



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



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for 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 performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
TOTAL SCORE: MENTAL WELL-BEING		2



ADDITIONAL NOTES

Separation of the grades (play & lunch).

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

SCORING GUIDE:

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

AMY IMAI METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	✓
4	Areas for native wildlife habitat	✓
5	Variety of tree types (deciduous/evergreen, small/large)	✓
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
	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/>

AMY IMAI 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



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.

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.)	
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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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

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

AMY IMAI SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES	17/60 NEEDS WORK	2/10	2/10	3/10	3/10	4/10	3/10
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 category assessment pages

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

AMY IMAI GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - More tree placement on interior of campus, especially around high use areas
- 2 - Forest or Grove Setting
- 3 - Increase shaded seating, especially around play areas
- 4 - Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop

MENTAL WELL-BEING

- 1 - Quiet areas for individual and small groups
- 2 - Space for art production and/or performance
- 3 - Sensory paths and seating spaces in between classrooms for breaks

EXPLORATION & DISCOVERY

- 1 - Nature Play Opportunities
- 2 - Greater diversity of seasonal and native plants including possible monarch butterfly garden, herb garden, zen garden and trees with edible fruit
- 3 - Moveable/Flexible Play Elements
- 4 - Nature walking path around the fields w/areas of engagement along path

OUTDOOR LEARNING

- 1 - Outdoor classroom with natural elements for exploration, especially for STEAM classes
- 2 - Shaded outdoor spaces/seating for reading during breaks, including area adjacent to library
- 3 - Outdoor amphitheater for presentations
- 4 - Provide educational signage
- 5 - Designated classroom raised garden boxes that students can tend to, possibly with clear planters for viewing root development
- 6 - Rain barrel planters for discussing water resources

OPERATIONS & SUSTAINABILITY

- 1 - Remove lawn and replace with native planting as appropriate
- 2 - Capture, treat and infiltrate stormwater on site
- 3 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 4 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

STUDENT SAFETY & EXPERIENCE

- 1 - Enhance pickup/dropoff area
- 2 - Change planting adjacent to classrooms that will alleviate pests

*The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.

BUBB 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 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 performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
TOTAL SCORE: MENTAL WELL-BEING		4

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.

BUBB METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	✓
4	Areas for native wildlife habitat	✓
5	Variety of tree types (deciduous/evergreen, small/large)	
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	✓
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
	TOTAL SCORE: EXPLORATION & DISCOVERY	3



ADDITIONAL NOTES

Peace Tree — kids gather there.

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/>

BUBB 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

BUBB 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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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

BUBB 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 category assessment pages

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

BUBB GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - More tree placement on interior of campus, especially around high use areas
- 2 - Increase natural materials
- 3 - Forest or grove area
- 4 - Tables/seating between classrooms
- 5 - Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop
- 6 - Expand existing teacher patio

MENTAL WELL-BEING

- 1 - Quiet, semi-private areas for emotional regulation
- 2 - Stage for presentations and dramatic play
- 3 - Art table or maker space which doubles as a social opportunity/work space
- 4 - Tactile play area
- 5 - Mindfulness Labyrinth

EXPLORATION & DISCOVERY

- 1 - Diversify planting and tree palette, including native plants & succulents
- 2 - Discovery zone next to solar with digging opportunities
- 3 - Areas with varied topography

OUTDOOR LEARNING

- 1 - Amphitheater space for outdoor reading, teaching and art production
- 2 - Activate un-programed space under solar array
- 3 - Library yard enhancement for reading/gathering/instruction
- 4 - Expanded classroom opportunity behind living classroom garden/teacher lunch area
- 5 - Educational signage, especially next to stormwater areas

OPERATIONS & SUSTAINABILITY

- 1 - Provide storage near the instruction spaces
- 2 - Remove lawn and replace with native planting as appropriate
- 3 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 4 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

STUDENT SAFETY & EXPERIENCE

- 1 - Spaces for individuals as well as small groups (i.e. if a child needs alone time)
- 2 - Focus play opportunities closer to school
- 3 - Navigational dots or spaces on blacktop for lineup
- 4 - Lawn areas in the front can be enhanced for pick-up/drop-off/parent socializing
- 5 - Improve screening at school frontage

*The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.



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



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for 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 performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
TOTAL SCORE: MENTAL WELL-BEING		1



ADDITIONAL NOTES

No active mural program.

SCORING GUIDE:

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

CRITTENDEN METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	
4	Areas for native wildlife habitat	✓
5	Variety of tree types (deciduous/evergreen, small/large)	✓
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
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/>

CRITTENDEN 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

SCORING GUIDE:

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



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.



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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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 could use seating.

Screening at school frontage is lacking.







SCORING GUIDE:

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

CRITTENDEN SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS	13/60 NEEDS WORK	2/10	1/10	2/10	1/10	3/10	4/10
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 category assessment pages

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

CRITTENDEN GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - More shaded seating in quad, amphitheater and along buildings
- 2 - Take advantage of existing trees, including Redwood grove and next to basketball courts
- 4 - Paint paving to alleviate heat, and to activate blacktop
- 5 - Add shaded areas for instruction before P.E. activities next to lawn/fields
- 6 - Seating and diverse planting for pickup/dropoff area and lawn space at school frontage

MENTAL WELL-BEING

- 1 - Quiet, semi-private areas for emotional regulation
- 2 - Dedicated spaces in between classrooms for breaks and physical regulation
- 3 - Enhance patio next to art classroom
- 4 - Integrate opportunities for mural/mosaic

EXPLORATION & DISCOVERY

- 1 - Diversify planting and tree palette, including native plants & habitat gardens
- 2 - Natural Areas for opportunities of physical challenge, like a confidence course
- 3 - Customizable outdoor space with moveable furnishings
- 4 - Discovery path connecting distinct spaces around the campus

OUTDOOR LEARNING

- 1 - Enhance existing living classroom spaces
- 2 - More tables outside classrooms within eyesight of teachers
- 3 - Create spaces for outdoor student clubs
- 4 - More tables/flat surfaces for outdoor classrooms

OPERATIONS & SUSTAINABILITY

- 1 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 2 - Use recycled materials where possible
- 3 - Rejuvenate and maintain raised beds
- 4 - Pickup/dropoff/PE area mostly used for attendance -- more planting/trees might be useful to deter active play
- 5 - Activate lawn in front of school
- 6 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

STUDENT SAFETY & EXPERIENCE

- 1 - Repair drainage problems at lunch area
- 2 - Add play turf to paved areas with high recreational value

*The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.



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 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 performance	✓
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
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

GRAHAM METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	
4	Areas for native wildlife habitat	
5	Variety of tree types (deciduous/evergreen, small/large)	
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
TOTAL SCORE: EXPLORATION & DISCOVERY		0



ADDITIONAL NOTES

Need more evergreen variety.

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/>

GRAHAM 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

SCORING GUIDE:

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

GRAHAM 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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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







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

GRAHAM SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS	22/60 ADEQUATE	3/10	5/10	0/10	4/10	3/10	7/10
EDITH LANDELS ES							
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

Transfer scores from category assessment pages

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

GRAHAM GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - More space, shade & natural materials in lunch area
- 2 - Convert asphalt/concrete spaces to softscape/natural spaces, such as one 1 basketball court to natural shaded area and move bike lockers if needed
- 3 - More tree placement on interior of campus, especially around high use areas
- 4 - More diverse & shaded seating opportunities
- 5 - Paint paving to alleviate heat, and to activate blacktop

MENTAL WELL-BEING

- 1 - Spaces for socializing in various group sizes
- 2 - Potential for 'reset' areas in corridors for students taking a short break
- 3 - Contemplation Spaces
- 4 - "Reflective" or "thinking" classroom adjacent to Library
- 5 - Therapeutic interventions

EXPLORATION & DISCOVERY

- 1 - Diversify planting and tree palette, including native plants & habitat gardens
- 2 - Natural Areas for opportunities of physical challenge, like a confidence course
- 3 - Customizable outdoor space with moveable furnishings
- 4 - Discovery path connecting distinct spaces around the campus

OUTDOOR LEARNING

- 1 - Outdoor classroom adjacent to science classroom
- 2 - Provide more teaching amenities in learning garden (i.e. shade, teaching board, comfortable backed seating)
- 3 - More opportunities for outdoor learning
- 4 - Make learning garden more accessible to classrooms
- 5 - Improve ecological literacy (signage, etc.)

OPERATIONS & SUSTAINABILITY

- 1 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 2 - Place for a bulletin board for schedule to use the outdoor classroom
- 3 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

STUDENT SAFETY & EXPERIENCE

- 1 - Add natural features that define and enhance schoolyard

*The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.



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.

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 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 performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
	TOTAL SCORE: MENTAL WELL-BEING	2



ADDITIONAL NOTES

New outdoor learning space provides many opportunities for use.

SCORING GUIDE:

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

LANDELS METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	✓
4	Areas for native wildlife habitat	
5	Variety of tree types (deciduous/evergreen, small/large)	✓
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
	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/>

LANDELS 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



ADDITIONAL NOTES

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

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.)	
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

SCORING GUIDE:

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

LANDELS 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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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

Kinder play yard is rusted/boarded off for safety.







SCORING GUIDE:

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

LANDELS SUMMARY: SCHOOL GREENING SCORES

SCHOOLS	SCORE						
AMY IMAI ES							
BENJAMIN BUBB ES							
CRITTENDEN MS							
GRAHAM MS							
EDITH LANDELS ES	18/60 NEEDS WORK	5/10	2/10	2/10	3/10	2/10	4/10
GABRIEL MISTRAL ES							
JOSE ANTONIO VARGAS ES							
MARIANO CASTRO ES							
MONTA LOMA ES							
STEVENSON ES							
THEUERKAUF ES							

Transfer scores from category assessment pages

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

LANDELS GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - More tree placement on interior of campus, especially around high use areas
- 2 - Forest or Grove Setting
- 3 - Increase shaded seating, especially around play areas
- 4 - Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop
- 5 - Staff eating space outdoors (in frontage next to admin building)

MENTAL WELL-BEING

- 1 - Quiet, semi-private areas for emotional regulation
- 2 - Enhance existing outdoor classroom to make it useful for quiet time during lunch
- 3 - Provide prominent display board for student art

EXPLORATION & DISCOVERY

- 1 - Nature Play Opportunities (i.e rope climbing area with natural materials)
- 2 - Nature play in fenced kinder yard
- 3 - Greater diversity of seasonal and native plants including possible monarch butterfly garden, herb garden, zen garden and trees with edible fruit
- 4 - Nature walking path around the fields w/areas of engagement along path

OUTDOOR LEARNING

- 1 - Amphitheater-style seating with mini stage/central area for 'ReaderTheater' and other events (i.e. dramatic play)
- 2 - Shaded outdoor spaces/seating for reading during breaks, including area adjacent to library
- 3 - ADA upgrades for existing outdoor classroom
- 4 - More outdoor teaching/instructional tools-- chalkboard/cupboard
- 5 - Designated classroom raised garden boxes that students can tend to, possibly with clear planters for viewing root development

OPERATIONS & SUSTAINABILITY

- 1 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 2 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

STUDENT SAFETY & EXPERIENCE

- 1 - Provide safe and comfortable pick-up/drop-off area (i.e. replace damaged furnishings)
- 2 - Remove and replace dead trees and plants in school interior
- 3 - Create lineup area between asphalt & lawn w/trees

*The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.



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



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for 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 performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
	TOTAL SCORE: MENTAL WELL-BEING	3



ADDITIONAL NOTES

Spaces between classrooms are used for conflict resolution.

SCORING GUIDE:

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

CASTRO METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	✓
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	
4	Areas for native wildlife habitat	
5	Variety of tree types (deciduous/evergreen, small/large)	
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
	TOTAL SCORE: EXPLORATION & DISCOVERY	1



ADDITIONAL NOTES

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/>

CASTRO 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		5



ADDITIONAL NOTES

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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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







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

CASTRO 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 category assessment pages

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

CASTRO GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - More trees, planting and natural materials throughout campus
- 2 - Forest or Grove Setting
- 3 - Increase shaded seating, especially around play areas
- 4 - Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop
- 5 - Enhance existing teacher patio

MENTAL WELL-BEING

- 1 - Quiet areas for individual and small groups
- 2 - Space for art production and/or performance
- 3 - Art table or maker space which doubles as a social opportunity/work space Spaces between classrooms are used for conflict resolution
- 4 - Provide prominent display board for student art

EXPLORATION & DISCOVERY

- 1 - Nature Play and natural areas that are available to students during recess (including kinder yard)
- 2 - Diversify planting and tree palette, including native plants & habitat gardens (i.e. butterfly garden)

OUTDOOR LEARNING

- 1 - More amenities for outdoor learning garden (seating, shade, teaching tools and protection)
- 2 - Shaded outdoor spaces/seating for reading during breaks, including area adjacent to library
- 3 - Signage at stormwater planters

OPERATIONS & SUSTAINABILITY

- 1 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 2 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

STUDENT SAFETY & EXPERIENCE

- 1 - Add natural features that define and enhance schoolyard
- 2 - Level field to make it more practical for lawn games/active recreation

*The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.

MISTRAL 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.

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 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 performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
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

MISTRAL METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	✓
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	✓
4	Areas for native wildlife habitat	
5	Variety of tree types (deciduous/evergreen, small/large)	✓
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
TOTAL SCORE: EXPLORATION & DISCOVERY		3



ADDITIONAL NOTES

Would love a butterfly garden.

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/>

MISTRAL 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

SCORING GUIDE:

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



ADDITIONAL NOTES

Library has outside seating but not used.

"Garden Committee" and Recology to help children compost.

PTA - helps funding & stewardship.

MISTRAL 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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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

MISTRAL 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 category assessment pages

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

MISTRAL GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - Increase shaded seating, especially around play areas
- 2 - Provide protected eating and learning spaces between building wings
- 3 - Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop
- 4 - Redesign whole k-yard to serve more diverse purposes/more active recreation (ex: nature play, obstacle course, sensory elements), and utilize the space more efficiently
- 5 - Seating area next to plants along fire lane (might need a fence/divider from vehicle area)

OUTDOOR LEARNING

- 1 - Shaded outdoor spaces/seating for reading during breaks, including area adjacent to library
- 2 - Enhance and expand redwood garden (i.e. Wind/rain shelters, water, secured storage, raised beds and improved accessibility)
- 3 - Improve educational signage

MENTAL WELL-BEING

- 1 - Quiet areas for individual and small groups
- 2 - Area for messy play
- 3 - Bright/colorful elements for sensory stimulation
- 4 - Water element for sound

OPERATIONS & SUSTAINABILITY

- 1 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 2 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

EXPLORATION & DISCOVERY

- 1 - Nature Play and natural areas that are available to students during recess
- 2 - Diversify planting and tree palette, including native plants & habitat gardens (i.e. butterfly garden)

STUDENT SAFETY & EXPERIENCE

- 1 - More amenities and shade for pickup/drop-off
- 2 - Level field to make it more practical for lawn games/active recreation

*The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.



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

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 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 performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
	TOTAL SCORE: MENTAL WELL-BEING	0



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.

SCORING GUIDE:

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

MONTA LOMA METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	✓
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	✓
4	Areas for native wildlife habitat	✓
5	Variety of tree types (deciduous/evergreen, small/large)	
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
	TOTAL SCORE: EXPLORATION & DISCOVERY	3



ADDITIONAL NOTES

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

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/>



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

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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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

MONTA LOMA 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 category assessment pages

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

MONTA LOMA GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - Outdoor lunch space needs shade
- 2 - More tree placement on interior of campus, especially around high use areas
- 3 - More seating and amenities in existing shaded outdoor spaces to encourage their use/exploration
- 4 - Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop

MENTAL WELL-BEING

- 1 - Quiet, semi-private areas for emotional regulation (i.e. Wiggle/reset or therapeutic space)
- 2 - Space for art production and/or performance
- 3 - Adding musical elements to fences

EXPLORATION & DISCOVERY

- 1 - Extend k-yard with soft materials (lawn, planting, etc)
- 2 - Nature Play Opportunities
- 3 - Diversify planting and tree palette, including native plants

OUTDOOR LEARNING

- 1 - Pick-up/drop-off area could also double as an outdoor classroom as it's more remote than other courtyard spaces
- 2 - Expand and enhance existing learning garden with proper teaching tools
- 3 - Enhance yards next to SPED classrooms to support curriculum
- 4 - Amphitheater space in the green center space next to library
- 5 - Shaded outdoor spaces/seating for reading during breaks, including area adjacent to library

OPERATIONS & SUSTAINABILITY

- 1 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 2 - Capture, treat and infiltrate stormwater on site
- 3 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

STUDENT SAFETY & EXPERIENCE

- 1 - Improve visibility to/through play areas (i.e. boulders in the mulch)
- 2 - Alleviate tree root tripping hazards

**The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.*



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



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for 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 performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
TOTAL SCORE: MENTAL WELL-BEING		4



ADDITIONAL NOTES

Therapeutic interventions are not accessible during recess/lunch time.

SCORING GUIDE:

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

STEVENSON METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	
4	Areas for native wildlife habitat	
5	Variety of tree types (deciduous/evergreen, small/large)	
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
	TOTAL SCORE: EXPLORATION & DISCOVERY	0



ADDITIONAL NOTES

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/>



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



ADDITIONAL NOTES

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

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.)	✓
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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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

STEVENSON 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 category assessment pages

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

STEVENSON GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - More tree placement on interior of campus, especially around high use areas (including around kinder yard)
- 2 - More seating areas, especially for individuals/smaller groups, esp. in pickup/dropoff
- 3 - Forest or Grove Setting
- 4 - More windbreaks and shade consideration for outdoor learning areas
- 5 - Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop
- 6 - Upgrade staff outdoor eating area (could also be used for families)

OUTDOOR LEARNING

- 1 - Improve shade in outdoor learning garden
- 2 - More outdoor teaching/instructional tools - chalkboard/cupboard/storage
- 3 - Educational signage about green infrastructure (bioretention areas)
- 4 - More thoughtful planting + outdoor classroom next to district office (increase shade on paved area)

MENTAL WELL-BEING

- 1 - More areas for reading/quiet time away a small distance from active rec areas
- 2 - Therapeutic interventions accessible to all students
- 3 - Sensory Interventions for Social Emotional Learning activities (conflict shield, peace path, Stevenson values)
- 4 - Incorporating student art into campuses

OPERATIONS & SUSTAINABILITY

- 1 - Plant bigger trees (small trees planted in the past have been broken by students); plant trees outside of ball play areas
- 2 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 3 - Capture, treat and infiltrate stormwater on site
- 4 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

EXPLORATION & DISCOVERY

- 1 - Nature Play Opportunities
- 2 - Diversify planting and tree palette, including native plants & habitat gardens (i.e. herb, native garden)
- 3 - Nature walking path around the fields w/areas of engagement along path
- 4 - Grove or exploration area next to YMCA bldg
- 5 - Nature / sensory area with outdoor hand-washing station

STUDENT SAFETY & EXPERIENCE

- 1 - Avoid creating muddy areas, amend existing muddy areas (even when tree wells get wet, students will go in them)
- 2 - Expand opportunities for ball play
- 3 - Enhance pickup/dropoff area

*The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.

THEUERKAUF 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

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 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 performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
	TOTAL SCORE: MENTAL WELL-BEING	2



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.

SCORING GUIDE:

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

THEUERKAUF METRIC CHECKLIST: EXPLORATION & DISCOVERY



1	Areas with varied topography	
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	✓
4	Areas for native wildlife habitat	✓
5	Variety of tree types (deciduous/evergreen, small/large)	✓
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
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/>



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:

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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	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
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

THEUERKAUF 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 category assessment pages

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

THEUERKAUF GREENING PRIORITIES*

PHYSICAL COMFORT

- 1 - Increase shaded seating, especially around play areas, learning garden and natural areas
- 2 - Improve existing pre-k/TK yard
- 3 - Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop

MENTAL WELL-BEING

- 1 - Quiet, semi-private areas for emotional regulation
- 2 - Social Emotional Learning activities via striping (striping along covered walkways)
- 3 - Add play walls with gears, ropes, pulleys, switches

EXPLORATION & DISCOVERY

- 1 - Enhance natural areas with native and habitat planting
- 2 - Nature Play Opportunities

OUTDOOR LEARNING

- 1 - Add amenities to facilitate outdoor learning in existing spaces (tables, seating, storage, blackboard)
- 2 - Amphitheater space for events in courtyard
- 3 - Reading 'rooms' around campus, especially near blacktop for reading during recess
- 4 - More storage for outdoor teaching/play activities (i.e. mini library, ball storage)

OPERATIONS & SUSTAINABILITY

- 1 - More direct path from classrooms to MUR for lunch (need a walking path so grass doesn't get trampled)
- 2 - Capture, treat and infiltrate stormwater on site
- 3 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 4 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)

STUDENT SAFETY & EXPERIENCE

- 1 - More diversity of places/types of things to do in the blacktop
- 2 - Remove tripping hazards at non-maintained decomposed granite and planting areas/tree wells
- 3 - Restripe basketball area so halfcourt and full court aren't intersecting
- 4 - Enhance pickup/dropoff area

*The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.