

05

APPENDIX

- 01 GREENING INDEX & SITE PHOTOS BY SCHOOL
- 02 GREENING SCORE BY SCHOOL
- 03 ADDITIONAL RESOURCES



AMY IMAI ELEMENTARY SCHOOL
INITIAL SITE ANALYSIS | JULY 2023





AMY IMAI ELEMENTARY SCHOOL
GREENING INDEX ANALYSIS | APRIL 2024





AMY IMAI ELEMENTARY SCHOOL
SITE PHOTOS | MARCH 2023



AMY IMAI ELEMENTARY SCHOOL
SITE PHOTOS | MARCH 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

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

SCORING GUIDE:

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ADDITIONAL NOTES

Separation of the grades (play & lunch).

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



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

SCORING GUIDE:

0–3 ✓’s = NEEDS WORK | 4–7 ✓’s = ADEQUATE | 8–10 ✓’s = EXCELLENT



ADDITIONAL NOTES

Hands-on Bay Area Organization

Looking beyond Living Classroom

*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:
0–3 ✓’s = NEEDS WORK | 4–7 ✓’s = ADEQUATE | 8–10 ✓’s = EXCELLENT



ADDITIONAL NOTES

Kindergarden has water, benches, and trees for shade.

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

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

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



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

SCORING GUIDE:

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



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.



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

SCORING GUIDE:

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



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.

AMY IMAI SUMMARY: SCHOOL GREENING SCORES




SCHOOL	SCORE						
AMY IMAI ES	17/60 NEEDS WORK	2/10	2/10	3/10	3/10	4/10	3/10

RANKING LEGEND:

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




GREEN SPACE (SF PER STUDENT)	SHADED SPACE (SF PER STUDENT)	SHADED SPACE: TREE CANOPY (SF PER STUDENT)	OPEN SPACE: SCHOOLS (SF PER STUDENT)	OPEN SPACE: CITY PARKS (SF PER STUDENT)
502	101	47	701	1,187

RANKING LEGEND:







	RANKS IN THE LOWEST 4
	RANKS IN THE MIDDLE 4
	RANKS IN THE TOP 3

SHADED SPACE: TREE CANOPY (SF, % TOTAL SPACE)
18,803 (6%)

RANKING LEGEND:

	NEEDS WORK: 0-14% tree canopy shade of total area
	ADEQUATE: 15-29% tree canopy shade of total area
	EXCELLENT: 30% or more tree canopy shade of total area

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, espeically 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.*