
MVWSD BOARD PACKET – STUDY SESSION

DATE: Thursday, January 21, 2024
PROJECT NAME: MVWUSD Outdoor Learning and Greening Standards
PROJECT NUMBER: MVW20-01

Site Assessment and Input Process

March 2023 – School Site Visits

In March 2022, Carducci Associates staff visited all the MVWSD school sites to perform an initial site analysis and take photos. Each site visit included an introductory meeting with the school principal.

- 3/2 Landels & Amy Imai Site Visit
- 3/9 Monta Loma & Castro-Mistral Site Visit
- 3/23 Bubb & Crittenden Site Visit
- 3/30 Stevensen, Theuerkauf & Graham Site Visit

May 2023 – Meeting with Specialist Team

Carducci Associates staff met with the District's Education Specialists to get their input on enhancing the experiences of the special needs students across all school sites.

- **Feedback Included:**

- Make the assessment for mental well-being more about incorporating spaces that are all-inclusive or accessible "for all."
- Make elaborations that the activities are controlled/managed such as the mud table/messy play areas if any.
- Important to think about the population of students at each campus.
- Make sure there is a clear path for students with special needs to access sensory spaces.
- Work on motor skills and emotional regulation. Students are taken out of class for these needs. Outdoor Spaces can be used for these activities.
- Need a desk/table to work on OT skills. Could be done with a clipboard, Make sure any wood specified will not splinter easily.
- Providing vestibular input for kids. Swinging is very helpful for kids' development. Special needs seats. Forward and rotational movement.
- Obstacle courses are helpful for motor learning and planning for kids.
- Sensory walls should be in locations that do not disrupt classrooms.
- Synthetic Turf or Pour in Place Rubber Surfacing (PIP is best for movement). Tan bark can be difficult to navigate with a wheelchair. Incorporate an accessible path adjacent.
- Texture Changes in pavement and surfaces are desirable.
- Making sure colors and surfacing are not overwhelming.
- Don't create overwhelming music play, and musical elements.
- Boulders can be dangerous - especially where parts are easily removed.
- Engaging heavy muscle/joints (pushing/pulling), like Crawling, is good for working with pressure on the body.
- Like squeezing their body through elements.
- A trampoline is not an easy effort due to liability. In the ground trampoline could be something to explore. Should only be for (1) at a time. Safe Jumping.
- Sensory walk with a wobble bridge.



Summer 2023 – Meetings with Environmental Sustainability Advisory Council

Carducci Associates staff participated in 3 meetings with the District's Environmental Sustainability Advisory Council to introduce the greening project and get their input.

- **5/17 Council Meeting #1 Feedback**

- Physical Comfort Scorecard - suggest a goal for reduced blacktop coverage on schools, such as "should take up no more than xx% of school campus, or a square footage per student."
- Outdoor Learning Scorecard - Native plant gardens AND native planting. Habitat gardens provide the perfect setting for actual instruction with 3 dozen plant species represented from many CA plant communities. Native plantings as landscaping are also important for habitat and water conservation and reduced maintenance, but not as good for instruction. The idea of garden(s) for growing food crops would be a valuable experience for the kids. Outdoor learning is experiential and hands-on learning where students can observe plants and animals first hand and using multiple senses. Educational gardens directly support environmental literacy through a myriad of lessons stemming from native habitat gardens and they support food growing, harvesting, and preparation in edible gardens which directly support healthy eating and nutrition awareness and positive eating experiences for students.
- Exploration and Discovery Scorecard - Vestibular movement (I think of this as balancing) is great. In addition, jumping and hopping, climbing up and down, etc. Add a water element. It can be done and has been done on many school campuses. Great for freshwater life observations too! Does not have to be fancy. Have seen aerated round through type structures large and deep enough for observation and very inexpensive. Provide physical challenges which encourage students to test their balance, climbing abilities, and other gross motor skills. Butterfly Gardens, Sand/Tactile Play and Climbing Trees would be favorable.
- Operations and Sustainability Scorecard - Are there any surface-level utilities that are affecting the outdoor experience - Like noise from transformers, irrigation overspray, frequent watering that creates saturated fields unfit for use, etc. District maintenance limitations may refer to funding limitations for ground maintenance staff. However, more important is that maintenance staff are trained with some oversight about how to properly maintain a very different kind of landscape and play area. It will take a paradigm shift and true understanding of the role of school grounds for all the



standards described here. There needs to be instruction about the purposes of the school grounds in addition to how to maintain them. Issues currently are in irrigation maintenance and understanding how to use timers and controllers. For operation and sustainability, it could be a good idea considering water reuse – Like treated water from sinks for irrigation. some more thoughts on stewardship (habitat restoration, food production/ Living Classroom, reuse of natural materials using leaves for art projects and bookmarks!)

- Student Safety and Experience Scorecard - If there are designated outdoor emergency/safety routes or evac areas, are they clearly defined? Are fences and pathways functioning for proper evacuation?

- **6/14 Council Meeting #2 Feedback**

- Outdoor Classroom Implementation – Yes to outdoor sinks. Lockable garden shed for tools, seeds, containers, watering cans, etc. A shallow aerated pond either below ground or in a large metal tub are excellent learning tools to teach freshwater ecology. Many great examples are used by other elementary schools without incidents. ADA compliant pathways don't have to be paved. Compressed decomposed granite (DG) also works well and is permeable and much, much less expensive. A greenhouse for growing seedlings could be a great activity with kids!
- Therapeutic Space Implementation - Supporting curriculum would include specific features like interpretive signage and diagrams not only about plants, but also about native plant communities found in vicinity of school, a sundial, ample planting areas for student planting, both raised beds and native plant/pollinator areas, a bird blind near a tree where birds frequent to facilitate bird observation, bird boxes for endangered Western Bluebird (kids can monitor nest building, laying eggs, hatching, fledglings, etc.). Add categories for physical activity including climbing, jumping, sensory and tactile, creative play using natural materials.
- Educational Signage Implementation - These are great signs---like the ones at the LA County Natural History Museum. They can be changed out with the season. Also use small, more permanent signs for plants which include ethnobotanical uses and wildlife relationships/coevolution. Also, important to have signage in areas that have public access explaining the gardens and how they are used by students for educational purposes, and stating that plants should not be picked or trampled and that they are welcome to enjoy the visual and other sensory beautify.



- Art Display Implementation - Garden art is great. Mosaic pots, animals, stepping stones, etc. make great student art projects along with tunnels and teepees made from pliable willow branches or other natural materials. Lots of options. Also painting plant signs or benches, or walls of sheds. CSMA could be engaged to create garden art lessons with kids.
 - Learning Garden Implementation - School gardens provide setting and ecological learning laboratories for a wide range of lessons using native habitat and edible gardens. Experiential learning in informal outdoor settings is great for students who have different learning styles and needs. Great for English Language Learners and students with special needs as well
 - School Frontage Implementation - School frontage should provide shade, seating areas for parents and students waiting for pick up, etc. and low maintenance, native plantings to create an inviting entry. Lawns not normally needed. Signage about sustainable buildings, energy use, water conservation, and living schoolyards can also provide information for visitors and for parents.
- **7/24 Council Meeting #3 Feedback**
 - **Q:** At Amy Imai, do we know if the lawn area outside of the baseball area is used recreationally by the City or the School?
 - Yes, the city uses the lawn area for recreational activities. While on site, it was observed that there were soccer fields chalked on the ground.
 - Need to consider not reducing fields for recreational uses, but how we can expand outdoor learning areas into the lawn spaces without impacting recreational activities.
 - **Q:** Does it make sense to include areas outside of the fences as “useable space”?
 - Kids use the playground for recess for about 15 mins, but children sometimes can wait up to 20-25 mins for pick-up.
 - **Q:** There could be easy ways to improve the areas between the classroom wings. Removing asphalt, adding planter boxes, and such could be accomplished.
 - We need to consider also not creating disruptions for other classrooms, especially during testing time.
 - **Q:** The resolution talks about a “Greening Index” and a “Greening Metric”. The Index in my mind is more informational for high level board members and



constituents to review and gather information from. Greening metric gets into developing actionable plans.

- We hope that these two items work hand and hand to propose action plans and site developments that will benefit the overall site for all users.
- **Q:** I like the approach of “useable” space, as it’s a more accurate representation of what areas are most important to school program priorities. Anecdotal can be helpful for future conversations.
 - Each of the schematic levels of designs will be presented by us to the Board at the public meeting, so it will be interesting to see what the greater public thinks with regards to “useable” space.
- **Q:** Should we identify the types of play areas? Natural vs Structures? Shaded vs Non-Shaded?
 - Currently not being quantified on plan but could be seen graphically. We can consider including a percentage of “shaded” play areas.
- **Q:** Green Schoolyard Funding Available
 - MVW applied and did not get the CalFire Grant.
- **Q:** What is the significance of “LUNCH 4th/5th” on the site analysis plan?
 - Those are spaces that are currently being used as official shaded lunch areas, but our aim is to create spaces that are flexible, with dual use.
- **Q:** “Useable” Space can change over the years with each principal depending on which areas they want to include in their supervision.
 - If we include percentages of “shaded play areas,” there is a possibility that the campus supervised areas can change.
 - Don’t want to create a metric that can change on us over time.
- **Q:** Useable Space” determination
 - Including drop-off and “non supervised” areas could be a benefit. Incorporating shade into drop-off/pick-up areas and public spaces can be a positive improvement.
 - If supervised areas can change principal to principal, we should include these areas in the total take-offs and shade calculations.
 - Considering the lawn areas, what % takeoff is associated to recreational activities/ city use.



September-December 2023 – School Site and Community Meetings

Between September and December of 2023, Carducci staff held a series of online meetings with member of the school community. The first step was one-on-one meetings with each school principal to review draft versions of the site analysis and green index documents to get their input and corrections. Carducci staff and the school principal then completed the green metric scoring.

After completing these sessions, Carducci staff held a meeting with each school's staff to hear how they use their campus, present the analysis and index, review the metric and identify priorities, and generally discuss opportunities for each school.

Finally, Carducci staff held a series of broader community meetings to present and solicit additional feedback. Three site specific meetings (with schools grouped by physical proximity) were opened to the parents. The broader community, including interested organizations and neighbors, were invited to a final district-wide meeting.

- **September/October 2023 – Meetings with Principals**

- (feedback provided below by school site)**

- 9/19 Overview Meeting with All Principals – In person
 - 9/26 Amy Imai Principal Meeting - Virtual
 - 9/27 Landels Principal Meeting - Virtual
 - 9/29 Monta Loma Principal Meeting - Virtual
 - 10/2 Mistral Principal Meeting - Virtual
 - 10/4 Theuerkauf Principal Meeting - Virtual
 - 10/5 Graham Principal Meeting - Virtual
 - 10/9 Bubb Principal Meeting - Virtual
 - 10/11 Castro Principal Meeting – Virtual
 - 10/23 Crittenden Principal Meeting - Virtual
 - 10/25 Stevenson Principal Meeting – Virtual

- **October/November 2023 – Meetings with Staff**

- (feedback provided below by school site)**

- 10/30 Graham Staff Meeting – Virtual
 - 11/2 Crittenden Staff Meeting - Virtual



- 11/6 Monta Loma Staff Meeting - Virtual
- 11/7 Landels and Bubb Staff Meeting - Virtual
- 11/9 Stevenson and Castro Staff Meeting - Virtual
- 11/13 Amy Imai Staff Meeting - Virtual
- 11/16 Theuerkauf Staff Meeting - Virtual
- 11/29 Mistral Staff Meeting - Virtual

- **November/December 2023 – Combined Community Meetings
(feedback provided below by school site)**

- 11/28 Meeting for Bubb, Amy Imai & Graham - Virtual
 - 23 registrants, 10-12 attendees
- 11/29 Meeting for Castro, Mistral & Landels - Virtual
 - 33 registrants, 20-21 attendees
- 11/30 Meeting for Monta Loma, Theuerkauf, Stevenson & Crittenden - Virtual
 - 30 registrants, 18-20 attendees
- 12/6 General Community Meeting - Virtual
 - 20 registrants, 13 attendees
 - Attendees included: Green Spaces Mountainview, City of Mountain View, Living Classroom, Mayor of Mountain View, Community Members, Parents, Monta Loma Neighborhood Association Board

Promotion:

- Email invites to community groups, neighborhood leaders and organizations
- Flyers and emails to parents, staff members
- Posts on social media, Next-door
- Postcards to 15,000 residents



Meeting Feedback Organized by School

AMY IMAI

Principal Feedback (9/26 Meeting)

- **Physical Comfort**
 - Tree placement on the interior of campus is important. Trees were removed for solar and health reasons.
 - Tables/seats outside classrooms.
- **Mental Well-Being**
 - Separation of the grades (play & lunch).
 - Can't paint murals without district permission. Existing murals are old.
- **Exploration and Discovery**
 - Hands-on Bay Area Organization.
 - Looking beyond Living Classroom.
- **Outdoor Learning**
 - Kindergarten 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.
- **Operations & Sustainability**
 - The 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.
- **Student Safety & Experience**
 - Gates are new, but not locked. Not easily accessible for ADA.
 - The drop-off has lawn and shade but no seating.
 - The living classroom is not very visible but is secured.
 - No loose materials.



Staff Feedback (11/13 Meeting)

- **Physical Comfort**
 - More tree placement on interior of campus
 - Tables/seats outside classrooms
 - Paint blacktop to alleviate heat.
 - Remove blacktop/green areas around MUR.
 - Seating behind portables
 - Shade/seating around play areas.
- **Mental Well-Being**
 - Sensory paths/peace paths in between classrooms for breaks
- **Exploration and Discovery**
 - Monarch butterfly garden/habitat garden (tie-in w/Science curriculum)
 - Greater diversity of plants: seasonal, natives
 - Nature walking path around the field's w/areas of engagement along path
 - Herb garden to show full life cycle/uses of plants.
 - Zen garden
 - More trees w/edible fruit, connect to District nutrition goals.
- **Outdoor Learning**
 - Outdoor amphitheater useful for presentations
 - Shaded outdoor spaces/seating for reading during breaks.
 - Shaded reading space outside of library.
 - Outdoor classroom for STEAM w/natural elements for exploration
 - More educational / playful striping to activate blacktop.
 - Designated classroom raised garden boxes that students can tend to
 - Rain barrel planters for discussing water resources.
 - Clear planters for viewing root development.
- **Student Safety and Experience**
 - Enhance pickup area near kinder classrooms (for parents of all ages)
 - Changing planting adjacent to classrooms that will alleviate pests.

Community Feedback (11/28 Meeting)

- N/A



BUBB

Principal Feedback (10/9 Meeting)

- **Physical Comfort**
 - 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.
- **Mental Well-Being**
 - Peace paths painted by classrooms.
 - Horticulture is only through living classroom.
- **Exploration and Discovery**
 - Peace Tree --- kids gather there.
- **Outdoor Learning**
 - Beautification days — through SAP volunteer work or PTA.
 - “Hands-on Bay Area”
 - Stormwater area exists but there is no signage.
- **Operations & Sustainability**
 - The lawn area in the front area is not usable.
 - Watering club.
- **Student Safety and Experience**
 - Lawn areas in the front can be enhanced for pick-up/drop-off/parent socializing.

Staff Feedback (11/7 Meeting)

- **Physical Comfort**
 - Tables/seating between classrooms
 - Expanding existing teacher patio.
- **Mental Well-Being**
 - Tactile play area
 - Labyrinth
 - Stage for presentations and drama
 - Spaces for emotional regulation
 - Art table or maker space doubles as a social opportunity/work space
- **Exploration and Discovery**
 - Discovery zone next to solar with digging opportunities and mounding



- Introduce native plants & succulents.
- **Outdoor Learning**
 - Add signage to stormwater area.
 - Teaching amphitheater - white board, seating
 - Expanded classroom opportunity behind living classroom garden / teacher lunch area.
 - Reading/drawing areas near play areas
 - Library yard enhancement for reading/gathering/instruction.
 - Outdoor classroom/shade garden under solar
- **Operations and Sustainability**
 - Provide storage near the instruction spaces.
- **Student Safety and Experience**
 - Focus play opportunities closer to school.
 - Navigational dots or spaces on blacktop for lineup
 - Improve screening at school frontage.

Community Feedback (11/28 Meeting)

- Spaces for individuals as well as small groups (i.e. if a child needs alone time)

CASTRO

Principal Feedback (10/11 Meeting)

- **Physical Comfort**
 - Lacks seating in general.
 - K-yard lacks trees and seating.
- **Mental Well-Being**
 - Spaces between classrooms are used for conflict resolution.
- **Outdoor Learning**
 - Outdoor learning garden is lacking amenities. It could use a little fence.
 - There are stormwater planters but no signage.
- **Student Safety and Experience**
 - Drop-off/pick-up areas need shade and seating.
 - Children will sit under the stairs on the play structure for quiet play.



Staff Feedback (11/9 Meeting)

- **Physical Comfort**
 - More trees and seating in interior of campus, especially k-yard & pickup/drop-off
- **Mental Well-Being**
 - Spaces between classrooms are used for conflict resolution.
 - More spaces for quiet time/play
- **Outdoor Learning**
 - More amenities for outdoor learning garden (seating/shade/teaching tools)
 - Signage at stormwater planters
- **Operations and Sustainability**
 - Living classroom gets damaged by students--provide fence around it; enhance other nearby areas for ball play/active recreation.

Community Feedback (11/29 Meeting)

- More shade near playground structures
- Dead plants haven't been replaced.
- PTA spends a lot of time maintaining weedy season in Spring.
- Make green spaces that area available to students during recess.
- Lower maintenance plants
- City irrigates the land.
- Entrance between kinder and office needs more shade.
- Replant and maintain.
- Potential for mulch for water retention/weed suppression.
- Raised beds & compost in redwood garden not maintained.
- Irrigation schedule is off – soggy in summers.

CRITTENDEN

Principal Feedback (10/23 Meeting)

- **Physical Comfort**
 - 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)



- **Mental Well-Being**
 - No active mural program.
- **Exploration and Discovery**
 - Various levels of maturity
 - Living in the 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.
- **Outdoor Learning**
 - Raised beds is a forgotten space and used very little.
 - Currently living classrooms are 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.
- **Operations and Sustainability**
 - Trees in the quad are super tiny.
 - The lawn in front of school is not used at all.
 - Students may want to start a beautification/planting club.
 - MVEF - education foundation
- **Student Safety and Experience**
 - Pick-up/drop-off could use seating.

Staff Feedback (1 1/2 Meeting)

- **Physical Comfort**
 - More shaded seating in quad / along buildings
 - Quad is very bright -- add shade and/or make ground less reflective, esp. bigger trees.
 - Add shaded areas for instruction before P.E. activities next to lawn/fields.
 - Seating for pickup/drop-off area
 - Seating around living classroom.
- **Mental Well-Being**
 - Discuss mural/mosaic program with maintenance staff.
 - Patio next to art classroom could be used for art classes.
- **Exploration and Discovery**
 - Activate small space next to living classroom.



- **Outdoor Learning**
 - Create spaces for outdoor student clubs.
 - Living classroom is not as active on this site.
 - Increase shade in existing amphitheater.
 - More tables/flat surfaces for outdoor classrooms (picnic tables in amphitheater were requested to be moved to the shaded lunch area)
 - More tables outside classrooms within eyesight of teachers
- **Operations and Sustainability**
 - Activate lawn in front of school.
 - Choose plants that can be maintained without intense manicuring--district approaches spreading grasses/shrubs & fallen leaves aggressively.
 - Use recycled materials where possible.
 - Pickup/drop-off/PE area mostly used for attendance -- more planting/trees might be useful to deter active play.
 - Rejuvenate and maintain raised beds.

Community Feedback (11/30 Meeting)

- Very inspiring ideas, especially the green spaces, natural discovery zones, art displays, outdoor learning areas
- Next to bb courts, take advantage of existing mature trees.
- Less concerned about school frontage since students spend limited time in the area outside the gates.

GRAHAM

Principal Feedback (10/5 Meeting)

- **Physical Comfort**
 - Lunch area not shaded.
 - Lack of tree canopy
 - Lack of opportunities to take classes outside.
 - No diverse seating opportunities except bleachers
 - Lack of shade
 - Desire to paint the asphalt.
- **Mental Well-Being**
 - Therapeutic interventions



- Contemplation spaces
- Sensory planting
- **Exploration and Discovery**
 - Lack of natural materials and spaces on the campus
 - Lacking tree/planting variety
- **Outdoor Learning**
 - Learning garden is well-maintained but not in an ideal location.
 - Lacking in other opportunities for outdoor learning
 - There is a need for supporting ecological literacy.
 - Signage

Staff Feedback (10/30 Meeting)

- **Physical Comfort**
 - More tree canopy within school interior
 - More diverse & shaded seating opportunities
 - Paint asphalt to alleviate heat.
 - Convert asphalt/concrete spaces to softscape/natural spaces.
 - Shade and *backed seating are key elements for outdoor classroom.
 - Convert 1 basketball court to natural shaded area.
 - Move bike lockers next to Admin building (clears path from playground to field)
 - More space, shade & natural materials in lunch area
- **Mental Well-Being**
 - Potential for 'reset' areas in corridors for students taking a short break -- more seating in shaded areas.
 - "Reflective" or "thinking" classroom adjacent to Library.
- **Exploration and Discovery**
 - More natural materials and spaces on campus
 - More diverse trees & plants
- **Outdoor Learning**
 - More opportunities for outdoor learning
 - Make learning garden more accessible to classrooms.
 - Improve ecological literacy (signage, etc.)
 - Aesthetic planting & enclosed teaching board
 - Outdoor classroom adjacent to science classroom



- **Operations and Sustainability**

- Improve/update/replace planting.
- Place for a bulletin board for schedule to use the outdoor classroom.
- TK yard currently not in use. May be turned into more MS classrooms.

Community Feedback (11/28 Meeting)

- N/A

LANDELS

Principal Feedback (9/27 Meeting)

- **Physical Comfort**

- Seating areas are mostly under the solar panels.

- **Mental Well-Being**

- The new outdoor learning space provides many opportunities for use.

- **Exploration and Discovery**

- Build on outdoor learning space (enhance it).
- Creating experiences that can be used daily/frequently.

- **Outdoor Learning**

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

- **Student Safety and Experience**

- Kinder play yard is rusted/boarded off for safety.

Staff Feedback (11/7 Meeting)

- **Physical Comfort**

- Add/move tables under the solar panel w/lawn--convert lawn to turf? Add smaller picnic tables for kindergarten?
- Staff eating space outdoors (in frontage next to admin building)

- **Mental Well-Being**

- Enhance existing outdoor classroom to make it useful for quiet time during lunch.

- **Exploration and Discovery**

- Accessible path around field
- Nature plays in frontage next to k-classroom



- **Outdoor Learning**

- Add reading garden outside library under plum tree (maybe switch out tree for less messy species?)
- Small student planter box outside every classroom (that they would help maintain)
- Amphitheater-style seating with mini stage/central area for 'Reader Theater' and other events (potentially viable area next to MUR where music performances already happen, alternatively next to portables)
- More outdoor teaching/instructional tools-- chalkboard/cupboard (existing shed can store other items)
- ADA upgrades for existing outdoor classroom

- **Operations and Sustainability**

- Possible compost facility area? Would require maintenance.
- P.E. uses both spaces adjacent to portables -- possible to transform other blacktop areas for other uses?
- PTA and Hands-on Bay Area come to site to perform volunteer opportunities.

- **Student Safety and Experience**

- Replace dead trees in school interior.
- Accessible path around field would increase accessibility for fire drills (where students gather on field)
- Smooth out field.
- Repair/replace k-playground.
- Create lineup area between asphalt & lawn w/trees.

Community Feedback (11/29 Meeting)

- Litter issue, program for picking up trash.
- More trees in the school interior
- Make outdoor classroom more accessible.
- Track around the field for walkathon (making fields more accessible)
- Possibility of fort / rope climbing
 - For laying, climbing alike.
 - Made with more natural materials.
- Lola murthy (Landels student) website: nature rules. earth
- Nature plays in frontage next to k-classroom.
 - Change grass under kinder picnic tables to turf or asphalt.



- Landels kinder also has fenced in garden area at the front of school that is under-utilized and usually covered w/ pokey-balls that fall off trees.

MISTRAL

Principal Feedback (10/2 Meeting)

- **Physical Comfort**
 - Redwood garden is not accessible/shaded from wind or rain.
- **Mental Well-Being**
 - Outdoor areas for movement/conflict resolution exist but can be enhanced.
 - No messy play.
- **Exploration and Discovery**
 - Would love a butterfly garden.
- **Outdoor Learning**
 - 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.
 - The signage is great but there is an opportunity for more.
- **Operations and Sustainability**
 - The library has outside seating but not used.
 - "Garden Committee" and Recology to help children compost.
 - PTA - helps with funding & stewardship.
- **Student Safety and Experience**
 - Drop Off needs better amenities.
 - Learning garden can be enhanced.

Staff Feedback (11/29 Meeting)

- **Physical Comfort**
 - Wind/rain shelters and improved accessibility at redwood garden
 - Redesign the whole k-yard to serve more diverse purposes/more active recreation (ex: nature play, obstacle course, sensory elements), and utilize the space more efficiently.
 - Add some type of awning/shade and seating between classrooms (in aisles) for outdoor classroom/eating areas/calming areas (weather resistant)



- Seating area next to plants along fire lane (might need a fence/divider from vehicle area)
- Shade for rain and hot weather next to entrances
- **Mental Well-Being**
 - Bright/colorful elements for sensory stimulation
 - Water element for sound
- **Exploration and Discovery**
 - Track around the field (natural but accessible materials? or asphalt coating?)
 - Extend redwood garden into adjacent asphalt area.
- **Outdoor Learning**
 - Amenities for learning garden: water, secured storage, and/or raised beds.
 - The signage is great but there is opportunity for more.
 - Outdoor reading space next to library that doubles as classroom.
 - Makeshift outdoor amphitheater w/stumps in redwood garden now--opportunity for actual stage/platform?
- **Operations and Sustainability**
 - Enhance seating area outside of library to make it more appealing.
 - Kinder teacher in charge of school maintenance days and PTA
- **Student Safety and Experience**
 - Avoid spiky plant choices (like in kinder yard)
 - Differentiated pavement/stripping in the fire lane for pedestrians (used frequently by both schools)
 - Level field to make it more practical for lawn games/active rec.

Community Feedback (11/29 Meeting)

- More shade near playground structures
- Dead plants haven't been replaced.
- PTA spends a lot of time maintaining weedy season in Spring.
- Make green spaces that area available to students during recess.
- Lower maintenance plants
- City irrigates the land.
- Entrance between kinder and office needs more shade.
- Replant and maintain.
- Potential for mulch for water retention/weed suppression.



- Raised beds & compost in redwood garden not maintained.
- Irrigation schedule is off – soggy in summers.

MONTA LOMA

Principal Feedback (9/29 Meeting)

- **Mental Well-Being**
 - Living Classroom space is not used when instructors are not around.
 - Would be nice to expand the garden into asphalt and enclosure with a low fence for protection.
 - Adding musical elements to fences.
- **Exploration and Discovery**
 - Working towards training staff on nature journaling—for environmental observations with students.
- **Outdoor Learning**
 - 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"
- **Student Safety and Experience**
 - 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.

Staff Feedback (11/6 Meeting)

- **Physical Comfort**
 - Outdoor lunch space needs shade (children currently eat in MUR space)
 - More seating in outdoor spaces to encourage their use/exploration.
 - Add shade/seating outside library.
- **Mental Well-Being**
 - Adding musical elements to fences
 - Wiggle/reset space or therapeutic space in front of 1st grade classroom.



- **Exploration and Discovery**
 - Working towards training staff on nature journaling—for environmental observations with students.
 - Extend the k-yard with soft materials (lawn, planting, etc.)
- **Outdoor Learning**
 - Pick-up/drop-off could also double as an outdoor classroom as it's more remote than other courtyard spaces.
 - More outdoor teaching tools would encourage outdoor learning.
 - Enhance yards next to SPED classrooms.
 - Interior lawn used for casual gathering, assembly, etc.
- **Operations and Sustainability**
 - Living Classroom space is not used when instructors are not around.

Community Feedback (11/30 Meeting)

- Love to see an amphitheater space in the green center space next to library. It would be great to host outdoor assemblies or hold classes outside.

STEVENSON

Principal Feedback (10/25 Meeting)

- **Physical Comfort**
 - 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.
- **Mental Well-Being**
 - Therapeutic interventions are not accessible during recess/lunch time.
- **Outdoor Learning**
 - Outdoor garden is used every day — gardening program with parent volunteers.
- **Operations and Sustainability**
 - Parent participation keeps the school site clean, beautiful and provides project-based learning opportunities.
 - Planter boxes are hand-watered by parents.



- **Student Safety and Experience**

- 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.
- The L-shaped bench near the play area is obstructive.

Staff Feedback (11/6 Meeting)

- **Physical Comfort**

- More seating areas, especially for individuals/smaller groups, esp. in pickup/drop-off
- Increase tree canopy in the interior of campus (solar panels do not provide shade year-round)
- More windbreaks/wind consideration for outdoor learning areas
- Upgrade staff outdoor eating area (could also be used for families)

- **Mental Well-Being**

- Striping for SEL activities (conflict shield, peace path, Stevenson values)
- More areas for reading/quiet time away a small distance from active rec areas

- **Exploration and Discovery**

- Nature / sensory area with outdoor hand-washing station
- Nature areas in between sport areas
- Add small ball play area (tetherball/ball wall)
- Potentially a grove or exploration area next to YMCA bldg.

- **Outdoor Learning**

- Educational signage about green infrastructure (bioretention areas)
- Trees/plants next to k-yard -- could be multi-use space (for teacher lunch, for library reading) -- (would need to be laid out in a way that avoids circulation lines/other distractions)
- More thoughtful planting + outdoor classroom next to district office (increase shade on paved area)
- More teaching tools & outdoor storage unit
- Could frontage corner (@ San Pierre & Montecito) be converted into a nature area for the kinder/small amphitheater/performance space (could the fence be moved to incorporate this space)?

- **Operations and Sustainability**

- Plant bigger trees (small trees planted in the past have been broken by students)



- **Student Safety and Experience**

- Avoid creating muddy areas, amend existing muddy areas (even when tree wells get wet, students will go in them)

Community Feedback (11/30 Meeting)

- Create a more natural/winding space/path between blacktop and fields.
- Greater variety of shaded spaces for learning garden
- Vertical gardening option in constrained spaces
- More teaching tools (ex: magnifying glasses)
- Sensory play with herbs/fragrant plants
- Space for digging in the garden (spray bottles, shovels)
- Minimize blacktop and/or add more tree shade to blacktop area.
- Guidelines/ideas for incorporating student art into campuses.
- Consider where ball play is happening when planting trees.
- Add some color to the blacktop.
- Add greening around solar panels.
- Add greening around solar panels columns. Anything to make it look less like a parking lot.

THEUERKAUF

Principal Feedback (10/4 Meeting)

- **Mental Well-Being**

- 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.

- **Exploration and Discovery**

- Areas for nature play to be available to supervisable areas.
- Flexible natural play elements.
- Natural building materials.

- **Outdoor Learning**

- Seating is lacking in the learning garden. Lessons are held indoors due to lack of seating.
- Living Classroom provides on-site maintenance.
- Learn about cultural references.



- School and student values demonstrated through artwork.
- **Operations and Sustainability**
 - Desire for space outside the library.
 - The primary library entrance is outside the school fence.
- **Student Safety and Experience**
 - Want to create a more welcoming entry.
 - Missing compliance at gates.
 - Tripping hazards at non-maintained DG and planting areas/tree wells.

Staff Feedback (11/16 Meeting)

- **Physical Comfort**
 - Need more shade in the TK yard & preschool yard -- convert TK yard into natural area?
 - Influx of younger students next year -- need more appropriate furnishings.
 - Add seating in the learning garden, in courtyards.
- **Mental Well-Being**
 - Add break spaces outside classrooms.
 - Add play walls with gears, ropes, pulleys, switches.
 - SEL activities via striping (striping along covered walkways)
- **Exploration and Discovery**
 - More diversity of places/types of things to do in the blacktop (solar & PE areas do take up a lot of space and are sometimes shared w/Stevenson) --esp. kickball wall/more four square.
 - Expand area next to largest DG playground/living classroom with more nature play.
- **Outdoor Learning**
 - More outdoor storage for outdoor teaching/play activities
 - Mini library storage
 - Add amenities to courtyard w/bridge (not boulders--more so tables, seating, storage, blackboard)
 - Reading 'rooms' around campus, esp. near blacktop for reading during recess.
 - Amphitheater space for events in courtyard
- **Operations and Sustainability**
 - More ball storage outside near play areas



- More direct path from classrooms to MUR for lunch (need a walking path so grass doesn't get trampled)
- **Student Safety and Experience**
 - Restripe basketball area so halfcourt and full court aren't intersecting.

Community Feedback (11/30 Meeting)

- Better utilize spaces under large shade trees (great for school and public playground use)
- Seating area near edible garden
- Seating and other teaching amenities under largest shade trees in courtyard
- Add color to the blacktop, and some different activity lines besides basketball courts.
- Shaded trees close to the playground are super helpful - make it more attractive for families outside school hours.

General Community Feedback (12/6 Meeting) – Q&A Session

Comment: Looks fantastic. Do it all. The imagery is exciting. Kids spend such a large portion of their childhood at school, and it should be a joyous place.

Q: Will school assessments be shared with the public? Do you know when that will be?

A: School assessments and associated materials are available from 11/16 Board Meeting materials

Q: Will the standards be providing recommendations for paving/impermeable reductions?

A: Part of the assessment is looking at whether or not impermeable materials are being used to necessary areas.

Q: New paving was added recently at Stevenson, will you be removing it?

A: We can't disrupt areas of paving associated with the EVA lane and under the solar panels. We're looking at transforming areas of lawn adjacent to paving.

Q: Will there be an addition of shade structures at the play areas at Stevenson and Theuerkauf?



A: The type of shade we would be providing in this first phase of improvements would mainly come from trees.

Q: What is being done to beautify areas that can be accessed by the community.

A: The goal behind proposed improvements is to create a duality of experiences that can be used by all users.

Q: How many trees, what sizes, and what species to ensure success in the long term?

A: We are selecting trees that are site specific, native and regionally acclimated trees, and proposing a diversity of types and sizes. We could also provide insight to District for maintenance.

Q: The solar panels are metal structures on top of blacktop. Is there a way to create a more natural space in covered lunch areas?

A: Creative solutions can be explored, but we need to keep in mind structural integrity and maintenance.

Q: Has there been tree coverage data collected for each site and is that available to the public? What is the requirement of coverage the district trying to achieve?

A: Included in our green index is the amount of shade produced at each school siter, which is inclusive of tree coverage. As a standard, LEED recommends at least 30% shade outdoors.

Q: Will this assessment effort be revisited at some point down the road?

A: We have recommended to the District that this effort is most effective if re-visited at least every 5 years.

Q: What is the timeline moving forward?

A: Construction is slated for Fall 2024, but before we can complete construction documents, we'd need Board priorities and their approval of schematic design plans.



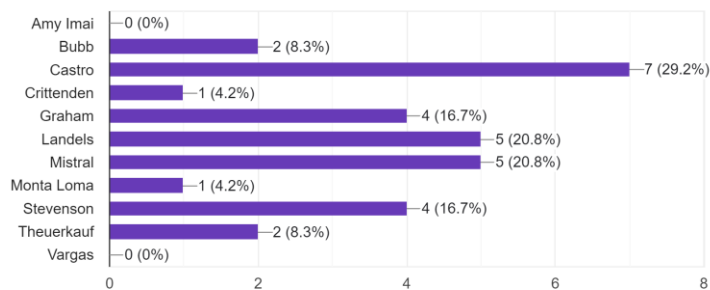
Online Survey

As a final step, Carducci staff created an online survey and invited all stakeholders to provide input.

- Available to the public: October 2023-Current
- Number of responses: 24
- The following survey results capture priorities within the district (not per school).
Participants were asked to CHOOSE 2 ITEMS from each School Greening category that are most important / most needed to improve their OUTDOOR school experience.

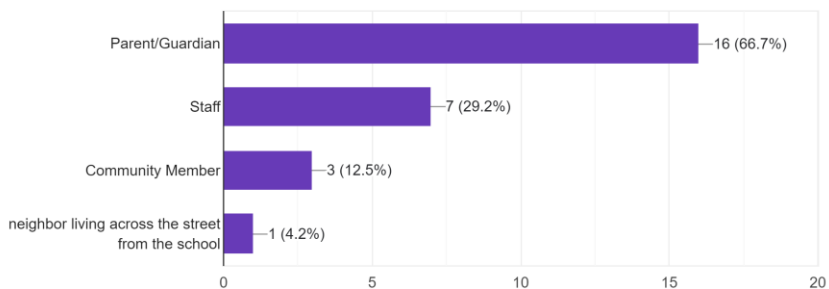
Please indicate the school(s) with which you are affiliated:

24 responses



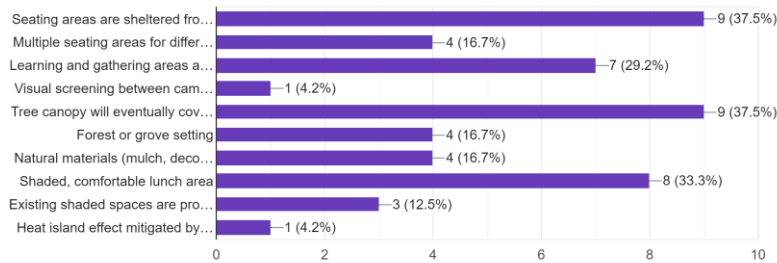
Please indicate your affiliation with the school(s):

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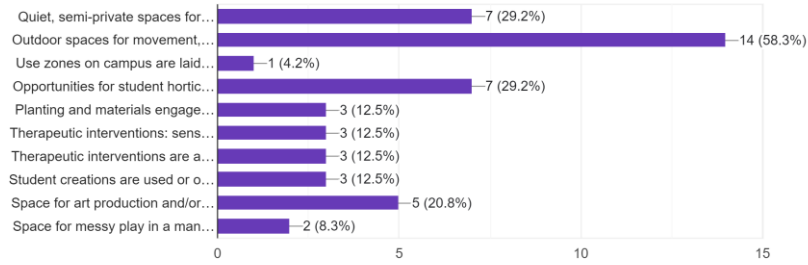
PHYSICAL COMFORT (Choose 2 that are most important to your school)

24 responses



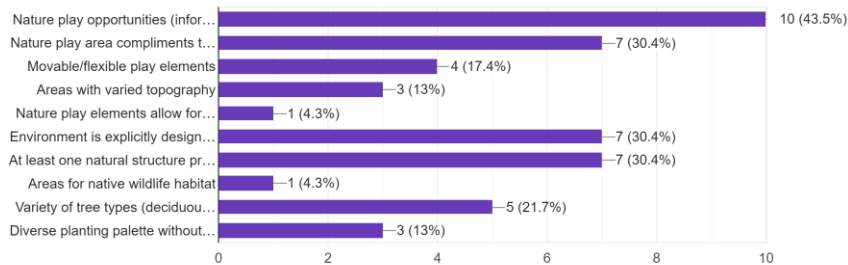
MENTAL WELL-BEING (Choose 2 that are most important to your school)

24 responses



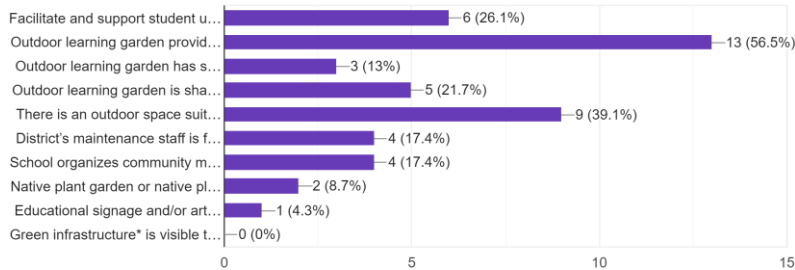
EXPLORATION & DISCOVERY (Choose 2 that are most important to your school)

23 responses



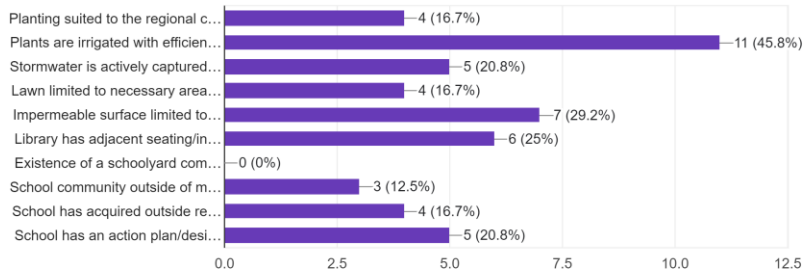
OUTDOOR LEARNING (Choose 2 that are most important to your school)

23 responses



OPERATIONS & SUSTAINABILITY (Choose 2 that are most important to your school)

24 responses



STUDENT SAFETY & EXPERIENCE (Choose 2 that are most important to your school)

24 responses

