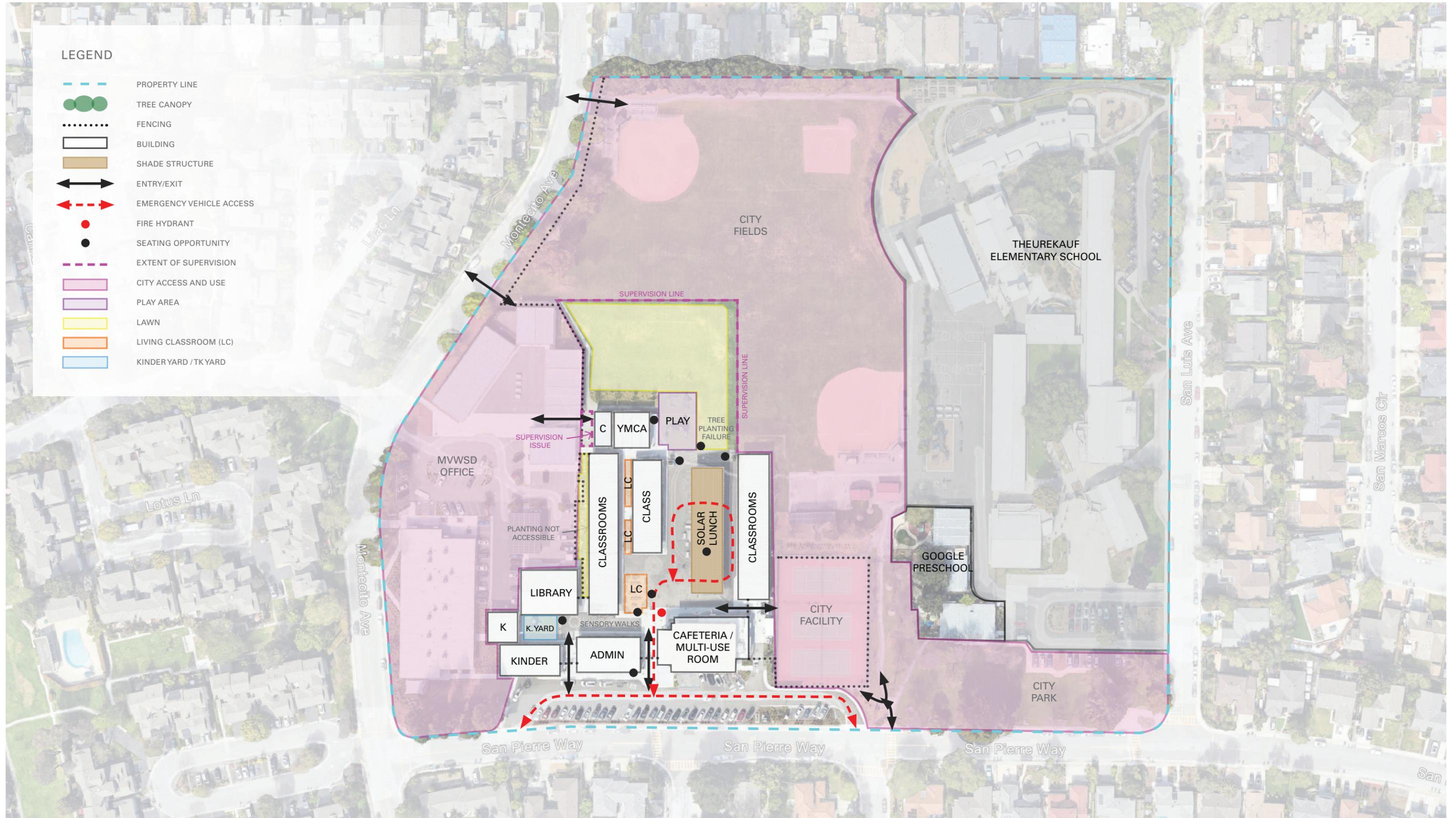


05

APPENDIX

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



STEVENS ON ELEMENTARY SCHOOL

INITIAL SITE ANALYSIS | JULY 2023





STEVENSON ELEMENTARY SCHOOL
 GREENING INDEX ANALYSIS | APRIL 2024





STEVENSON ELEMENTARY SCHOOL
SITE PHOTOS | MARCH 2023



STEVENSON 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		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						
STEVENSON ES	21/60 ADEQUATE	3/10	4/10	0/10	5/10	5/10	4/10

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

Transfer scores from category assessment pages

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

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)
273	69	40	836	422

RANKING LEGEND:
 RANKS IN THE LOWEST 4
 RANKS IN THE MIDDLE 4
 RANKS IN THE TOP 3

SHADED SPACE: TREE CANOPY (SF, % TOTAL SPACE)
18,017 (10%)

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

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.