GETTING GOOD FOOD & GOOD JOBS IN SCHOOL CAFETERIAS

FOODSHARE REPORT EXPLORING SUSTAINABLE CAFETERIA MODELS
“This work is about leaving a legacy.”

~Jesus Gomez, Chef and Good Food Café Senior Coordinator
CONTENTS

Introduction 4
The Current State of School Cafeterias 5
Key Differentiating Factors of Cafeteria Models 6
Cafeterias Studied 7
The School Cafeteria Dashboard 8
Good Jobs in School Cafeterias 11
Considering the Impacts 13
Comparing Cafeteria Models 14
Financial Sustainability, Jobs & Replicability 15
Challenges 16
Lessons Learned 17
Moving Forward 19
INTRODUCTION

The government of Ontario introduced new nutrition standards for schools in 2011. The new standards have resulted in a reduction of sales, and school cafeterias in Toronto and across the province have been struggling to survive.

We know that young minds need healthy food to support their learning and growth, and school cafeterias are an important way to promote and support healthy eating behaviours for students.

At the same time, unemployment rates in the city are high. Finding a job can be particularly difficult for Toronto’s youth and for parents who have limited work experience or have long been out of the work force.

FoodShare launched the Good Food Café (GFC) in 2010 after the French Public School Board asked FoodShare to operate a cafeteria program in one of their middle schools. Since then, on request of the other three school boards in Toronto, the Good Food Café now operates in six schools, in all four school boards.

The Good Food Café offers an potential solution to the challenge of sustaining healthy school cafeteria programs. With each new Good Food Café locations, meaningful, school-based employment opportunities are being generated. The GFC team is demonstrating that kids will eat healthy food, when its cooked from scratch and tastes great.

As more high schools approach FoodShare to start Good Food Cafés, the question of how they will be sustained is posed; is the Good Food Cafe a scalable, replicable solution to meeting the needs of schools while contributing to the local economy? Is there anything that could be done to enhance it’s sustainability and replicability? Are their other cafeteria models that the GFC could learn from?

Purpose

The Getting Good Foods and Good Jobs in Schools report aims to start answering questions about sustainability, job creation and scalability of the Good Food Café. The report provides a business case which looks at the potential opportunity offered by the Good Food Café model as well as other similar cafeteria projects in North America. It evaluates the ability of various models to provide financially sustainable high school cafeterias, and whether it supports the creation of good local jobs and job skills, while offering delicious, healthy, and affordable lunches. The report also provides suggestions for FoodShare and others in the public, private and community sectors to move forward with realizing sustainable high school cafeterias. By referring to sustainable school cafeterias throughout this report, we are referring to cafeterias that emphasize fresh, healthy, local food, and good jobs.

Within This Report

This report includes:

- An overview of the current state of school cafeterias and discussion of some of the challenges that currently exist in the operation of high school cafeterias
- An overview of the differentiating factors of the prevailing cafeteria model from the sustainable cafeteria model
- 10 examples of cafeterias that are moving toward sustainable cafeterias
- An overview of the key components of different cafeteria models
- A discussion about changing the conversation about jobs in school cafeterias
- An illustration of potential differences in the impacts of the sustainable cafeteria versus the prevailing industrial cafeteria model
- A comparison of the cafeteria models studied, including a look at their financial sustainability, the jobs they are able to support, and their ability to be replicated
- An overview of lessons learned from the research
- Suggestions for FoodShare moving forward to realizing sustainable school cafeterias.
THE CURRENT STATE OF SCHOOL CAFETERIAS

The majority of high school cafeterias in Toronto, and across the province, are operated by private cafeteria providers selected through a Request for Proposal process. Often cafeteria providers are selected on an individual school basis. Almost all schools have cafeteria facilities, but some have closed down since the introduction of the student nutrition standards. The prevailing model used in high school cafeterias, is similar to the classic fast food business model in which a high volume of sales, combined with highly processed, often pre-packaged foods, and low labour costs drive revenue. They meet the minimum nutritional standards at the lowest possible cost, often at the expense of flavour and taste.

A number of challenges currently exist in the operation of high school cafeteria services. The Toronto District Catholic School Boards has summarized these challenges as follows:

- Schools with smaller student populations have difficulty providing sufficient sales volume for financial viability of operations.
- Cafeteria service providers have limited hours of operation with a sales window geared to the lunch period only.
- Decreasing sales and increasing operating costs for providers due to nutrition standards. The food guidelines limits what can be sold on Board property e.g. high margin confectionery items such as candy, chips and chocolate are not permitted.
- The nutrition standards have resulted in menu changes which do not necessarily align with student tastes or preferences. Foods such as french fries must be baked; bread products used in pizzas and sandwiches must be whole grain; and entrée items and sandwich fillings must be low fat and low sodium.
- The providing food that meets the nutritional requirements and appeals to students, can be difficult to provide in sufficient quantity and at a reasonable price.
- Presence of local competition that are not bound by the nutrition standards, e.g. restaurants, fast food outlets with a larger customer base, longer hours of operation and greater menu choices.
- Greater consumer sophistication of student population where food can be ordered or brought in from outside.
- Ability of some of the student population to leave school property during lunch period.
- Updating the cafeteria equipment and refurbishing the environment may be cost prohibitive and does not guarantee that a provider can be located or student interest will be sufficient.

While there are major challenges within the industry, there are also promising cafeteria models popping up throughout Canada and the United States. These models offer alternatives to the traditional approach to cafeteria operations and food delivery, prioritizing healthy food as well as positive impacts on the food system and school community.

---

There are a number of key characteristics that differentiate the prevailing cafeteria model from what we consider to be the sustainable school cafeteria.

<table>
<thead>
<tr>
<th>PREVAILING CAFETERIA MODEL</th>
<th>SUSTAINABLE SCHOOL CAFETERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat and serve production</td>
<td>Scratch and speed-scratch production</td>
</tr>
<tr>
<td>Food is often processed and purchased pre-assembled</td>
<td>Emphasis on whole, fresh and local ingredients</td>
</tr>
<tr>
<td>Jobs involve repetition and little autonomy</td>
<td>Jobs offer opportunities for skill development and creativity</td>
</tr>
<tr>
<td>Foods are priced to maximize profits</td>
<td>Foods are priced to balance affordability and sustainability</td>
</tr>
<tr>
<td>Students are customers only</td>
<td>Student are involved throughout the process</td>
</tr>
</tbody>
</table>
There are several school food initiatives across North America that differ from the prevailing model for high school cafeterias and endeavour to provide good healthy food, cooked from scratch, that tastes great. We chose 10 examples of school cafeterias moving in this direction to demonstrate the variety of potential business models and assess their ability to support good local jobs, while offering delicious, healthy, and affordable lunches. The 10 case studies include the full spectrum of different types of operators: community-based, school/student run, school board run, and private.

Cafeterias

- **Blessed Mother Teresa Catholic Secondary School** — Toronto, Ontario
- **Boulder Valley School District** — Colorado, United States
- **Cafe La Ruche, Centre Wellington District High School** — Fergus, Ontario
- **DC Central Kitchen** — Washington, DC, United States
- **Escondido Union High School District** — California, United States
- **Good Food Cafe** — Toronto, Ontario
- **Humble Gourmet, Yarmouth Consolidated Memorial High School** — Halifax, Nova Scotia
- **LeReseau Des Cafeterieas Communautaires Inc., South Francophone School District** — New Brunswick
- **St. Patrick Catholic Secondary School** — Toronto, Ontario
- **Ventura Unified School District** — California, United States
SCHOOL CAFETERIA DASHBOARD

In schools today, there are a wide variety of cafeteria models in operation. Yet the differences between them remain poorly understood, even as they transform food systems and school communities.

A “school cafeteria dashboard” has been developed to highlight differences, compare related impacts, and support cafeteria model re-design. A school cafeteria dashboard describes the core components of how a cafeteria operates, its approach to food production and delivery, who is involved, and its financial structure.

The building blocks of the school cafeteria model include:

- **Operator** — Is it run by a non-profit, the culinary arts class, the school board, or a private company?
- **Scale** — What size of operation is it (small single site to large multi-site)? How many schools does the cafeteria operate at and how many students are fed per day?
- **Production** — What approach to food production is taken (e.g. heat and serve or cooking from scratch)?
- **Personnel** — Who is involved in running the cafeteria (paid staff, training participants, co-op students, volunteers, students)?
- **Student Involvement** — What is the level of student involvement (from simply being customers to leadership within the cafeteria)?
- **Features** — Are there any additional features of the cafeteria that enable its success (e.g. parallel business lines, supportive policy, champions, etc.)?
- **Funding Sources** — Where does funding for operations of the cafeteria come from (employment and training, education, third party, business revenue)?
- **Pricing Model** — How is the food priced within the cafeteria (to make a profit, to sustain the cafeteria, to break even, etc.)?
- **Financial Sustainability** — How financially sustainable is the cafeteria (from making a profit to running at a loss)?
- **Preparation Location** — Where is the food for the cafeteria prepared (purchased, assembled, central kitchen, partial on-site, on-site)?
- **Food Served** — What type of food is served (e.g. local, fresh, frozen, etc.) and what percentage of the food served does it make up?
- **Distribution Format** — How is the food delivered to students (cart, window, café, etc.)?
- **Positive Outcomes** — What level of impact does the cafeteria have on key social, economic, and environmental dimensions (student involvement, good job creation, support for the local economy, healthy eating, skill development, etc.)?

These building blocks are visualized in a dashboard. This dashboard enables people to see a quick overview of existing models or explore of potential new models. In the appendix, completed dashboards for each of the school cafeterias studied can be found.

Check out the dashboard for the Good Food Cafe!
SCHOOL CAFETERIA DASHBOARD

DESCRIPTION
FoodShare's Good Food Cafe began as a pilot project five years ago and models a universal and healthy school cafeteria, serving attractive and delicious nutritious food that students choose to eat and that is simple to prepare, proving that "good for you" can be easy for schools to prepare, and tasty too. They prioritize fresh vegetables and fruits, serving locally produced and organic food whenever possible, and sell full meals at the current high school price point of $4.00. They have significantly increased fruit and vegetable consumption in the schools they are in. The Good Food Cafe is currently in six Toronto schools - in two schools they are the cafeteria, in three schools they are a food provider, dropping food off as a commissary. As a commissary model they provide food one to two days a week, with parents ordering the food in advance. Student engagement is a key driver of the number of daily sales. As part of its social enterprise model, the Good Food Cafe has a variety of grant support, as well as subsidized contract staff through Mowiw Bolk, an Aboriginal employment agency.

OVERVIEW

OPERATOR

SCALE

number of students fed per day: 350

PERSONNEL

FUNDING SOURCE

employment & training
education
third party
business revenue

JOBS 4

1.35

STUDENT INVOLVEMENT

PRICING MODEL

$ profit sustainability break-even subsidized vouchers

FINANCIAL SUSTAINABILITY

FEATURES

paralell business lines supportive policy champions reduced waste responsive to students

DISTRIBUTION FORMAT

cart window cafe cafeteria

FOOD SERVED

school grown
local
fresh produce
frozen (whole ingredients)
processed

PREPARATION LOCATION

purchase assembled central kitchen partial on-site on-site

PRODUCT

heat & serve or pre-assembled hybrid speed scratch from scratch

POSSITIVE IMPACT

jobs, training & staff skill development

student education & engagement

healthy eating

low

high

low

high

locas food system

Student involvement leadership production other curriculum food education menu input serving customers

2023-03-28
One distinction that became evident in the investigation of cafeteria models and the Good Food Café is the difference between a job and a good job. As staff of the Good Food Café described their career paths and their experience working at the Good Food Café, the importance of the distinction became clear.

The current conversation about jobs focuses almost entirely on pay and security. There is a need to broaden our conversation to include the many ways that jobs can impact quality of life.

Staff talked about how good jobs:
- Offer a sense of meaning and purpose;
- Build their skills and support ongoing learning;
- Enhance other areas of life;
- Enable creativity and autonomy;
- Support relationship building;
- Encourage them to make healthier choices;
- And have an all-around good feeling.

Good jobs are not just a financial transaction. There are many ways that jobs impact people’s lives and well-being.

What staff had to say about working at the Good Food Café:

- I like coming into work and enjoy the process of making food.
- I like that my work has a social cause.
- I like hearing the students say “taco day?? Yessssss!”
- I never ate healthy, just a lot of Campbell soup. This job taught me how to eat healthy.
- We listen to the students and care about their well-being.
- I eat a lot healthier. I make more food from scratch. And my family enjoys it.
- I get to take leftovers home to my daughter.
- There is less hierarchy and mutual respect among staff.
- We listen to the students and care about their well-being.
- I like that my work has a social cause.
- I like hearing the students say “taco day?? Yessssss!”
- I never ate healthy, just a lot of Campbell soup. This job taught me how to eat healthy.
- I eat a lot healthier. I make more food from scratch. And my family enjoys it.
- I get to take leftovers home to my daughter.
- There is less hierarchy and mutual respect among staff.
Take the example of one Good Food Café staff member. He worked for a variety of different restaurants from fast food to fine dining restaurants. Each time he was fired or quit within a few months. He didn’t like the fast paced nature of the restaurant scene. Then through an aboriginal employment and training program at Miziwe Biik, he was connected with FoodShare’s Good Food Café, where he has been excelling for the last two years. Incidentally this job has also changed his eating habits from cans of Campbell’s soup to cooking from scratch. Good jobs make a difference in people’s trajectory and quality of life.

Cafeteria jobs can do more than help people get by. Jobs can inspire. Jobs can uplift. Jobs can change people’s lives.
Different cafeteria models offer different kinds of jobs. Staff of the Good Food Café highlighted how their cafeteria process enables skill development.

The prevailing centralized, heat and serve model doesn’t have the same opportunity for the same level of skill development. The type of cafeteria models not only influences the food that students eat, but also influences skill development and lives of staff members.
CONSIDERING THE IMPACTS

To illuminate the possible differences in the impacts of different school cafeterias, we compare the characteristics and contributions of an industrial cafeteria with a cafeteria that uses a co-creation approach.

As we move from thinking about cafeterias as businesses to thinking about cafeterias as catalysts for positive change in society, we unleash unlimited opportunities for positive impacts.

Choices about cafeteria models span far beyond those considered in traditional procurement decisions. To optimize value (rather than profit), we must consider the influences of cafeterias on society. All the things previously thought of as externalities within procurement decisions, become relevant to choices in cafeteria models.

Conscious decisions that recognize the expansive role of cafeteria can enable strategic investments with mutual benefits for the school and surrounding systems. For example, healthy food in cafeterias has been linked to better health outcomes and improved academic performance. Enhanced involvement in cafeteria operations supports job recreation and training.

Choices in cafeteria models are not simply business choices, but also choices about the role of schools in our food, health, cultural, social, economic and environmental systems. The centrality of cafeterias in the school community and the student experience means that cafeterias have significant ripple effects in the classroom, the community, the local economy, and the environment. An approach to procurement that optimizes value rather than profit can offer significantly more positive impacts.
The cafeterias studied that are moving towards sustainable cafeterias can be grouped into four main models, which differ by the type of operator. All of the cafeterias studied where using a production process that was a combination of scratch and speed scratch. Speed scratch means that some pieces of the meals are purchased pre-made such as dry pastas, or bread rolls. All emphasized the use of fresh and local produce where possible. Below is more information on each of the four models.

**Model 1 – Community-Based**

Three of the cafeterias studied were operated by community-based non-profit organizations. They ranged in scale from small multi-site to large multi-site. All of the cafeterias used paid staff to operate their cafeterias, and some had a number of staff subsidized through employment and training funding. The food preparation location varied between cafeterias. Some used a central kitchen while others prepared all of the food on-site at each school. For all three cafeterias, students were not just simply customers, they also had input in menu design and were engaged in food education. The most common form of distribution was through a cafeteria setting, although two of the providers use a commissary approach, where food is prepared off-site, and distributed with a cart in a few locations. Two of the three cafeterias priced their food at roughly the price required to break-even, while one offered subsidized pricing to support accessibility to low income students.

**Model 2 – Class-Run**

Three of the cafeterias studied were operated by culinary arts classes. The defining feature of these cafeterias is that the personnel is comprised of students who are responsible for preparation and production of the food on-site, and often menu design, with supervision from culinary arts teachers paid through education funding. Two of the three cafeterias studied operate the school’s cafeteria, and one operates a cafe (students can still access the traditional cafeteria in the school). One only serves food approximately twice a week, while the other operate 90-100% of the time. The three culinary arts class-run cafeterias studied all price their food roughly at break-even on the cost of the food. However, some other cafeterias that operate under this model price higher than break-even on the cost of food and use the proceeds to fund activities for the culinary-arts students.

**Model 3 – School Board-Run**

The third model is school board-run cafeterias. Two of the three cafeterias studied were large multi-site operations, and one had a small number of sites. All three used entirely paid staff to operate their cafeterias. The three cafeterias studied who were using this model were all in the United States, where they receive some financial support from the federal government to reduce the cost of commodity foods (approximately $0.20 per meal, as well as subsidies for full-priced meals at approximately $0.26 per meal). They also receive subsidies for fully-subsidized and partially subsidized meals (although it should be noted that in theory the revenue is close to the same amount whether they receive the subsidy directly or whether it is provided to the student who then purchases the meal). One of the cafeterias studied uses central kitchens to prepare the food, while the other two use either entirely or primarily on-site preparation (with the remaining preparation done in a commissary system with distribution to satellite locations). In addition to lunches, all three provide breakfasts as well, and often extend their food service beyond students to catering or food for child care programs or summer feeding programs.

**Model 4 – Private**

The one private cafeteria service provider studied that is focused on providing delicious, healthy food at an affordable price, operates a cafeteria at one single site, with all of the preparation done on-site. It uses entirely paid staff, and does not receive subsidies to support its operations. Food it priced to make a small profit.
FINANCIAL SUSTAINABILITY, JOBS & REPLICABILITY

An analysis was conducted of the financial sustainability of each of the models, the jobs they are able to support through sales revenues, as well as the potential to be replicated.

Model 1 – Community-Based

Sustainability – One of the three community-based non-profit cafeterias studied has a financially sustainable operation with next to no subsidies. The other two have subsidized operations, in the range of approximately one-third of costs.

Jobs – Labour costs are covered almost entirely by sales revenues for one cafeteria provider. After covering the cost of food, sales revenues are able to cover the cost of approximately 40% of labour for another cafeteria provider (overhead costs not included in the calculation). The third cafeteria provider has negligible sales revenues directly from students, and subsidies are hidden within the reimbursement it receives from the school district, so it is not possible to determine exactly how many jobs are covered by “sales” revenues.

Replicability – Replicating this model is feasible with a mix of sites that include some schools with larger participation, but may require some external subsidies, especially if offering food at a low price point to support accessibility for low income students, while maintaining a living wage for employees.

Model 2 – Class-Run

Sustainability – This model is financially sustainable from sales revenues.

Jobs – There are no jobs supported by sales revenues in this model.

Replicability – Replicating this model requires significant engagement and leadership from culinary teachers to take on the operation of the cafeteria. It may require either combined efforts from more than one teacher or a teacher who is willing to go above and beyond their regular requirements of the job.

Model 3 – School Board-Run

Sustainability – This model is financially sustainable with some subsidies. The cafeterias studied required between approximately 15-20% of their costs subsidized (not including subsidies/reimbursement for free or reduced priced food for low income students).

Jobs – After covering the cost of food, sales revenues are able to cover the cost of between 70% to 100% of labour depending on the cafeteria studied (overhead costs not included in the calculation).

Replicability – This model is relatively replicable. It likely requires some operating subsidies. The cafeterias studied received subsidies for free or reduced priced food for low income students. While the source of this revenue does not likely have much of an impact on the cafeteria’s bottom line, it likely means higher student participation rates which does contribute to overall financial sustainability.

Model 4 – Private

Sustainability – This model can generate some profit.

Jobs – All jobs are supported by sales revenues.

Replicability – This model could be replicated in a small school or with limited student participation by an entrepreneur who is passionate about the philosophy and not as concerned about market return on investment. Market returns on investment may be possible in a school with strong student participation, for example where there are more limited alternatives near the school.
There are a number of common challenges in trying to establish sustainable school cafeterias. These include:

1. There is typically limited emphasis from government, school boards, and schools on the importance of fresh, local, healthy food and good jobs in school cafeterias.
   - Healthy food choices are often not broadly embraced, supported and modeled by the entire educational sector, including by administration, integrated into the curriculum, and through parental involvement.
   - These aspects of cafeterias are not necessarily built into the evaluation of Requests for proposals.
   - There is limited senior government funding to support this.

2. Educating and engaging students about healthy food choices can be time consuming and costly if not taught as part of the curriculum.

3. Finding funding sources to help support the cafeteria can be a challenge.

4. Covering costs, while pricing so that the food is accessible to low income students, is a challenge.

5. Greater emphasis on local foods can increase food costs, and can be a challenge.
   This is particularly the case in Ontario’s climate without adequate freezing equipment and freezer space.

6. Sourcing healthy whole ingredients, particularly local ingredients, can be a challenge.

7. Financing food costs and overhead can be a challenge.

8. Living wages can increase labour costs.

9. The ten month school year may not support full-year employment for school cafeteria staff on its own.
   This is particularly the case without adequate freezing equipment and freezer space.
LESSONS LEARNED

Through this study of school cafeterias the following insights were gathered:

1. **Not all cafeterias are created equal.**
   
   We need to recognize their differences, experiment with different configurations, and consider the impacts in decision-making.

2. **We need to invest in good jobs.**
   
   The quality of jobs being provided is an important consideration when developing or evaluating school cafeterias. Considering the impact of jobs on quality of life is a critical component of this analysis.

3. **Co-creation in cafeterias has major benefits.**
   
   Shifting from an industrial production cafeteria model to co-creation throughout the process has major positive ripple effects on health, education, empowerment and employment.

4. **Sustainable cafeterias can take many forms.**
   
   No matter the operator, whether is a community-based non-profit, the culinary arts class, the school board, or a private company, sustainable cafeterias can be supported.

5. **Sustainable cafeterias depend on a supportive ecosystems for financial sustainability.**
   
   Creating cafeterias with delicious, healthy, affordable food and good jobs can be done, although most require some funding from an external source to break-even.

6. **Cafeterias must consciously balance costs and revenues.**
   
   Labour and foods costs should be consciously monitored, but the lowest labour and food costs do not necessarily result in the highest financial sustainability. It is a balance between the price point students in the school are able to support and the cost of food and labour.

   On average among the cafeterias studied:
   - They had 1.25 full-time staff for every 100 meals/(transactions) daily
   - Labour costs were $1.70 per meal/(transaction)
   - Food supply costs were $1.50 per meal/(transaction)
   - Labour costs account for 54% the cost of food and labour combined
   - Sales revenues were able to cover about 85% of labour costs after covering the cost of food (not including any overhead/operational costs)
   - 12% of total costs were subsidized.

7. **Consider characteristics that support financial sustainability.**
   
   A few aspects that can help support financial sustainability include:
   - Multiple sites, because it can allow for large sites to make up for smaller sites that may be less profitable, and with centralized administration can improve economies of scale
   - Elementary schools among the mix of sites, because participation is often higher, and volume can be helpful
   - Having the ability to serve food multiple times a day – breakfast, snack, lunch, dinner
   - Parallel business lines such as catering or supplying the food for child care centres
   - Systems that are honed to serve students as efficiently as possible, as this can help support a greater volume of sales
   - Culinary arts class-run cafeterias provide an excellent opportunity for sustainable school cafeterias and should be actively encouraged.
MOVING FORWARD

Having school cafeterias that offer good jobs and good food will require some big shifts in thinking and small shifts in doing.

The two main suggested areas of focus for FoodShare are to:

- Develop and share the model for Good Food Café 2.0 (a well-documented, sustainable, scalable community-based school cafeteria model)
- Create a supportive ecosystem (that invests in good food and good jobs in schools)

The following are suggestions for next steps that FoodShare could take to pursue these two goals:

**Demonstrate**

Work to develop a well-documented, sustainable, scalable community-based school cafeteria model through further evaluation and refinement of the Good Food Café.

- Move toward a multi-site, centralizing planning model, while maintaining opportunities for creativity and responsiveness to students at the school-level.
- Consider developing Good Food Café as a training model, tapping into training funding for staff.
- Explore opportunities for parallel business lines (e.g. catering events).
- Strengthen systems to serve more students in less time.
- Develop clear thresholds for staffing numbers, different distribution channels, food served, etc. to ensure sustainability.
- Increase integration with school curriculum and enhance teacher involvement.
- Experiment with more profitable offerings including options at breakfast and premium lunch offerings.
- Look for opportunities to increase prices in school cafeterias that serve few students who are food insecure.
- Enhance student involvement throughout, including serving, and expand opportunities for co-creation.
- Strengthen data collection and learning systems for ongoing documentation and analysis of revenue, costs, and feedback.

**Animate**

- Share the Good Food Café 2.0 model to inspire change and guide other communities in the development and operation of community-based cafeteria models.
- Support efforts to bring together culinary arts teachers across Ontario to empower each other in the creation of more culinary arts-run cafeterias.

**Train**

- Develop a training and implementation support program as part of the FoodShare Academy for others to learn about the Good Food Café model and develop their own community-based cafeteria.
- Build the skills of Good Food Café staff to train and coach others.

**Advocate**

- Advocate for changes to the cafeteria procurement processes, including building the use of fresh, local food and student involvement into the evaluation of Requests For Proposals and bundling cafeteria service opportunities for small sites with larger ones so that providers can realize economies of scale and enhance sustainability.
- Advocate for the development of a multi-ministry funding pool, coordinated by the Ministry of Education, which would provide base-level funding to school cafeterias that co-create healthy, local food. This base level funding would enhance sustainability and have wide spanning impacts on a variety of systems including health, education, training, employment, agriculture, etc.
- Share the importance of the need for changes in the conversations about jobs, to investment in good jobs, including training opportunities in cafeterias.
- Advocate for the creation of more culinary arts class-run cafeterias by engaging students in teachers’ colleges as well as school administrators in conversations about the potential for culinary arts class-run cafeterias and support the empowerment of culinary arts teachers by school administrators to embrace culinary arts class-run cafeterias and cafes.
## FINANCIAL INDICATORS OF CAFETERIAS STUDIED

<table>
<thead>
<tr>
<th>Cafeteria Type</th>
<th>Cafeteria</th>
<th>Daily Meals/ (Transactions)</th>
<th>FTE Jobs</th>
<th>Jobs Per 100 Daily Meals</th>
<th>Labour Costs as a Percentage of Sales Revenue*</th>
<th>Labour Costs Per Meal</th>
<th>Food Costs Per Meal</th>
<th>Percentage of Costs Subsidized**</th>
<th>Percentage of Jobs Covered by Sales Revenue After Covering the Cost of Food *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-based</td>
<td>DC Central Kitchen</td>
<td>6300</td>
<td>35</td>
<td>0.6</td>
<td>Above average</td>
<td>Average</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Good Food Cafe</td>
<td>348</td>
<td>5.35</td>
<td>1.5</td>
<td>Above average</td>
<td>Above average</td>
<td>30%</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>LeReseau Des Cafeteriaes Communautaires Inc.</td>
<td>1765</td>
<td>36</td>
<td>2</td>
<td>High</td>
<td>High</td>
<td>7%</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Culinary Class-run</td>
<td>Blessed Mother Teresa</td>
<td>300</td>
<td>1</td>
<td>0.3</td>
<td>High</td>
<td>High</td>
<td>59%</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Cafe La Ruche</td>
<td>100</td>
<td>1</td>
<td>1</td>
<td>High</td>
<td>High</td>
<td>70%</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>St. Patrick</td>
<td>85</td>
<td>0.4</td>
<td>0.5</td>
<td>High</td>
<td>High</td>
<td>73%</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>School Board-run</td>
<td>Boulder Valley School District</td>
<td>13000</td>
<td>200</td>
<td>1.5</td>
<td>Above average</td>
<td>Low</td>
<td>14%</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Escondido Union High School District</td>
<td>5300</td>
<td>30</td>
<td>0.6</td>
<td>Low</td>
<td>Low</td>
<td>18%</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Ventura Unified School District</td>
<td>13688</td>
<td>91</td>
<td>0.7</td>
<td>Low</td>
<td>Low</td>
<td>14%</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Private</td>
<td>Humble Gourmet</td>
<td>125</td>
<td>2.5</td>
<td>2</td>
<td>Above average</td>
<td>Low</td>
<td>0%</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Including Reimbursement for Low-Income Students  
** Not-Including Reimbursement for Low-Income Students
The following pages show the generic dashboard template and completed dashboards for the cafeterias studied.
SCHOOL CAFETERIA DASHBOARD

DESCRIPTION

OPERATOR
- non-profit
- board
- school
- generic

SCALE
- small
  - single site
- large
  - single site
  - multi-site

FOOD SERVED
- number of students fed per day:

DISTRIBUTION FORMAT
- cart
- window
- cafe
- cafeteria

FINANCIAL SUSTAINABILITY
- profitable
- running at a loss
- breakeven
- subsidized
- vouchers

FUNDING SOURCE
- employment & training
- education
- third party
- business revenue

PREPARATION LOCATION
- purchase assembled
- central kitchen
- partial on-site
- on-site

FOOD SERVED
- school grown
- local
- fresh produce
- frozen (whole ingredients)
- processed

FEATURES
- parallel business lines
- supportive policy
- leadership
- menu input

STUDENT INVOLVEMENT
- leadership
- production
- food education
- other curriculum
- food
- serving
- customers

PERSONNEL
- paid staff
- employment/training participants
- unpaid co-op
- volunteers
- students

COMPONENTS
- jobs, training & staff
- skill development
- student education & engagement
- local food system
- healthy eating
- high
- low

POSITIVE IMPACT

PRODUCTION
- heat & serve or pre-assembled
- hybrid
- speed scratch
- from scratch

NUMBER OF STUDENTS FED
- small
- medium
- large

PRICE SCHEDULE
- $ per student day

SCHOOL GROWN CART

LOCAL PRODUCE WINDOW

CAFE CATERING

SCHOOL LUNCH ENTRANCE

CONSULTING AGREEMENT

LEADERSHIP CAFE

PARTNERSHIP WITH LOCAL

CATERING VENUE

MARKETING PARTNERSHIP

COMMUNITY ENGAGEMENT

SCHOOL BOARD

PARENTS

STUDENTS

SUPPORTERS

PROFESSIONALS

LOCAL ECONOMY

SCHOOL FOOD SYSTEM
FoodShare’s Good Food Cafe began as a pilot project five years ago and models a universal and healthy school cafeteria, serving attractive and delicious nutritious food that students choose to eat and that is simple to prepare, proving that “good for you” can be easy for schools to prepare, and tasty too. They prioritize fresh vegetables and fruits, serving locally produced and organic food wherever possible, and sell full meals at the current high school price point of $4.00. They have significantly increased fruit and vegetable consumption in the schools they are in. The Good Food Cafe is currently in six Toronto schools – in two schools they are the cafeteria; in three schools they are a food provider, dropping food off as a commissary. As a commissary model they provide food one to two days a week, with parents ordering the food in advance. Student engagement is a key driver of the number of daily sales. As part of its social enterprise model, the Good Food Cafe has a variety of grant support, as well as subsidized contract staff through Miziwe Biik, an Aboriginal employment agency.
This is a non-profit organization operating a network of community cafeterias in New Brunswick as a social enterprise. Its focus is on providing nutritious meals, purchasing local products, and developing an entrepreneurial culture in communities and schools. While all the preparation and production is done on-site at each school, a number of components of the administration are centralized including, human resources, insurance, employee training, payroll, menu development, negotiations with suppliers, purchase of equipment and food. The social enterprise began as a pilot school food program in one school in 2012-2013 and has quickly expanded to 26 schools, mainly in the South Francophone School District. In addition to operating the school cafeterias, the organization aims to create meaningful learning situations for all in the education sector, and partners with schools with nutrition projects. Besides providing lunches in high schools, in some schools it also provides healthy snacks at break and/or lunches for childcare programs located in the school, as well as a lunch program in some primary schools.
Cafe La Ruche is a cafe run by students of the Hospitality and Tourism Program at Centre Wellington District High School with the assistance from two chef instructors. It offers a full lunch menu which changes every day and focuses on local ingredients and creativity of students. The cafe operates on about 90% of school days and provides an alternative to the school cafeteria. Its revenues are approximately equivalent to the cost of food.
The Humble Gourmet is a relatively new lunch service at Yarmouth CMHS operated by a private individual with experience as a restaurateur. It provides locally-sourced healthy food from scratch for $5 a meal. The restaurant offers five varieties of wraps and subs, four kinds of from-scratch pizzas and spaghetti with meat sauce as well as two daily specials and a soup of the day. Four staff are on hand to serve lunch as quickly as possible.
DC Central Kitchen uses a central-kitchen preparation model and provides healthy, scratch-cooked meals at 10 public and private schools in Washington, DC. Their school food initiative offers meaningful full-time employment for graduates of their Culinary Job Training Program. They work closely with small, local farmers. In addition to providing meals, they provide cooking demonstrations, taste tests, and nutrition education lessons for the students and staff at the schools.

Features:
- Scratch-cooked meals
- Cooking demonstrations
- Taste tests
- Nutrition education lessons

Components:
- Personnel: Employees, training & staff, skill development
- Food served: Local food system, fresh produce, frozen (whole ingredients), processed
- Pricing model: Profits, sustainability, breakeven, subsidized, vouchers
- Financial sustainability: Profitable, running at a loss, breakeven, subsidized

Positive impact:
- Jobs, training & staff
- Skill development
- Student education & engagement
- Local food system
- Healthy eating
- Responsive to students
- Reduced waste
- Supportive policy
- Parallel business lines
- Champion staff

Serving customers: Leadership, production, other curriculum, food education, menu input

Funding source: Education, business revenue, third party, employment & training

Preparation location: On-site, central kitchen, purchase assembled, hybrid, speed scratch, from scratch, heat & serve or pre-assembled

Distribution format: Cart, window, cafe, cafeteria, packed lunch, food truck, other

Student involvement:
- Leadership
- Production
- Other curriculum
- Food education
- Menu input
This school board run food service provides food for four high schools focused on both customer service and meals made from speed scratch. Each site does its own meal preparation and ordering. Food is served through windows, boxed lunches, food carts, and tray service, and some in the classroom. All staff besides the two staff at the district level, the director and her assistant, are part-time. Just over half of the students are eligible for free or reduced priced lunch. They also cater staff events, provide food for child care programs and operate a summer feeding program.
THE HOSPITALITY AND TOURISM STUDENTS AT BLESSED MOTHER THERESA HIGH SCHOOL IN TORONTO, WITH THE ASSISTANCE OF TWO TEACHERS, OPERATE THEIR SCHOOL CAFETERIA FIVE DAYS PER WEEK, FOLLOWING THEIR PRIVATE CAFETERIA PROVIDER PULLING OUT FIVE YEARS AGO AS A RESULT OF REDUCED SALES WITH THE NEW NUTRITION STANDARDS. STUDENTS PREPARE AND SERVE THE FOOD, WITH THE ASSISTANCE OF AN ADULT, SUCH AS A TEACHER VOLUNTEER OR A STUDENT TEACHER, ON CASH. IT CAN BE OPERATED BY THREE CLASSES PER DAY. THE TEACHERS’ SALARIES ARE COVERED BY THE BOARD. ALONG WITH THE BREAKFAST PROGRAM, THE CAFETERIA REQUIRES APPROXIMATELY FOUR HOURS A DAY OF ONE TEACHER’S TIME BEYOND TEACHING TIME. THEY PRICE THEIR FOOD AT BREAK-EVEN COST OF FOOD AND SUPPLIES. THEY GENERALLY MAKE EVERYTHING FROM SCRATCH, BUT WHEN THE TEACHERS HAVE OTHER COMMITMENTS SUCH AS FIELD TRIPS, THE CAFETERIA JUST PROVIDES PIZZA THAT HAS BEEN ORDERED FROM A NEARBY PIZZA SHOP. TO BUILD STUDENT EXPERIENCE THEY ALSO DO SOME CATERING AND OPERATE A RESTAURANT ON CERTAIN DAYS THAT SPECIAL TEACHER GROUPS WHO ARE IN THE SCHOOL CAN BOOK.

FINANCIAL SUSTAINABILITY

-**break even**

-**sustainable**

-**subsidized**

-**vouchers**

STUDENT INVOLVEMENT

-**leadership**

-**production**

-**food education**

-**menu input**

-**customers**

-**supportive policy**

-**champion(s)**

-**reduced waste**

-**responsive to students**

FEATURES

-**parallel business lines**

-**school grown**

-**local**

-**fresh produce**

-**frozen (whole ingredients)**

-**processed**

-**from scratch**

-**heat & serve or pre-assembled**

-**hybrid**

-**speed scratch**

-**from scratch**

PRODUCTION

-**purchase assembled**

-**central kitchen**

-**partial on-site**

-**on-site**

FOOD SERVED

-**boxed lunch**

-**packaged food**

-**food truck**

-**other**

PREPARATION LOCATION

-**purchase assembled**

-**central kitchen**

-**partial on-site**

-**on-site**

FUNDING SOURCE

-**employment & training**

-**education**

-**third party**

-**business revenue**

-**sustainability**

-**break even**

-**subsidized**

-**vouchers**

SCOPE

-**large single site**

-**small multi-site**

-**large multi-site**

-**small multi-site**

-**large multi-site**

-**small single site**

OPERATOR

-**jobs, training & staff skill development**

-**student education & engagement**

-**local food system**

-**healthy eating**

-**low**

-**high**
The culinary arts students prepare food one to two days per week, with supervision from a teacher and educational assistant. Full lunches are sold for $4. They have seating for approximately 20 students, but most eat in the hall.

**FUNDING SOURCE**
- Employment & training
- Education
- Third party
- Business revenue

**SCALE**
- Small single site
- Large single site
- Large multi-site

**PREPARATION LOCATION**
- Purchase assembled
- Central kitchen
- Partial on-site
- On-site

**PRODUCTION**
- Heat & serve or pre-assembled
- Hybrid
- Speed scratch
- From scratch

**FINANCIAL SUSTAINABILITY**
- Profitable
- Running at a loss
- Breakeven
- Subsidized

**COMPONENTS**
- Jobs, training & staff
- Skill development
- Student education & engagement
- Healthy eating
- Local food system

**PERSONNEL**
- Teachers
- Educational assistants
- Students

**STUDENT INVOLVEMENT**
- Leadership
- Production
- Other curriculum
- Food education
- Menu input
- Cooking
- Serving
- Customers

**FEATURING**
- Parallel business lines
- Supportive policy
- Champion(s)
- Reduced waste
- Responsive to students

**FOOD SERVED**
- School grown
- Local
- Fresh produce
- Frozen (whole ingredients)
- Processed

**DISTRIBUTION FORMAT**
- Cart
- Window
- Cafe
- Cafeteria

**SCHOOL CAFETERIA DASHBOARD**

**DESCRIPTION**

**OVERVIEW**

**OPERATOR**
- Non-profit
- For-profit

**SCALE**
- Number of students fed per day: 85

**STUDENT INVOLVEMENT**
- Number of students involved: 1
This school district food services provides food for 17 elementary schools, four middle schools, and 4 high schools. Local food is a big part of their service. They have eight full-time managers, 17 part-time managers, and 165 part-time kitchen prep and serving staff. Food is prepared on-site in about three quarters of their locations, and the remaining is prepared in a commissary system, with distribution to satellite locations.
This school board run food program operates food services in the district’s 54 schools. Three central kitchens do the bulk of the preparation and production, and each school has a finishing kitchen. Wherever possible, they purchase foods that are locally grown and produced. School lunch participation is 45% for grade schoolers, 35% for middle schoolers and 17% for high school students. Some 20% of the kids are enrolled in free or reduced meal programs. They also have a food truck that serves the high schools and is used for catering. They also provide catering which handles most of the internal district events as well as off-site parties and kid's events.