/>
SFUSD	<input type="checkbox"/> COOKING EQUIPMENT	<input type="checkbox"/> ITD INFRASTRUCTURE <input type="checkbox"/>
SEIU LOCAL	<input type="checkbox"/> DINING FURNITURE	
	<input type="checkbox"/> INTERIOR DESIGN	

## OUR STUDENT VISION

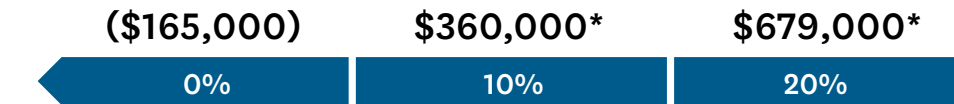
Integrate food in the cafeteria with learning in the school. Students receive a richer experience and Student Nutrition is a more integrated part of schools.

## OUR FINANCIAL VISION

The more students know about the food being served, the more they will participate in school meals.



## NET FINANCIAL IMPACT OF INCREASE IN PARTICIPATION



## COST (ONE TIME)

N/A

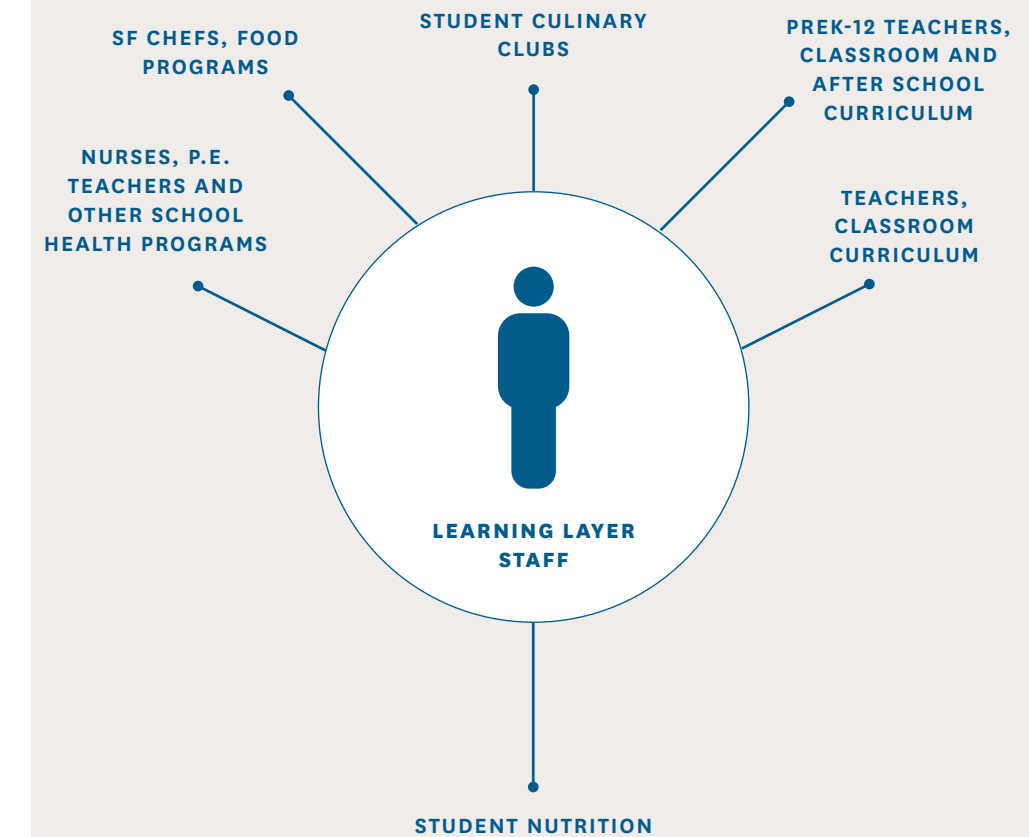
## COST (ANNUAL)\*\*

\$165,000

Notes:  
 All figures rounded to nearest \$000  
 \* Figures are net necessary increases in labor to meet increased demand  
 \*\* Salary (including benefits) for 2 full-time Learning Layer coordinators.

## WHAT THIS COULD LOOK LIKE

1 full-time coordinator for Elementary school and 1 full-time coordinator to split time between Middle and High Schools. The coordinators would coordinate nutrition events, social marketing activities, link with nutrition-based curriculum and work with existing health staff to integrate cafeteria food with classroom learning.



**FINANCIAL BENEFITS DETAIL**

Students are often unwilling to try unfamiliar foods. The more awareness we can bring around nutrition and food, the more diverse and nourishing the school lunch experience will be and the more kids will be likely to participate.

**ADDITIONAL ASSUMPTIONS**

**PARTICIPATION**

The more kids understand nutrition and food the more they are likely to participate in school meals.

**ADDITIONAL SYSTEM BENEFITS**

The more connected Student Nutrition is within the school the better the system will run. Staff may be more likely to participate themselves in lunch.

**RISKS**

None.

*“Our culture is so disconnected from our food supply, and our kids are powerless when it comes to feeding themselves. By creating an active food-centered program they can take control over their bodies and their health.”*

—HIGH SCHOOL STUDENT

**POTENTIAL PARTNERS**

School Health Programs, Excel After-School Program, Education Outside, Hospitality, Tourism, and Culinary Arts Curriculum & Instruction plus many more.

**ADDITIONAL QUOTES**

“It’s (food-focused curriculum) smart, educational, helps form social connections, supports what they’re already learning in other settings (gardening program, nutrition program). Helps ‘brand’ school lunch as a communal activity, too.”

— ELEMENTARY SCHOOL PARENT

“We are lucky to already have some of this (food-focused curriculum) at our school (Miraloma Elementary) and it’s wonderful.”

— ELEMENTARY SCHOOL PARENT

“We’re a school – education is the key to everything that we provide during the day.”

— MIDDLE/HIGH SCHOOL PARENT

“Food is community, and it’s an important part of my child’s education.”

— PARENT

**SURVEY SAYS**

Top 5 Learning activities wanted by Elementary School Parents (n=364)

**40%** Why it is important to eat healthy food

**29%** School garden program

**23%** Table manners and tasks

**18%** Cooking lessons

**15%** Tasting new food/cuisines

Top 5 Learning activities wanted by Middle/High School Parents (n=181) and High School Students (n=86)

**41%** Cooking lessons

**19%** School garden program

**18%** Visit to a farm

**15%** Tasting new food/cuisines

**13%** Shadowing a chef or restaurant owner

From Summer 2013 IDEO Project Lunch Money Survey



# 8. COMMUNITY PORTAL

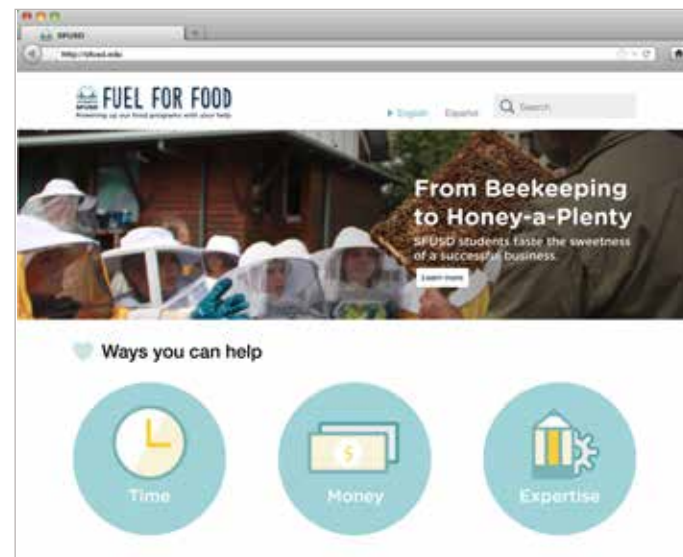
<b>POLICY DEPENDENCIES</b>	<b>INFRASTRUCTURE DEPENDENCIES</b>	<b>LABOR DEPENDENCIES IN ADDITION TO SNS</b>
USDA	<input type="checkbox"/> TECHNOLOGY	<input checked="" type="checkbox"/> SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC)
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SFUSD	<input type="checkbox"/> COOKING EQUIPMENT	<input type="checkbox"/> ITD INFRASTRUCTURE
SEIU LOCAL	<input type="checkbox"/> DINING FURNITURE	<input checked="" type="checkbox"/>
	<input type="checkbox"/> INTERIOR DESIGN	<input type="checkbox"/>

## OUR COMMUNITY VISION

Create a platform to enable the greater community to connect with school food programs.

## OUR FINANCIAL VISION

Tap into community resources to supplement those provided by the district.



## FINANCIAL BENEFITS DETAIL

There is an untapped market of individuals and organizations who are eager to contribute their time, money and expertise to school food. Developing an online platform and membership program will make giving easy and direct resources to the projects that need them the most. In addition, raising awareness for school food amongst parents is likely to increase participation.

### WHAT WE KNOW SO FAR

Parents and staff would like the site to help with: donating time to monitor students in the cafeteria, teaching food skills to students, donating money for specific food need, volunteering at a school function.

### POTENTIAL PARTNERS

Indiegogo: mission-based crowdfunding platform with offices in SF, Local culinary program to match culinary students with SFUSD causes.

### QUOTES

“Great way to be able to volunteer”  
— EXHIBIT ATTENDEE

“Need to get community connected!”  
— EXHIBIT ATTENDEE

### ADDITIONAL SYSTEM BENEFITS

Connection with community: Providing ways for chefs and food professionals to become involved can create career opportunities for SFUSD students in the culinary arts. This portal can become a resource for SFUSD programs beyond just food.

### ADDITIONAL ASSUMPTIONS

Individuals and organization want to contribute and there is an equitable way to share donations among schools and causes.

### RISKS

Equity across schools is key. How can we ensure that external resources will support ALL schools?

## WHAT THIS COULD LOOK LIKE

1. An online matching program that connects those who want to help with school food projects. For example, it matches a chef who wants to teach a cooking class with a culinary club looking for guests speakers.
2. A membership program that allows anyone to become a “member of school food”. Student Nutrition, in partnership with local food enterprises (e.g., Whole Foods, Slanted Door) offers members benefits at different donation levels - such as discounts at participating retailers and a year supply of SFUSD produced dinner kits.



TIME



EXPERTISE



MONEY



### POTENTIAL SAVINGS FROM

- Space Renovation cost
- Staff training costs (Chef volunteers)

### POTENTIAL FUNDING FROM

- Donations
- Sponsors
- Fundraising events

# 9. DINNER KITS

## OUR STUDENT/COMMUNITY VISION

Provide families with healthy, convenient choices for dinner.

## OUR FINANCIAL VISION

Extend Student Nutrition's offerings beyond school meals and tap into new sources of revenue.

POLICY DEPENDENCIES	INFRASTRUCTURE DEPENDENCIES	LABOR DEPENDENCIES IN ADDITION TO SNS
USDA	<input type="checkbox"/> TECHNOLOGY	<input type="checkbox"/> SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC)
CDE	<input type="checkbox"/> FACILITIES (CAFETERIA/KITCHEN SPACE)	<input type="checkbox"/> CUSTODIAL
SFUSD	<input checked="" type="checkbox"/> COOKING EQUIPMENT	<input type="checkbox"/> ITD INFRASTRUCTURE
SEIU LOCAL	<input type="checkbox"/> DINING FURNITURE	<input type="checkbox"/>
	<input type="checkbox"/> INTERIOR DESIGN	<input type="checkbox"/>



## NET FINANCIAL IMPACT

\$418,000-\$1M

## COST (ONE TIME)\*

\$83,000

## COST (ANNUAL)\*\*

\$0

Notes:  
All figures rounded to nearest \$000

- Coordinator for first year to help launch program.

\*\* Assume minimal ongoing costs for Student Nutrition, it acts as a retailer.

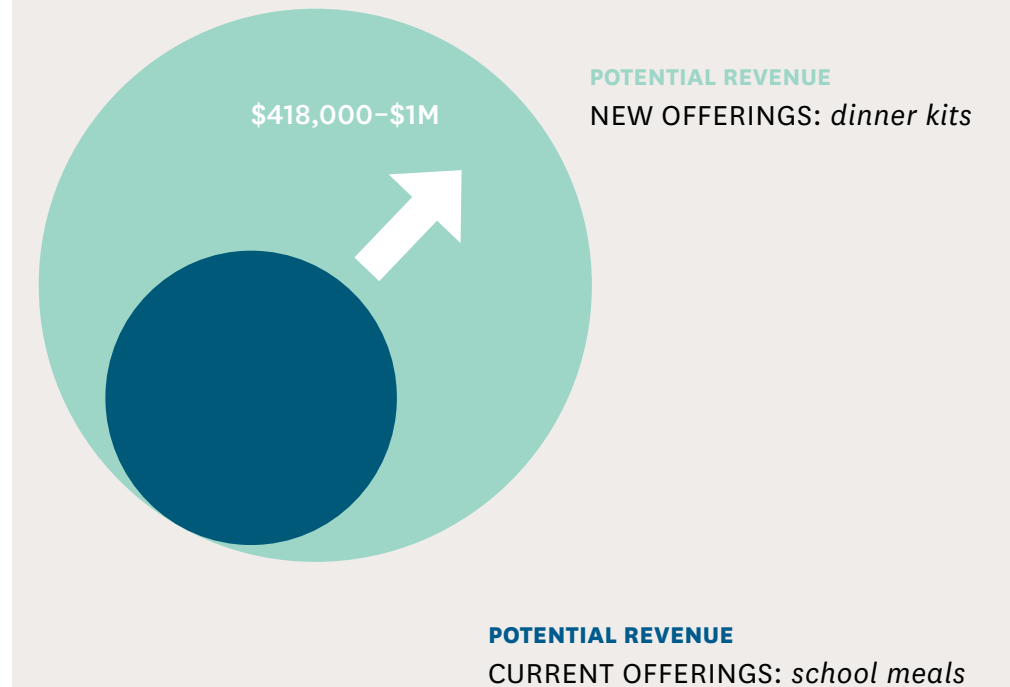
## KEY ASSUMPTIONS

Optimistic scenario based on 25% profit margin (based on industry standards for retailer margins and SFUSD's current gross margin for Revolution Foods = 35%)

Conservative scenario : 10% profit margin  
2,300 staff and students participating daily (based on survey data); \$10 dinner kit for a family of 4

## WHAT THIS COULD LOOK LIKE

Dinner kits (initially produced by a third-party vendor) would be sold at schools and brought home by students; Student Nutrition would provide access to a market of over 55,000 families for a percentage of profit.



(Based on assumption 10% paid families and staff participation daily, \$10 per kit for four people; retailer margins)



**FINANCIAL BENEFITS DETAIL**

Student Nutrition’s revenue potential will always be constrained under its current business model because its primary source of revenue—government subsidies—is fixed. By tapping into new sources of revenue Student Nutrition can increase revenue potential and deliver even further on its mission of providing good food to the SFUSD community.

**ADDITIONAL ASSUMPTIONS**

**LEGALITY**

There are no legal constraints to selling third-party dinner kits on school premises.

**ADDITIONAL SYSTEM BENEFITS**

Tapping into untapped potential: Staff and families who typically do not participate in school meals could become part of the school food system through this new offering.

**RISKS**

Potential legal ramifications need to be explored.

*“It would make life easier and reinforce the ties between school and home. We participated in Mission High’s CSA food program last year with good results.”*

—PARENT

**WHAT WE KNOW SO FAR**

40% of participants would pay \$5-\$10 for a dinner kit.

(source: IDEO survey)

**POTENTIAL PARTNERS**

Revolution Foods, which recently launched their new line of retail dinner kits.

**ADDITIONAL QUOTES**

“This is a help to families and gives children a positive role in helping provide for their families.”

—ELEMENTARY SCHOOL PARENT

“As a single mom, I don’t have time to cook all the time. This would allow me to have quality time with my family and save enough.”

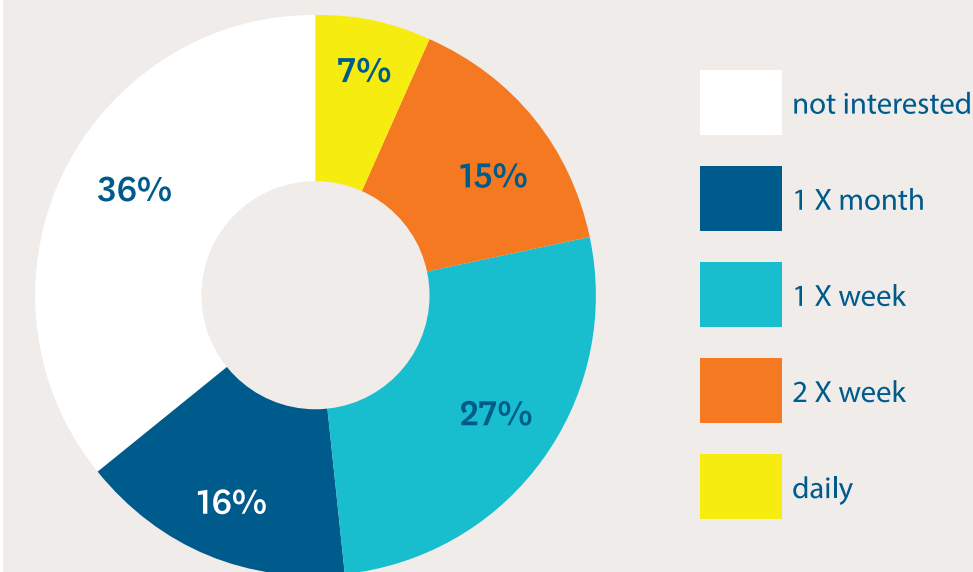
—MIDDLE SCHOOL PARENT

“What a great idea! I especially like the ready to cook idea. It could help make cooking a fun family activity. I also think it could be helpful to children from food insecure households to ensure that they’re getting a good dinner as well as lunch. Whether our family participated would depend on whether food quality was high.”

—PARENT

**SURVEY SAYS**

How often would you take a dinner kit home? 49% of families are interested in bringing home a dinner kit once a week or more. (n=545)



From Summer 2013 Project Lunch Money Survey

# 10. COMMUNITY KITCHEN

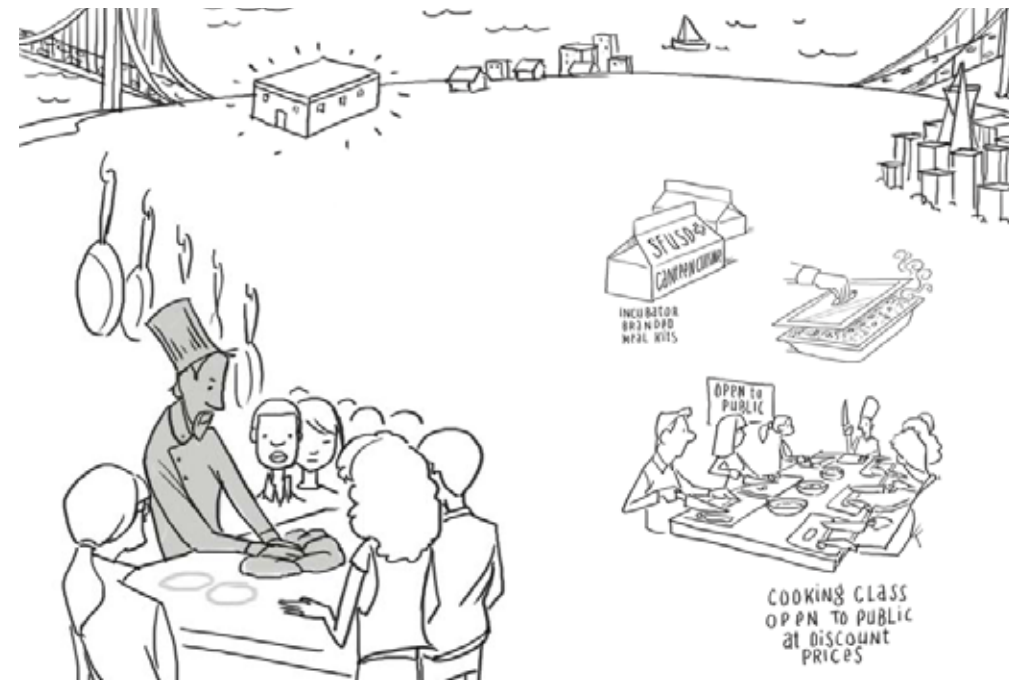
<b>POLICY DEPENDENCIES</b>	<b>INFRASTRUCTURE DEPENDENCIES</b>	<b>LABOR DEPENDENCIES IN ADDITION TO SNS</b>
<input type="checkbox"/> USDA	<input type="checkbox"/> TECHNOLOGY	<input checked="" type="checkbox"/> SCHOOL STAFF (PRINCIPALS, TEACHERS, ETC)
<input type="checkbox"/> CDE	<input type="checkbox"/> FACILITIES (CAFETERIA/KITCHEN SPACE)	<input checked="" type="checkbox"/> CUSTODIAL
<input type="checkbox"/> SFUSD	<input checked="" type="checkbox"/> COOKING EQUIPMENT	<input checked="" type="checkbox"/> ITD INFRASTRUCTURE
<input type="checkbox"/> SEIU LOCAL	<input type="checkbox"/> DINING FURNITURE	<input type="checkbox"/>
	<input type="checkbox"/> INTERIOR DESIGN	<input type="checkbox"/>

## OUR COMMUNITY VISION

A flagship kitchen that is the public face of Student Nutrition. The community kitchen allows Student Nutrition to connect directly with the San Francisco food community.

## OUR FINANCIAL VISION

Tap into the San Francisco food community to supplement Student Nutrition resources, in particular around menu planning, staff training and chef training programs.



*“This is a chance to engage high school students in careers related to food by managing the catering business... A culinary leadership class would run this.”*

—SFUSD STAFF

## BENEFITS DETAIL

Generate awareness around school food by creating a tangible space that connects SFUSD with the broader community.

## KEY ASSUMPTIONS

A partnership agreement can be crafted so all parties receive a financial benefit from the Community Kitchen, in addition to benefits from publicity.

## POTENTIAL PARTNERS

La Cocina, San Francisco Health Department (Food Systems)

## ADDITIONAL SYSTEM BENEFITS

Financial benefits may include revenue from community classes and space rental.

## QUOTES

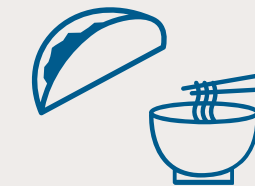
“The opportunity to teach love and care for food at a young age + connecting awesome community voice = awesome!”  
— EXHIBIT ATTENDEE

“I’m excited about the local partnerships to help support this idea.”  
— EXHIBIT ATTENDEE

## WHAT THIS COULD LOOK LIKE

A community kitchen (off-campus) that Student Nutrition, in partnership with the city of San Francisco and other mission-based food enterprises such as La Cocina, develops and runs. The community kitchen has multiple roles: it acts as an incubator for local low-income food entrepreneurs (similar to the La Cocina model), it is a center for school food menu planning and meal development, and is a center for food learning where students, staff and community members can take classes.

### DIVERSITY OF FOOD



### COMMUNITY SPACE & VOCATIONAL TRAINING



### MORE OPPORTUNITIES FOR PRIVATE-PUBLIC COLLABORATIONS





# FOOD FOR THOUGHT

---

Our 10 designs represent substantial shifts in operations. There are also opportunities to make more basic changes and think creatively about the way we do pricing, funding and partnerships. While not the focus of our redesign, we do want to introduce some food for thought and hopefully inspire additional shifts in thinking.

# CREATIVE PRICING

## WHAT IF...

What if we set our meal pricing structure to better align with food production costs by grade type (elementary, middle and high)?

Merely raising prices is not the key idea here, rather, it is about ensuring that pricing matches food costs and quality.

## WHAT THIS COULD LOOK LIKE

Just as one meal type does not suit all - so too should our pricing vary by grade type (elementary, middle and high) and potentially even by income (sliding scale based on a family's ability to pay).

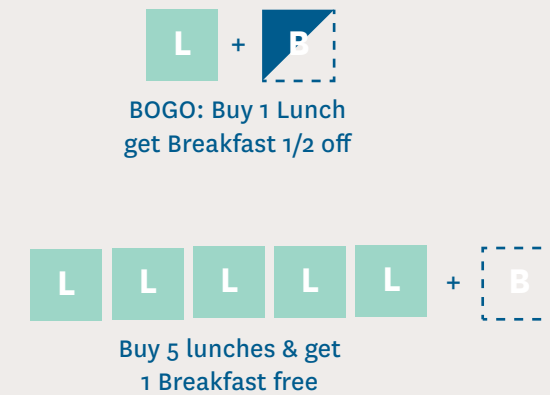
### TIERED PRICING (lunch)



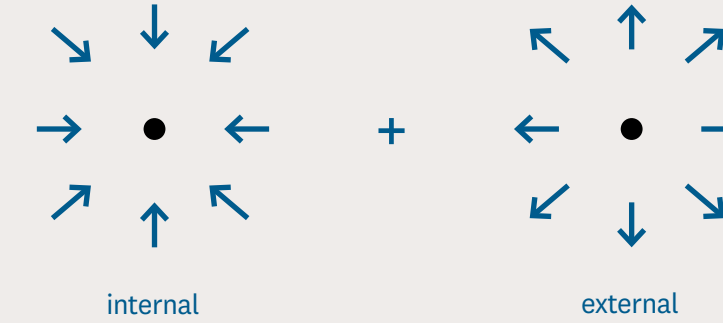
## WHAT THIS COULD LOOK LIKE

We can also look into bundling options to increase overall participation for breakfast, lunch, snack and dinner.

### BUNDLING (breakfast & lunch)



## ACHIEVING FINANCIAL SUSTAINABILITY



## WHAT THIS COULD LOOK LIKE

SFUSD partners with a large corporation so that for every meal served in a corporate cafeteria, a child in SFUSD gets a free lunch.



# CREATIVE FUNDING

## WHAT IF...

What if every student in the district eats for free?

Achieving financial sustainability means not only fixing and rethinking our internal process, but also looking creatively at external sources of funding.

The system is constrained and private-public initiatives for funding can help relieve some of the financial pressure.



# CREATIVE PARTNERSHIPS

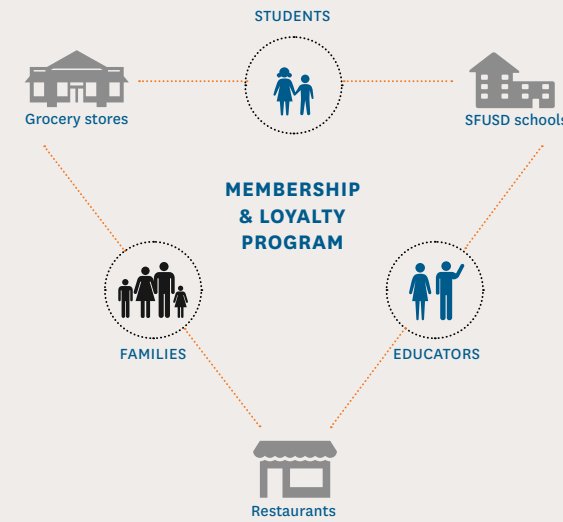
## WHAT IF...

*What if we start a movement that rallies San Francisco around school food?*

*Many people in the community are eager to help but the system lacks the ability to receive them.*

## WHAT THIS COULD LOOK LIKE

SFUSD offers a membership and loyalty program to support school food initiatives. Students get access to fully-reimbursable meals in school cafeterias. Families receive discounts at local food establishments. School staff and teachers get discounts at local restaurants for participating in school meals.



### LOCAL CHEFS

Local chefs pledge their time to teach in schools, cook for fundraising and offer internship opportunities. In return, they gradually build awareness around their brand.



### LOCAL FARMERS

Local farmers pledge a certain amount of their produce to school food. Through the tri-partnership, they get to sell their remaining produce at participating grocery stores, reaching a wider customer base.



### LOCAL FOODIES

Local residents who shop at participating grocery stores and eat at participating restaurants can pledge a percentage of their purchase dollars to SFUSD.





# 5 IMPLEMENTING THE RECOMMENDATIONS

The roadmap of how we will begin implementing our recommendations.



## CHAPTER 5 OVERVIEW

Achieving a visionary future begins with concrete steps. It's going to take time, but we've identified our strategic starting points. Here are the bundled designs in four phases along a roadmap. Each bundle builds upon the previous work to move us towards a paradigm shift for our meal program.

## CHAPTER 5 HIGHLIGHTS

A

### ROADMAP & PILOTS

Our phased rollout plan including financial projections, three starting pilots and a potential future organizational chart for Student Nutrition roles.

**PAGE 186**

B

### TYOLOGIES

A way to classify Student Nutrition's 114 schools to help us move from a system-wide vision to individual school needs.

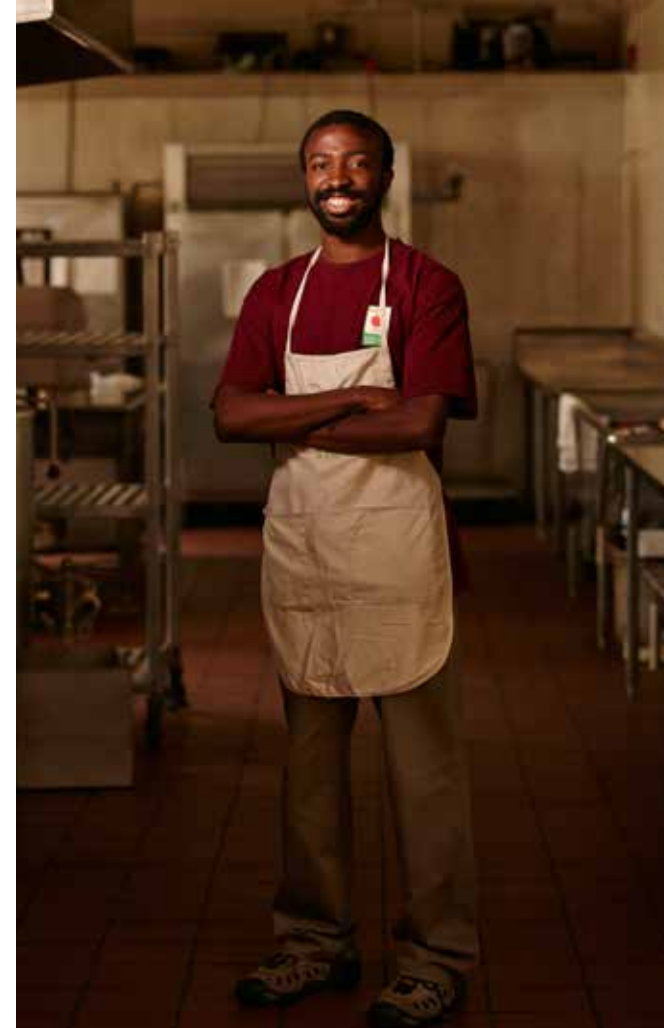
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C

### ONE FINAL THOUGHT

Our thanks go out to the many people who made this possible.

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# STUDENT NUTRITION STAFF

Potential New Roles

## SCHOOL DINING OPERATIONS



- Production Staff (Regional Kitchen)
- Regional Kitchen Manager
- Elementary School Noon Lunch Helper

## CENTRAL OFFICE OPERATIONS



- Local Purchasing / Menu Planning
- Pilot Coordinator\*
- Data Analytics Manager\*\*

## STUDENT & FAMILY ENGAGEMENT



- Learning Layer Staff
- Dinner Kit Coordinator

### Notes:

\* Coordinator to help launch programs (Communal Eating, Centralized prep & local sourcing, Increasing engagement in Middle and High schools.)

\*\* Analytics manager for Smart Meal & Loyalty Card.

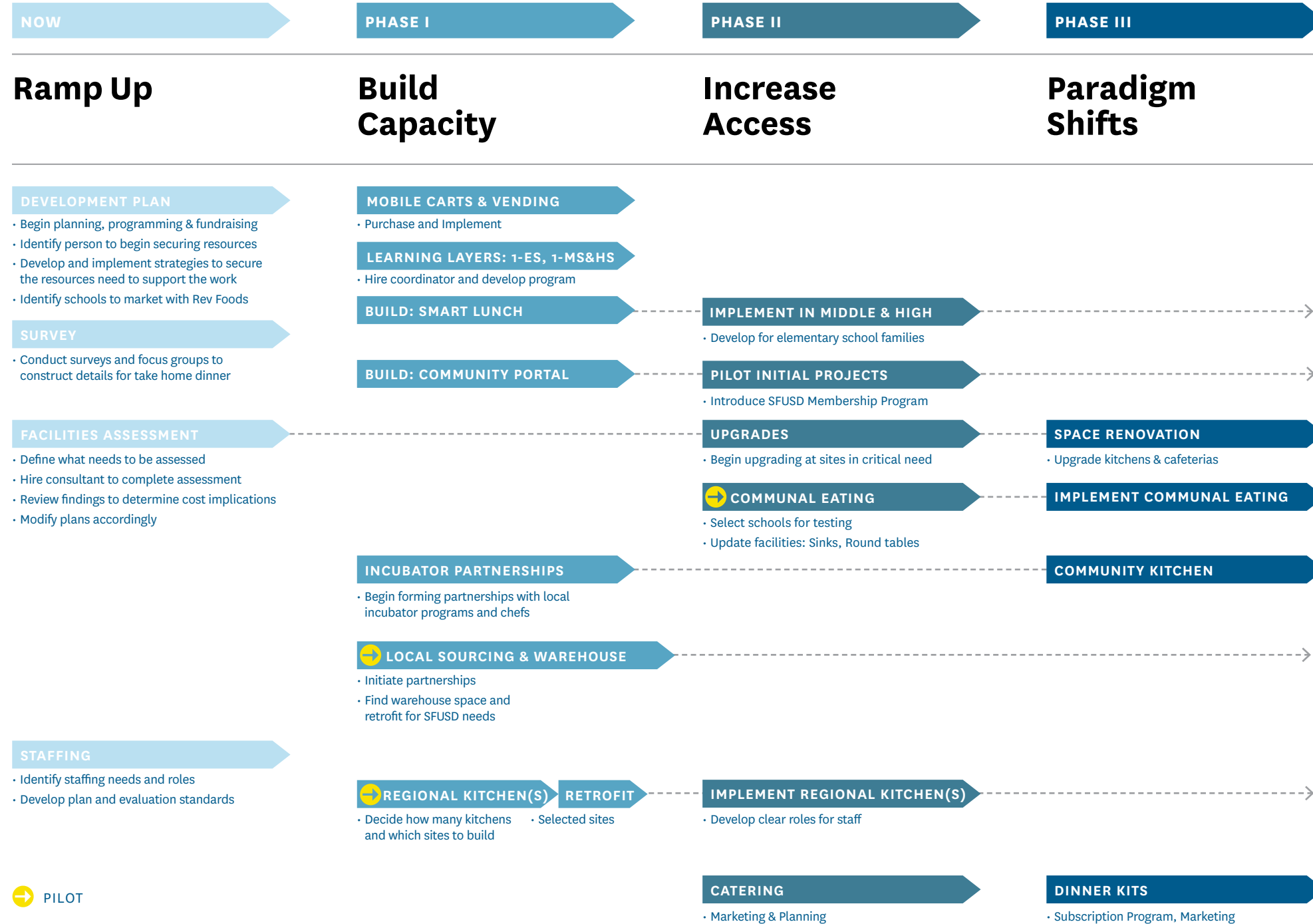


# ROADMAP & PILOTS

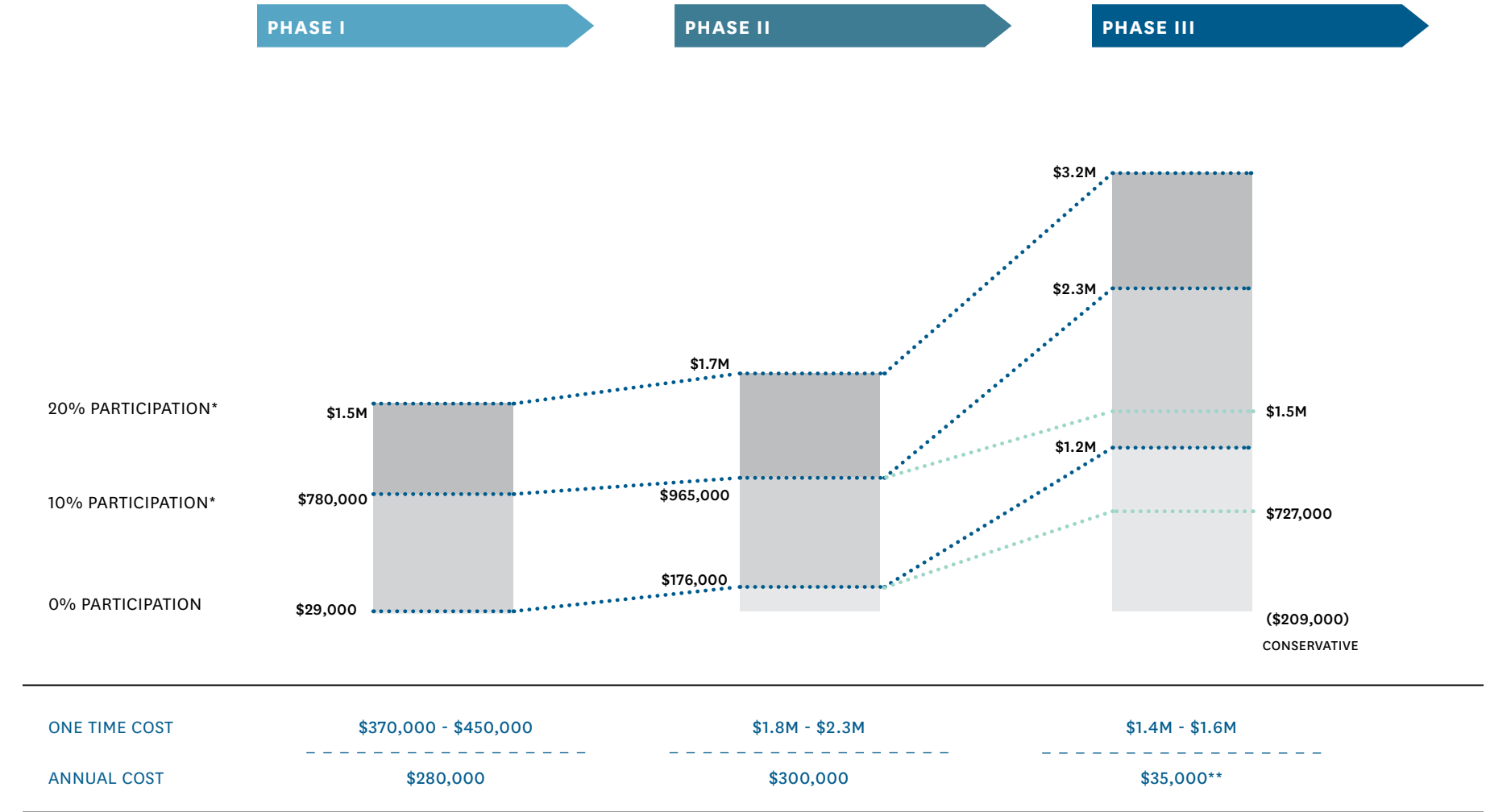
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Achieving a visionary future begins with concrete steps. It's going to take time, but we've identified our strategic starting points. We've bundled our design concepts into 3 phases along a roadmap. Each bundle builds upon the previous work to move us towards a paradigm shift for our meal program. Within our roadmap are 3 pilots to explore our key assumptions and help us get even more detailed with our implementation plan.

**THE MASTER ROADMAP**



**FINANCIALS BUNDLED BY PHASE — NET FINANCIAL IMPACT OF INCREASE IN PARTICIPATION OF BREAKFAST AND LUNCH**



**Key assumptions**  
 \*Participation changes in Phase 1, 2 only applied to middle/high participation  
 \*Participation changes in Phase 3 applied to elementary and middle/high participation  
 \*\*Additional labor costs from communal eating factored into per meal cost  
 See design detail for full list of assumptions

**Other notes**  
 Figures DO NOT include costs associated with staff training  
 All figures include a 32% reduction of paid revenue to account for charges  
 Lunch periods will change if necessary to accommodate increases in participation (e.g., staggered lunch periods)  
 Kitchen storage space and ovens are adequate to accommodate increased food orders

(1) 10% increase overall implies 50% overall lunch participation & 21% overall breakfast participation (in per meal figures this is ~ 50 more lunches & 50 more breakfasts per day at every school)  
 (2) 20% increase overall implies 60% overall lunch participation & 31% overall breakfast participation (in per meal figures this is ~100 more lunches & 100 more breakfasts per day at every school)



## PILOTS

Before launching our recommendations at scale it is important to use pilots to test our pivotal financial assumptions and help us get even more detailed about our recommendations. In the following pages we've outlined 3 key pilots to start with.

## OPERATIONAL PILOT

# PILOT 1 CENTRAL WAREHOUSE, LOCAL SOURCING, CENTRALIZED PREP

## WHAT DO WE WANT TO LEARN?

Will we save on food costs through improved central inventory?

Are any additional systems needed to track inventory?

Will we save on food costs with local sourcing?

Will locally-sourced food allow us to offer more diverse menu items?

Will we be able to increase our use of commodities?

Will more students choose SFUSD produced over Revolution Foods?

What MPLH can we achieve with centralized prep and separation of prep and serve?

How much do delivery costs change with centralized prep?

## WHAT WILL WE DO?

### Part 1: Local sourcing

Hire a supply coordinator with intimate knowledge of school food and the San Francisco food supply. Secure 1-2 local suppliers and create a menu utilizing only local food and commodities.

### Part 2: Centralized existing inventory

Source warehouse space with services to support and centralize inventory and commodities.

### Part 3: Select Schools

Choose 4-5 schools in geographic proximity, one of which has kitchen space sufficient to prep all SFUSD-produced food for the selected schools.

## SUCCESS METRICS?

Cost savings

Better diversity and quality of SFUSD-produced food

Increased demand for SFUSD produced food

MPLH increases

**PARTICIPATION PILOT**

# PILOT 2 ENGAGING MORE MIDDLE & HIGH SCHOOL STUDENTS TO PARTICIPATE

---

**WHAT DO WE WANT TO LEARN?**

Do more points of sale actually encourage more students to participate?

Does space renovation encourage more students to participate in breakfast as well as lunch?

Does the loyalty program encourage participation?

Do we need to increase labor with multiple points of sale?

What MPLH can we achieve?

---

**WHAT WILL WE DO?**

Select 1-2 schools to launch “lite” future experience - mobile cart, vending machine, minor space renovation (seating, tables) and beta version of loyalty program. For mobile carts, pilot use of La Cocina entrepreneur Grab-n-Go option on a rotational 1x/month basis. For loyalty program, use existing software and make minor modifications to track participation, offer lower-cost prizes such as school shirts, key chains.

---

**SUCCESS METRICS?**

Increased participation  
Less time spent in line

**PARTICIPATION PILOT**

# PILOT 3 COMMUNITY STYLE IN ELEMENTARY

---

**WHAT DO WE WANT TO LEARN?**

What is MPLH for communal-style serving?

What is truly feasible within current compliance standards?

What is the optimal experience and is policy change advocacy needed?

What is the viable ratio of staff to students?

Are regular volunteers a feasible option across schools?

Are the benefits of family-style dining worth the time and cost necessary to implement them?

Can students who bring lunch from home be easily integrated into tables?

---

**WHAT WILL WE DO?**

Share concept with CDE and together begin exploring the potential to bring the idea to fruition.

Co-design a pilot with CDE and select 1-2 schools to test lite version of community style. Begin by using existing individually-packaged food but offering it in courses to students seated at tables. Potential to test during summer school.

---

**SUCCESS METRICS?**

Increased eating of fruit & vegetable components  
Increased participation



# TYPOLOGIES

---

Looking across all our schools, we've identified three key measures that help us understand the current health of our meal programs and how they vary at the individual school level.

Together these measures create five typologies across all our schools. Think of this like a Myers-Briggs classification tool. Of course, each school will vary in its classification over time. The following school lists are based on 2012-2013 data.



# TYOLOGIES

CLASSIFICATION KEY

## PARTICIPATION STRENGTH

Ratio of F/R vs. paid students participating

This reveals how many students are currently participating and where we have opportunities to engage new eaters.

### 3 – HIGH OVERALL PARTICIPATION<sup>a</sup>

**DEFINITION**  
Best in class – high F/R and paid participation

**WHAT IT MEANS**  
Let's learn from these schools

### 2 – STRONG F/R PARTICIPATION<sup>b</sup>

**DEFINITION**  
High participation from F/R but low paid participation

**WHAT IT MEANS**  
The F/R program is working well and is ripe to grow for paid students too

### 1 – WEAK PARTICIPATION<sup>c</sup>

**DEFINITION**  
Low participation amongst both F/R and paid students.

**WHAT IT MEANS**  
We need to understand the challenges these schools face.

## WILLINGNESS TO TRY

The percent of the full student body who have tried at least 1 lunch or 1 breakfast last year

This reveals the overall receptiveness of the student culture towards school food. It points us towards schools most ripe for us to expand into new meal occasions (e.g. snacks and dinner).

### 2 – HIGH-TRYING<sup>d</sup>

**DEFINITION**  
A high percentage of students have tried both breakfast and lunch at least once. As a whole, the school culture is open to trying school food.

**WHAT IT MEANS**  
Expand to snacks or dinner, these schools have a culture that is open to school food.

### 1 – LOW-TRYING<sup>e</sup>

**DEFINITION**  
Low percentage of students have tried either lunch or breakfast. They may not be aware of the food programs or have a high preference for food from home.

**WHAT IT MEANS**  
We need to cultivate familiarity with the school food programs, starting with improved communication.

## LABOR-PARTICIPATION BALANCE

Ratio of MPLH vs percentage of students participating

This reveals which schools have a healthy balance of meals being served relative to the students participating.

### 2 – BALANCED<sup>f</sup>

**DEFINITION**  
The MPLH are at or above average and there is good student participation.

**WHAT IT MEANS**  
We are balanced in the number of meals being served given the students participating.

### 1 – UNBALANCED<sup>g</sup>

**DEFINITION**  
MPLH is low or we're not serving as many students as we could given our labor force.

**WHAT IT MEANS**  
We need to understand the labor challenges these schools are facing including facilities, timing and staff performance.

**a**  
**PARAMETERS - ELEMENTARY**  
F/R participation is at or above 50% or paid participation is at or above 20%.

**MIDDLE/HIGH**  
F/R participation is at or above 50% or paid participation is at or above 15% (no schools currently fit this).

**b**  
**PARAMETERS - ELEMENTARY**  
F/R participation is between 35-49% or paid participation is between 10-19%.

**MIDDLE/HIGH**  
F/R participation is between 35-49% or paid participation is between 6-14%.

**c**  
**PARAMETERS - ELEMENTARY**  
F/R participation is less than 35% and paid participation is less than 10%.

**MIDDLE/HIGH**  
F/R participation is less than 35% and paid participation is less than 6%.

**d**  
**PARAMETERS - ELEMENTARY**  
80% or more of all students have tried 1 lunch or 50% or more have also tried 1 breakfast.

**MIDDLE/HIGH**  
60% or more of all students have tried 1 lunch or 40% or more have also tried 1 breakfast.

**e**  
**PARAMETERS - ELEMENTARY**  
Less than 80% of all students have tried 1 lunch and less than 50% have also tried 1 breakfast.

**MIDDLE/HIGH**  
Less than 60% of all students have tried 1 lunch and less than 40% have also tried 1 breakfast.

**f**  
**PARAMETERS - ELEMENTARY**  
The MPLH is at or above the average of 50 and overall student participation is greater than 30%.

**MIDDLE/ HIGH**  
The MPLH is at or above an average of 20 or overall student participation is greater than 25%.

**g**  
**PARAMETERS - ELEMENTARY**  
The MPLH is below the average of 50 and overall student participation is less than 30%.

**MIDDLE/HIGH**  
The MPLH is below an average of 20 and overall student participation is less than 25%.



## TYOLOGIES

2012-2013 School Classifications

TYPE	CLASSIFICATION	DEFINITION	RECOMMENDATION	ELEMENTARY SCHOOLS	MIDDLE AND HIGH SCHOOL
<b>A AMPLIFY AND LEARN</b>	Best overall participation (3) High-trying (2) Balanced labor (2)	High on every measure – these schools are thriving with participants and labor is balanced.	Let's learn from these schools!	BRET HARTE BRYANT DR CHARLES DREW EL DORADO G.W. CARVER GARFIELD GEORGE MOSCONE GORDON LAU JEAN PARKER JOHN MUIR JOHN YEHALL CHIN MALCOLM X ROSA PARKS SANCHEZ SHERIDAN STARR KING TENDERLOIN VIS VALLEY ES	(No Middle or High Schools fit this category due to low paid participation)
<b>B RIPE TO GROW</b>	Strong F/R participation (2) High-trying (2) Balanced labor (2)	The F/R program is working well in these schools but few paid students are participating.	These schools are ready to engage more paid students. They are good candidates to start implementing our student-centered experiences.	BESSIE CARMICHAEL CESAR CHAVEZ CHINESE ED CENTER CLEVELAND DANIEL WEBSTER DR WILLIAM COBB ER TAYLOR FRANK MCCOPPIN GLEN PARK GUADALUPE HILLCRES JOSE ORTEGA JUNIPERO SERRA LAKESHORE LEONARD FLYNN LONGFELLOW MARSHALL MISSION ED CTR MONROE PAUL REVERE REDDING SF COMMUNITY SCHOOL SPRING VALLEY SUTRO ULLOA	BALBOA HS EVERETT MIDDLE FRANCISCO MIDDLE GALILEO HS HERBERT HOOVER MIDDLE JAMES LICK MIDDLE JOHN O'CONNELL HS JUNE JORDAN SCH FOR EQUITY KIPP MARINA MIDDLE MISSION HS RAOUL WALLENBERG HS SF INTERNATIONAL THURGOOD MARSHALL HS VIS VALLEY MS

## TYOLOGIES

2012-2013 School Classifications

TYPE	CLASSIFICATION	DEFINITION	RECOMMENDATION	ELEMENTARY SCHOOLS	MIDDLE AND HIGH SCHOOL
<b>C STUDENTS ARE READY, WHY AREN'T WE?</b>	Strong F/R participation (2) High-trying (2) Unbalanced labor (1)	F/R students are engaged and there is positive culture towards school food, however, our labor operations are unbalanced in comparison.	Focus on understanding the challenges staff face at these schools including facilities, timing and support.	BUENA VISTA MANN K8 HARVEY MILK SHERMAN SUNNYSIDE SUNSET YICK WO	ISA@ENOLA MAXWELL JAMES DENMAN MIDDLE METRO ARTS AND TECH
<b>D SURVIVING WHEN THEY COULD BE THRIVING</b>	Strong F/R participation (2) Low-trying (1) Balanced labor (2)	Labor is well-balanced for the F/R students, but few paid students are participating and the student culture is not highly receptive towards school food.	We need to better understand student's attitude and perception towards school food. Perhaps many students are used to bringing food from home? We have room to engage more paid students.	ALICE FONG YU ALVARADO FRANCIS SCOTT KEY LAFAYETTE ROBERT STEVENSON	LOWELL HS ROOSEVELT MIDDLE
<b>E FACING CHALLENGES</b>	Weak participation (1) Low-trying (1) Unbalanced labor (1)	These schools have both unbalanced labor challenges and the students are not engaged with the meal programs (either due to weak participation or low receptiveness to school food).	We need to understand the challenges these schools face - both amongst our labor force and the student population.	ALAMO ARGONNE CIA DEAVILA CLAIRE LILIENTHAL A K-2 CLAIRE LILIENTHAL B 3-8 CLARENDON COMMODORE SLOAT DIANE FEINSTEIN FAIRMOUNT FEC BESSIE CARMICHAEL GEORGE PEABODY GRATTAN JEFFERSON LAWTON SCHOOL K8 MCKINLEY MIRALOMA MONTESSORI NEW TRADITIONS ROOFTOP ES K-4 ROOFTOP MS K-8 WEST PORTAL	ABRAHAM LINCOLN HIGH SCHOOL AP GIANNINI MIDDLE APTOS MIDDLE CIVIC CENTER HS CREATIVE ARTS DOWNTOWN HS GATEWAY HIGH SCHOOL GEORGE WASHINGTON HS HILLTOP IDA B WELLS HS INDEPENDENCE HIGH SCHOOL MARTIN L KING JR PHILLIP AND SALA BUR- TON HS PRESIDIO MIDDLE PRINCIPAL CENTER SCHOOL OF THE ARTS

# ONE FINAL THOUGHT

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When you have a well-resourced and highly skilled team, it's amazing what can be accomplished in five months! Through the generous and creative support of the Sara and Evan Williams Foundation, the innovative design firm IDEO applied their human-centered, design-based approach to help SFUSD embrace a design centric approach to change.

Everyone involved was motivated by a commitment to the health and wellbeing of all public school students in San Francisco. The approach throughout our public-private partnership always focused squarely on the needs and desires of our students.

Implementing and sustaining the recommendations outlined in this book will not be easy, but based on the journey of the last five months we are confident it can happen! Through partnerships that engage the whole community we hope to continue to sustain innovation and change the dining experience for all our students.



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