

# 05

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APPENDIX







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**AMY IMAI ELEMENTARY SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023



# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES	18/60 NEEDS WORK	2/10	2/10	3/10	3/10	4/10	4/10
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	✓
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		2



## ADDITIONAL NOTES

Tree placement on interior of campus is important. Trees were removed for solar and health reasons.

Tables/seats outside classrooms.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: MENTAL WELL-BEING



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	
3	Use zones on campus are laid out and defined to minimize conflict	✓
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		2

**SCORING GUIDE:**

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



**ADDITIONAL NOTES**

Separation of the grades (play & lunch).

Can't paint murals without district permission. Existing murals are old.

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area compliments the traditional play structures and opportunities	
3	Movable/flexible play elements	
4	Areas with varied topography	
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	✓
8	Areas for native wildlife habitat	✓
9	Variety of tree types (deciduous/evergreen, small/large)	✓
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		3



## ADDITIONAL NOTES

Hands-on Bay Area Organization

Looking beyond Living Classroom

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	✓
4	Outdoor learning garden is shaded for comfort	
5	There is an outdoor space suitable for classroom instruction	
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	✓
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		3

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

Kindergarden has water, benches, and trees for shade.

Solar array area used for teacher instruction, living classroom, and parties. Not used as frequently due to distance from classrooms.

Beautification days – occur once a year in august. In November, Google does volunteer work.

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	
2	Plants are irrigated with efficient systems	✓
3	Stormwater is actively captured and/or infiltrated on site	
4	Lawn limited to necessary areas (playfields, etc.)	
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	✓
6	Library has adjacent seating/instructional outdoor space	
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	✓
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	✓
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		4



## ADDITIONAL NOTES

Library has outdoor space, but not used due to no seating/tables.

Blacktop area used by different grades.

Hands-on Bay Area volunteer hours (performed by different corporate entities). Provide all the labor and materials.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT





1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	✓
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	
6	Movement between outdoor spaces is fluid	✓
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	✓
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		4



## ADDITIONAL NOTES

Gates are new, but not locked. Not easily accessible for ADA.

Drop-off has lawn and shade but no seating.

Living classroom is not very visible, but is secured.

No loose materials.

### SCORING GUIDE:







0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT









**BENJAMIN BUBB ELEMENTARY SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023



# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES	23/60 ADEQUATE	2/10	4/10	3/10	5/10	3/10	6/10
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	✓
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		2



## ADDITIONAL NOTES

Learning areas are not as accessible/comfortable as the gathering areas outside.

Screening at the front is not as screened as other property lines. Open to the main street.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	✓
3	Use zones on campus are laid out and defined to minimize conflict	✓
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	✓
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
<b>TOTAL SCORE: MENTAL WELL-BEING</b>		<b>4</b>

**SCORING GUIDE:**

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



**ADDITIONAL NOTES**

Peace paths painted by classrooms.

Horticulture is only through living classroom.

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area compliments the traditional play structures and opportunities	
3	Movable/flexible play elements	✓
4	Areas with varied topography	
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	✓
8	Areas for native wildlife habitat	✓
9	Variety of tree types (deciduous/evergreen, small/large)	
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		3



## ADDITIONAL NOTES

Peace Tree — kids gather there.

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	✓
4	Outdoor learning garden is shaded for comfort	
5	There is an outdoor space suitable for classroom instruction	✓
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	✓
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	✓
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		5

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

Beautification days — through SAP volunteer work or PTA.

"Hands-on Bay Area"

Stormwater area exists but there is no signage.

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	
2	Plants are irrigated with efficient systems	
3	Stormwater is actively captured and/or infiltrated on site	✓
4	Lawn limited to necessary areas (playfields, etc.)	
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	✓
6	Library has adjacent seating/instructional outdoor space	
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	✓
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		3



### ADDITIONAL NOTES

Lawn area in the front area is not usable.

Watering club.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



# METRIC CHECKLIST: STUDENT SAFETY & EXPERIENCE



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	✓
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	✓
6	Movement between outdoor spaces is fluid	✓
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	✓
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	✓
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		6

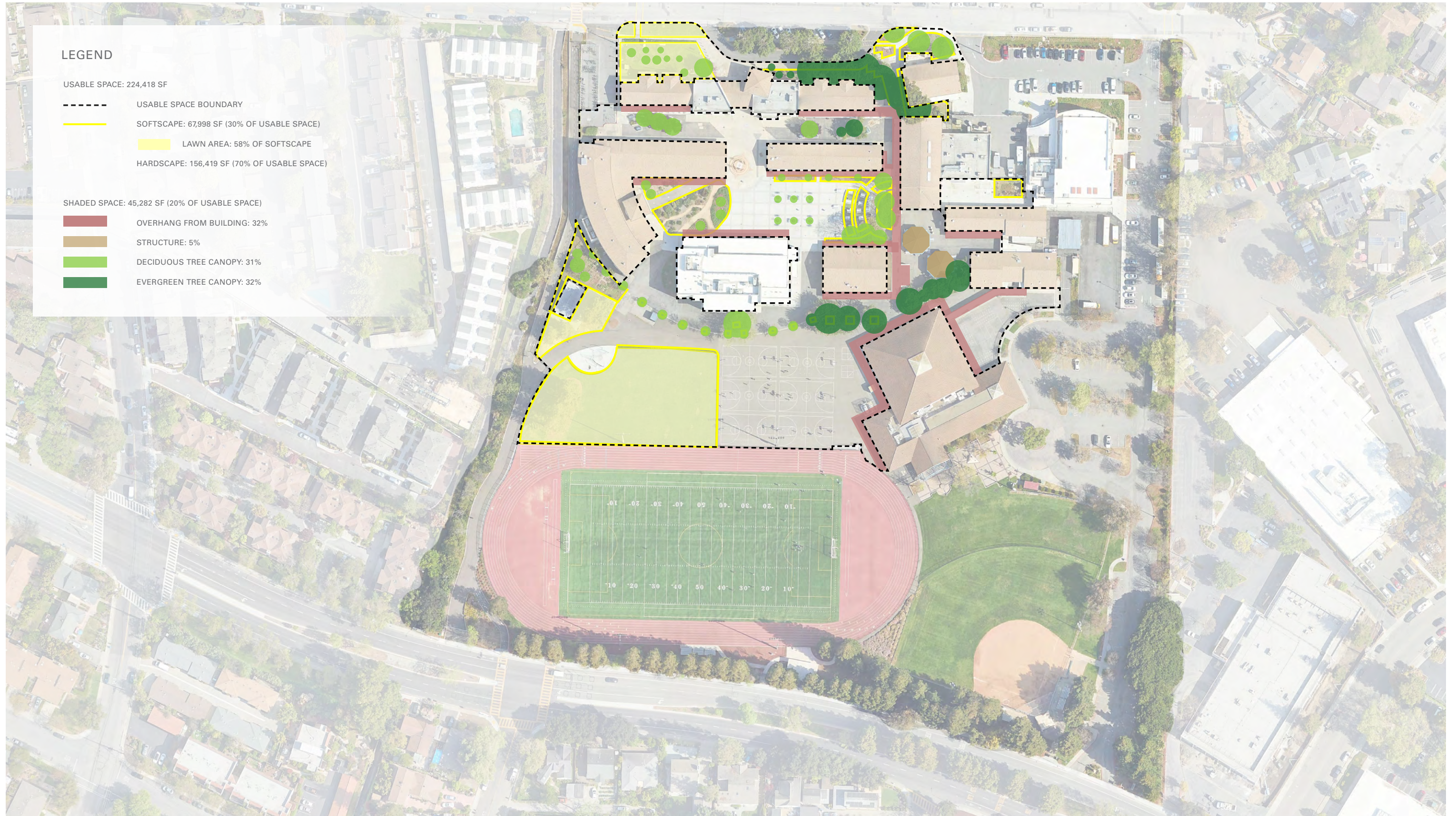


## ADDITIONAL NOTES

Lawn areas in the front can be enhanced for pick-up/drop-off.

### SCORING GUIDE:







0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT









**CRITTENDEN MIDDLE SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023



# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS	14/60 NEEDS WORK	2/10	1/10	2/10	1/10	3/10	5/10
GRAHAM MS							
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	✓
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		2



## ADDITIONAL NOTES

Students mainly sit on the ground.

Small grove setting near discus (principal's favorite spot).

Would like to see benches along the building edges so students don't sit on the ground.

Quad area is very reflective (blinding).

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: MENTAL WELL-BEING



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	
3	Use zones on campus are laid out and defined to minimize conflict	
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		1



## ADDITIONAL NOTES

No active mural program.

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area compliments the traditional play structures and opportunities	
3	Movable/flexible play elements	N/A
4	Areas with varied topography	
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	
8	Areas for native wildlife habitat	✓
9	Variety of tree types (deciduous/evergreen, small/large)	✓
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		2



## ADDITIONAL NOTES

Various levels of maturity.

Living classroom area is a nice experience as a thoroughfare. There are no benches that invite you to stop and sit down.

There was a “bug club” the year prior.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	
4	Outdoor learning garden is shaded for comfort	
5	There is an outdoor space suitable for classroom instruction	
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	✓
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		1

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

Raised beds is a forgotten space, and used very little.

Currently Living Classroom is not as active on this site.

Amphitheater is used for instruction occasionally, but not shaded.

Picnic tables in amphitheater were requested to be moved to the shaded lunch area.

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	
2	Plants are irrigated with efficient systems	✓
3	Stormwater is actively captured and/or infiltrated on site	✓
4	Lawn limited to necessary areas (playfields, etc.)	
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	
6	Library has adjacent seating/instructional outdoor space	
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	✓
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		3



### ADDITIONAL NOTES

Trees in the quad are super tiny.

Lawn in front of school is not used at all.

Students may want to start a beautification/planting club.

MVEF - education foundation.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



# METRIC CHECKLIST: STUDENT SAFETY & EXPERIENCE



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	✓
6	Movement between outdoor spaces is fluid	✓
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	✓
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	✓
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		5



## ADDITIONAL NOTES

Pick-up/drop-off could use seating.

Screening at school frontage is lacking.

### SCORING GUIDE:







0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT









**GRAHAM MIDDLE SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023



# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS	23/60 ADEQUATE	3/10	5/10	0/10	4/10	3/10	8/10
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE



1	Seating areas are sheltered from sun, rain, and wind	✓
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	✓
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	
9	Existing shaded spaces are programmed to encourage use	✓
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		3



## ADDITIONAL NOTES

Shade over tables outside of MUR for lunch area.

Fences at perimeter needs plant screening.

Kids love to sit on bleachers under the solar panels.

Would love to include color on the blacktop.

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	✓
3	Use zones on campus are laid out and defined to minimize conflict	✓
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	✓
9	Space for art production and/or dramatic play	✓
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		5

**SCORING GUIDE:**

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



**ADDITIONAL NOTES**

Kids love to read.

Signs for zones.

4-square!

Music quad for performances and events.

Like Theuerkauf's interior space.

Graduating class makes a canvas for display.

Display cases in the schoolyard

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area complements the traditional play structures and opportunities	
3	Movable/flexible play elements	N/A
4	Areas with varied topography	
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	
8	Areas for native wildlife habitat	
9	Variety of tree types (deciduous/evergreen, small/large)	
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		0



## ADDITIONAL NOTES

Need more evergreen variety.

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	✓
4	Outdoor learning garden is shaded for comfort	✓
5	There is an outdoor space suitable for classroom instruction	✓
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		4

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

Teachers need benches and tables in music quad.

PTA is not as active as other sites.

Would like educational signage.

"Pilot" designing outdoor spaces @ classroom.

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	
2	Plants are irrigated with efficient systems	
3	Stormwater is actively captured and/or infiltrated on site	
4	Lawn limited to necessary areas (playfields, etc.)	✓
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	✓
6	Library has adjacent seating/instructional outdoor space	✓
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		3



### ADDITIONAL NOTES

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#### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



# METRIC CHECKLIST: STUDENT SAFETY & EXPERIENCE



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	✓
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	✓
5	Site exiting and accessibility requirement are maintained	✓
6	Movement between outdoor spaces is fluid	✓
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	✓
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	✓
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	✓
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		8



## ADDITIONAL NOTES

Fencing & gates were re-done about a year.

AC needs a facelift.

### SCORING GUIDE:







0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT









**LANDELS ELEMENTARY SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023



# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES	19/60 NEEDS WORK	5/10	2/10	2/10	3/10	2/10	5/10
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	✓
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	✓
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	✓
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	✓
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		5



## ADDITIONAL NOTES

Seating areas are mostly under the solar panels.

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



1	Quiet, semi-private spaces for contemplation	✓
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	
3	Use zones on campus are laid out and defined to minimize conflict	
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		2

**SCORING GUIDE:**

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



**ADDITIONAL NOTES**

New outdoor learning space provides many opportunities for use.

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# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area compliments the traditional play structures and opportunities	
3	Movable/flexible play elements	
4	Areas with varied topography	
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	✓
8	Areas for native wildlife habitat	
9	Variety of tree types (deciduous/evergreen, small/large)	✓
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		2



## ADDITIONAL NOTES

Build on outdoor learning space (enhance it).

Creating experiences that can be used daily/frequently.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	
4	Outdoor learning garden is shaded for comfort	
5	There is an outdoor space suitable for classroom instruction	✓
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	✓
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		3

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

PTA and Hands-on Bay Area come to site to perform volunteer opportunities.

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	
2	Plants are irrigated with efficient systems	
3	Stormwater is actively captured and/or infiltrated on site	
4	Lawn limited to necessary areas (playfields, etc.)	
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	✓
6	Library has adjacent seating/instructional outdoor space	
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	✓
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		2



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



# METRIC CHECKLIST: STUDENT SAFETY & EXPERIENCE



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	✓
6	Movement between outdoor spaces is fluid	
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	✓
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	✓
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	✓
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		5



## ADDITIONAL NOTES

Kinder play yard is rusted/boarded off for safety.







### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT









**CASTRO/ MISTRAL ELEMENTARY SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023

# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES							
GABRIEL MISTRAL ES	33/60 ADEQUATE	5/10	6/10	3/10	5/10	7/10	7/10
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	✓
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	
5	Tree canopy will eventually cover 30% of school property	✓
6	Forest or grove setting	✓
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	✓
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		5



## ADDITIONAL NOTES

Redwood garden is not accessible/shaded from wind or rain.

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: MENTAL WELL-BEING



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	✓
3	Use zones on campus are laid out and defined to minimize conflict	✓
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	✓
7	Therapeutic interventions are accessible to the whole school population	✓
8	Student creations are used or on display	✓
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		6



## ADDITIONAL NOTES

Outdoor areas for movement/conflict resolution exist but can be enhanced.

No messy play.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area compliments the traditional play structures and opportunities	
3	Movable/flexible play elements	
4	Areas with varied topography	✓
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	✓
8	Areas for native wildlife habitat	
9	Variety of tree types (deciduous/evergreen, small/large)	✓
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		3



## ADDITIONAL NOTES

Would love a butterfly garden.

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	
4	Outdoor learning garden is shaded for comfort	✓
5	There is an outdoor space suitable for classroom instruction	✓
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	✓
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	✓
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		5

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

No water, secured storage, or # of raised beds.

Redwood garden works for lots of events.

Kinder teacher in charge of school maintenance days and PTA.

Signage is great but there is opportunity for more.

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	✓
2	Plants are irrigated with efficient systems	✓
3	Stormwater is actively captured and/or infiltrated on site	
4	Lawn limited to necessary areas (playfields, etc.)	✓
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	✓
6	Library has adjacent seating/instructional outdoor space	
7	Existence of a schoolyard committee (dedicated or part of a related group)	✓
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	✓
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	✓
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		7



## ADDITIONAL NOTES

Library has outside seating but not used.

"Garden Committee" and Recology to help children compost.

PTA - helps funding & stewardship.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



# METRIC CHECKLIST: STUDENT SAFETY & EXPERIENCE



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	✓
2	Natural features define and reinforce distinct outdoor spaces	✓
3	School entry reflects greening and sustainability objectives	✓
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	✓
6	Movement between outdoor spaces is fluid	✓
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	✓
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		7



## ADDITIONAL NOTES







Drop Off needs better amenities.

Learning garden can be enhanced.







### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES	18/60 NEEDS WORK	2/10	3/10	1/10	2/10	5/10	5/10
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	✓
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		2



## ADDITIONAL NOTES

Lacks seating in general.

K-yard lacks trees and seating.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: MENTAL WELL-BEING



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	✓
3	Use zones on campus are laid out and defined to minimize conflict	✓
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		3



## ADDITIONAL NOTES

Spaces between classrooms are used for conflict resolution.

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area compliments the traditional play structures and opportunities	
3	Movable/flexible play elements	
4	Areas with varied topography	✓
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	
8	Areas for native wildlife habitat	
9	Variety of tree types (deciduous/evergreen, small/large)	
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		1



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	✓
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	
4	Outdoor learning garden is shaded for comfort	
5	There is an outdoor space suitable for classroom instruction	
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		2

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

Outdoor learning garden is lacking amenities. It could use a little fence.

There are stormwater planters but no signage.

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	✓
2	Plants are irrigated with efficient systems	✓
3	Stormwater is actively captured and/or infiltrated on site	✓
4	Lawn limited to necessary areas (playfields, etc.)	✓
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	
6	Library has adjacent seating/instructional outdoor space	
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	✓
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		1



### ADDITIONAL NOTES

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#### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: STUDENT SAFETY & EXPERIENCE



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	✓
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	✓
6	Movement between outdoor spaces is fluid	✓
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	✓
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		3



## ADDITIONAL NOTES

Drop-off/pick-up areas need shade and seating.

Children will sit under the stairs on the play structure for quiet play.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT





**LEGEND**

USABLE SPACE: 130,793 SF

- USABLE SPACE BOUNDARY
- SOFTSCAPE: 78,965 SF (60% OF USABLE SPACE)
- LAWN AREA: 0% OF SOFTSCAPE
- HARDSCAPE: 51,828 SF (40% OF USABLE SPACE)







SHADED SPACE: 11,396 SF (8% OF USABLE SPACE)

- OVERHANG FROM BUILDING: 49%
- STRUCTURE: 40%
- DECIDUOUS TREE CANOPY: 0%
- EVERGREEN TREE CANOPY: 10%







**JOSE ANTONIO VARGAS ELEMENTARY SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023



# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES	13/60 NEEDS WORK	1/10	2/10	0/10	1/10	4/10	5/10
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		1



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: MENTAL WELL-BEING



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	
3	Use zones on campus are laid out and defined to minimize conflict	✓
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		2



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area complements the traditional play structures and opportunities	
3	Movable/flexible play elements	
4	Areas with varied topography	
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	
8	Areas for native wildlife habitat	
9	Variety of tree types (deciduous/evergreen, small/large)	
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		0



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	
4	Outdoor learning garden is shaded for comfort	
5	There is an outdoor space suitable for classroom instruction	✓
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		1



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	
2	Plants are irrigated with efficient systems	✓
3	Stormwater is actively captured and/or infiltrated on site	✓
4	Lawn limited to necessary areas (playfields, etc.)	N/A
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	✓
6	Library has adjacent seating/instructional outdoor space	✓
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		4



### ADDITIONAL NOTES

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#### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: STUDENT SAFETY & EXPERIENCE



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	✓
6	Movement between outdoor spaces is fluid	✓
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	✓
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	✓
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		5



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

















**MONTA LOMA ELEMENTARY SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023



# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES	10/60 NEEDS WORK	4/10	0/10	3/10	1/10	1/10	1/10
STEVENSON ES							
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	✓
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	
5	Tree canopy will eventually cover 30% of school property	✓
6	Forest or grove setting	✓
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	✓
8	Shaded, comfortable lunch area	
9	Existing shaded spaces are programmed to encourage use	
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		4



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	
3	Use zones on campus are laid out and defined to minimize conflict	
4	Opportunities for student horticulture	
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		0

**SCORING GUIDE:**

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



**ADDITIONAL NOTES**

Living Classroom space is not used when instructors are not around.

Would be nice to expand the garden into the asphalt and enclosure with a low fence for protection.

Adding musical elements to fences.

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area complements the traditional play structures and opportunities	
3	Movable/flexible play elements	
4	Areas with varied topography	✓
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	✓
8	Areas for native wildlife habitat	✓
9	Variety of tree types (deciduous/evergreen, small/large)	
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		3



## ADDITIONAL NOTES

Working towards training staff on nature journaling—for environmental observations with students.

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	
4	Outdoor learning garden is shaded for comfort	
5	There is an outdoor space suitable for classroom instruction	
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		1

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

Outdoor space doesn't facilitate student exploration, but there is a desire to.

Great outdoor spaces, but no seating to encourage use.

Desire to connect with native populations.

"Our City Forest"

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	
2	Plants are irrigated with efficient systems	
3	Stormwater is actively captured and/or infiltrated on site	
4	Lawn limited to necessary areas (playfields, etc.)	
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	✓
6	Library has adjacent seating/instructional outdoor space	
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		1



### ADDITIONAL NOTES

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#### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	
6	Movement between outdoor spaces is fluid	
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		1



## ADDITIONAL NOTES

Gates/fences are inadequate and locking/panic hardware doesn't work.

Boulders are not big enough to be visible through the mulch.

Tree roots create tripping hazards.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

















**STEVENSON ELEMENTARY SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023



# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES	21/60 ADEQUATE	3/10	4/10	0/10	5/10	5/10	4/10
THEUERKAUF ES							

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	✓
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	✓
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		3



## ADDITIONAL NOTES

No multiple seating areas, but there is a large space for school functions.

Kids like to sit on the hard blacktop.

Tree canopy doesn't reach the interior of campus.

Solar panels are too high that certain times of year, can or cannot provide shade.

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: MENTAL WELL-BEING



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	
3	Use zones on campus are laid out and defined to minimize conflict	✓
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	✓
6	Therapeutic interventions: sensory wall, walkway, auditory features	✓
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		4



## ADDITIONAL NOTES

Therapeutic interventions are not accessible during recess/lunch time.

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area complements the traditional play structures and opportunities	
3	Movable/flexible play elements	
4	Areas with varied topography	
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	
8	Areas for native wildlife habitat	
9	Variety of tree types (deciduous/evergreen, small/large)	
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		0



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They list invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	✓
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	✓
4	Outdoor learning garden is shaded for comfort	
5	There is an outdoor space suitable for classroom instruction	✓
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	✓
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		5

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

Outdoor garden is used every day — gardening program with parent volunteers

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\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	✓
2	Plants are irrigated with efficient systems	
3	Stormwater is actively captured and/or infiltrated on site	✓
4	Lawn limited to necessary areas (playfields, etc.)	✓
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	✓
6	Library has adjacent seating/instructional outdoor space	
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	✓
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		5



### ADDITIONAL NOTES

Parent participation keeps the school site clean, beautiful and provides project-based learning opportunities.

Planter boxes are hand-watered by parents.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	✓
6	Movement between outdoor spaces is fluid	✓
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	✓
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		4



## ADDITIONAL NOTES

Pick-up/drop-off has no defined areas for waiting, and no seating.

Outdoor learning garden is currently not secured but not sure if there is a need for it.

L-shaped bench near play area is obstructive.

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

















**THEUREKAUF ELEMENTARY SCHOOL**  
 GREENING INDEX ANALYSIS | JULY 2023



# SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES	15/60 NEEDS WORK	3/10	2/10	3/10	3/10	1/10	3/10

## Transfer scores from metric pages

-  PHYSICAL COMFORT
-  MENTAL WELL-BEING
-  EXPLORATION & DISCOVERY
-  OUTDOOR LEARNING
-  OPERATIONS & SUSTAINABILITY
-  STUDENT SAFETY & EXPERIENCE

# METRIC CHECKLIST: PHYSICAL COMFORT



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	✓
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	✓
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
TOTAL SCORE: PHYSICAL COMFORT		3



## ADDITIONAL NOTES

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### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for movement, conflict resolution, and emotional & physical regulation are adjacent to classrooms	
3	Use zones on campus are laid out and defined to minimize conflict	
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	✓
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	
9	Space for art production and/or dramatic play	
10	Space for messy play in a managed/controlled space (eg. mud table)	
TOTAL SCORE: MENTAL WELL-BEING		2

SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



**ADDITIONAL NOTES**

Spaces outside classrooms are used for breakouts, but not conducive.

TK uses water tables but not useable for all grades.

Walls with gears, ropes, pulleys, switches.

# METRIC CHECKLIST: EXPLORATION AND DISCOVERY



1	Nature play opportunities (informal play with natural materials)	
2	Nature play area compliments the traditional play structures and opportunities	
3	Movable/flexible play elements	
4	Areas with varied topography	
5	Nature play elements allow for vestibular movement	
6	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
7	At least one natural structure provides an outdoor “destination”	✓
8	Areas for native wildlife habitat	✓
9	Variety of tree types (deciduous/evergreen, small/large)	✓
10	Diverse planting palette without Cal-IPC-identified invasives species*	
TOTAL SCORE: EXPLORATION & DISCOVERY		3



## ADDITIONAL NOTES

Areas for nature play to be available to supervisable areas.

Flexible natural play elements.

Natural building materials.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT

\*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They lists invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>

# METRIC CHECKLIST: OUTDOOR LEARNING



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	✓
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	
4	Outdoor learning garden is shaded for comfort	✓
5	There is an outdoor space suitable for classroom instruction	
6	District's maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
TOTAL SCORE: OUTDOOR LEARNING		3

## SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



## ADDITIONAL NOTES

Seating is lacking in learning garden. Lesson is held indoors due to lack of seating.

Living Classroom provides on-site maintenance.

Learn about cultural references.

School and student values demonstrated through artwork.

\*Green infrastructure filters and absorbs stormwater through a combination of natural and built materials. Examples of green infrastructure include: rain gardens, bioswales, infiltration basins, green roofs, permeable paving, subsurface detention systems.



1	Planting suited to the regional climate and campus microclimates	
2	Plants are irrigated with efficient systems	
3	Stormwater is actively captured and/or infiltrated on site	
4	Lawn limited to necessary areas (playfields, etc.)	
5	Impermeable surface limited to necessary areas (ball play, circulation, etc.)	✓
6	Library has adjacent seating/instructional outdoor space	
7	Existence of a schoolyard committee (dedicated or part of a related group)	
8	School community outside of maintenance staff (students included) involved in schoolyard stewardship	
9	School has acquired outside resources (community partnerships and/or funding) for outdoor greening & learning	
10	School has an action plan/design vision for future school site improvements	
TOTAL SCORE: OPERATIONS & SUSTAINABILITY		1



### ADDITIONAL NOTES

Desire for space outside library.

Primary library entrance is outside school fence.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	✓
3	School entry reflects greening and sustainability objectives	
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	
6	Movement between outdoor spaces is fluid	✓
7	Active play is encouraged in supervised areas of campus	✓
8	Passive recreation areas are easily accessible from school buildings: close by, visible, and connected by clear pathways	
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	
TOTAL SCORE: STUDENT SAFETY & EXPERIENCE		3



## ADDITIONAL NOTES

Want to create a more welcoming entry.

Missing compliance at gates.

Tripping hazards at non-maintained DG and planting areas/tree wells.

### SCORING GUIDE:

0-3 ✓'s = NEEDS WORK | 4-7 ✓'s = ADEQUATE | 8-10 ✓'s = EXCELLENT