

# 05

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## APPENDIX

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









**MONTA LOMA ELEMENTARY SCHOOL**  
GREENING INDEX ANALYSIS | APRIL 2024







MONTA LOMA ELEMENTARY SCHOOL  
SITE PHOTOS | MARCH 2023





MONTA LOMA ELEMENTARY SCHOOL  
SITE PHOTOS | MARCH 2023





MONTA LOMA 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	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

SCORING GUIDE:

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



ADDITIONAL NOTES

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

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

Adding musical elements to fences.





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

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

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\*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	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

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



ADDITIONAL NOTES





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						
MONTA LOMA ES	10/60 NEEDS WORK	4/10	0/10	3/10	1/10	1/10	1/10

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)
766	446	388	2,176	639

RANKING LEGEND:







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

SHADED SPACE: TREE CANOPY (SF, % TOTAL SPACE)
103,905 (33%)

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



# 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.*