

File ID Number	23-2768
Introduction Date	1/10/24
Enactment Number	24-0008
Enactment Date	1/10/2024 CJH
By	



**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education**

January 10, 2024

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Preston Thomas, Chief Systems and Services Officer  
Sailaja Suresh, Executive Director of Systems and Services  
Megan Allegretti, Director of Program Improvement

Subject: Grant Award - State of California Department of Forestry and Fire Protection Resource Management - Oakland Living Schoolyards Planning Project - Chief Systems and Services Officer

**ACTION REQUESTED:**

Approval by the Board of Education of a grant award from the State of California Department of Forestry and Fire Protection (CAL FIRE) Resource Management in the amount of \$2,798,074.20, to support Green Schoolyards planning project for fifteen campuses, for the period of January 11, 2024 to January 1, 2025, pursuant to the terms and conditions thereof for the grant years, if any.

**BACKGROUND:**

Grant award for OUSD schools for the 2023-2024 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
23-2768	Yes	Grant	Oakland Unified School District	To support Green Schoolyards planning project for fifteen campuses. The project objectives during this planning phase will include increasing the understanding of the schools' needs to transform them into living schoolyards; engaging the school community in the living school yard design; conducting soils testing and completing a geotechnical report; providing opportunities to work with science teachers to design an outdoor space that supports their curriculum; broadening the awareness of climate change; and preparation for the implementation grant project.	1/11/24 - 1/1/25	State of California Department of Forestry and Fire Protection (CAL FIRE) Resource Management	\$2,798,074.20

**DISCUSSION:**

The District created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

**FISCAL IMPACT:**

The total amount of grants will be provided to OUSD schools from the funders.

- Grants \$2,798,074.20

**RECOMMENDATION:**

Approval by the Board of Education of a Grant Award for fiscal year 2023-2024, pursuant to the terms and conditions thereof, for the grant year, if any.

**ATTACHMENTS:**

Grant Face Sheet  
Grant Award Letter

**OUSD Grants Management Face Sheet**

<p><b>Title of Grant:</b>  <b>CAL FIRE FY22-23 Urban and Community Forestry  Green Schoolyards - Planning Grant</b></p>	<p><b>Funding Cycle Dates:</b>  <b>12-14-2023 to 01-01-2025</b></p>
<p><b>Grant's Fiscal Agent:</b>  (contact's name, address, phone number, email address)</p>   <p><b>California Department of Forestry and Fire Protection</b>  <b>715 P St, Sacramento, CA 95814</b>  <b>916-653-5123</b>  <b>Evan.Jones@fire.ca.gov</b></p>	<p><b>Grant Amount for Full Funding  Cycle:</b></p>   <p><b>\$2,798,074.20</b></p>
<p><b>Funding Agency:</b></p>   <p><b>California Department of Forestry and Fire Protection</b></p>	<p><b>Grant Focus:</b></p>   <p><b>Green Schoolyards planning project for fifteen campuses. The project objectives during this planning phase will include increasing the understanding of the schools' needs to transform them into living schoolyards; engaging the school community in the living school yard design; conducting soils testing and completing a geotechnical report; providing opportunities to work with science teachers to design an outdoor space that supports their curriculum; broadening the awareness of climate change; and preparation for the implementation grant project.</b></p>
<p><b>List all School(s) or Department(s) to be Served:</b></p>	

**Horace Mann Elementary, Madison Park Academy, Brookfield Elementary, Fruitvale Elementary, Piedmont Elementary, East Oakland Pride Elementary, West Oakland Middle Campus/Bunche, Lockwood STEAM Academy Elementary, Frick United Academy of Language Middle, Coliseum College Prep Academy, Elmhurst United Middle, Dewey Academy High, Bella Vista and LIFE/United Campus.**

Information Needed	School or Department Response
<p>How will this grant contribute to sustained student achievement or academic standards?</p>	<p>OUSD stewards the land at 122 schools on 505 urban acres and is the second largest landowner in Oakland, presenting an excellent opportunity to provide communities with access to cooling tree canopy and nature. However, because of district financial stress over the past 20 years, many OUSD schoolyards are often bleak and covered in asphalt with few trees or plants. These concrete lots can reach temperatures of 120 degrees, making them unsafe for both children and adults. This being true, there are bright spots in OUSD where schools have built a school garden to support their educational program. OUSD has a goal of bringing a comprehensive Living Schoolyard and program to all campuses. The schools that have been selected for this grant would benefit greatly from this type of planning and have a real need for green spaces on campus that would enable it.</p>
<p>How will this grant be evaluated for impact upon student achievement?</p> <p><b>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)</b></p>	<p>The Project plans for the creation of green space at this OUSD campus, which is in a dense urban environment with legacy environmental justice issues. The plans created will remove hardscape and use natural elements that provide social, educational, and ecological benefits for the students, faculty and staff. Specifically, the Project's objectives address plans for the following problems and needs for the school and neighborhood:</p> <p>Provide much-needed access to greenspace: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and shaded respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.</p>


	<p>Combat heat island effects: The neighborhood’s heat vulnerability and lack of tree canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.</p> <p>Mitigate air pollution: As noted above, the neighborhood suffers a high pollution burden and poor air quality that puts students and families at risk. The Project’s trees and other vegetation will absorb air pollutants, improving local air quality.</p>
Does the grant require any resources from the school(s) or district? If so, describe.	No matching funds required.
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(If yes, include the district’s indirect rate of 4.22% for all OUSD site services in the grant’s budget for administrative support, evaluation data, or indirect services.)</p>	Services are being paid through an OUSD contract or MOU
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
<p>Who is the contact managing and assuring grant compliance?</p> <p>(Include contact’s name, address, phone number, email address.)</p>	<p>Name/Title: Megan Allegretti, Director of Program Improvement</p> <p>Site: 913</p> <p>Address:</p> <p>Phone: 415-830-2117</p> <p>Email: megan.allegretti@ousd.org</p>

**Applicant Obtained Approval Signatures:**

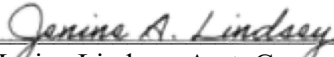
Entity	Name/s	Signature/s	Date
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Chief Systems and Services Officer	Preston Thomas		12/01/23
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**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Superintendent	Kyla Johnson-Trammell		1/11/2024

Approve As To Form:

  
 Jenine Lindsey, Asst. General Counsel  
 Interim General Counsel

Date: 12/01/23

Name: Benjamin Davis  
 Position: President, Board of Education

Sign:  Date: 1/11/2024

**DEPARTMENT OF FORESTRY AND FIRE PROTECTION**

P.O. Box 944246  
SACRAMENTO, CA 94244-2460  
(916) 653-7772  
Website: [www.fire.ca.gov](http://www.fire.ca.gov)



December 14, 2023

Megan Allegretti  
Oakland Unified School District  
1011 Union St.  
Oakland, CA 94607

8GA22425; Oakland Unified School District, "Oakland Living Schoolyards Planning Project"

**This Agreement cannot be considered binding on either party until approved by appropriate authorized CAL FIRE designee. No services should be provided prior to approval, as the State is not obligated to make any payments on any Agreement prior to final approval. FAILURE TO RETURN ALL DOCUMENTS BY DATE BELOW MAY RESULT IN LOSS OF FUNDING.**

**Please contact Julia Gowin at 916-201-8942 if you have questions concerning services to be performed.**

- Full grant agreement including terms and conditions, project grant application form, scope of work, budget, and other exhibits enclosed. Please sign, scan, and return the agreement to Alice Lander at [alice.lander@fire.ca.gov](mailto:alice.lander@fire.ca.gov) no later than **December 12, 2023**.

Alternatively, you may opt to print (single sided), sign in blue ink, and return the agreement with original signature to:  
CAL FIRE

Attn: Grants Management Unit/UCF Grants  
P.O. Box 944246  
Sacramento, CA 94244-2460

**In order to expedite your agreement, a scanned/electronic signature copy of the agreement is preferred.**

- Enclosed for your record is one fully executed copy of the agreement referenced above. When billing for services performed under this agreement, your invoices must reference the agreement number above and be submitted to the contract manager.

Thank you,

Alice Lander  
Grants Analyst  
Grants Management Unit

CC: Larissa Frees  
Walter Passmore  
Julia Gowin

Enclosures

**State of California  
Department of Forestry and Fire Protection (CAL FIRE)  
Resource Management  
GRANT AGREEMENT**

**APPLICANT:** Oakland Unified School District  
**PROJECT TITLE:** Oakland Living Schoolyards Planning Project  
**GRANT AGREEMENT:** 8GA22425

**PROJECT PERFORMANCE PERIOD is from date of latter signature by CAL FIRE Deputy Director or Grantee through January 1, 2025.**

Under the terms and conditions of this Grant Agreement, the applicant agrees to complete the project as described in the project description, and the State of California, acting through the Department of Forestry & Fire Protection, agrees to fund the project up the total state grant amount indicated.

**PROJECT DESCRIPTION:** Green Schoolyards planning project for fifteen campuses. The project objectives during this planning phase will include increasing the understanding of the schools' needs to transform them into living schoolyards; engaging the school community in the living school yard design; conducting soils testing and completing a geotechnical report; providing opportunities to work with science teachers to design an outdoor space that supports their curriculum; broadening the awareness of climate change; and preparation for the implementation grant project.

**Total State Grant not to exceed \$ 2,798,074.20** (or project costs, whichever is less).


*\*The Special and General Provisions attached are made a part of and incorporated into this Grant Agreement.*

**Oakland Unified School District**

**STATE OF CALIFORNIA  
DEPARTMENT OF FORESTRY  
AND FIRE PROTECTION**

Applicant

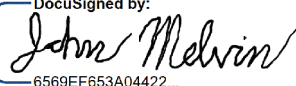
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By   
 Signature of Authorized Representative  
 Print Name/  
 Title: Preston Thomas, Chief Systems & Services Officer

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Date 12/1/2023

DocuSigned by:

By   
 6569EF653A04422...  
 John Melvin  
 Title: ~~Joe Tyler~~ Assistant Deputy Director,  
~~Director, CAL FIRE~~ Resource Management

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Date 12/6/2023

**CERTIFICATION OF FUNDING**

GRANT AGREEMENT NUMBER <b>8GA22425</b>	PO ID	SUPPLIER ID 0000012281
FUND <b>0001</b>	FUND NAME General Fund	
PROJECT ID 22EHGRENSCHOOL	ACTIVITY ID GRANTS	AMOUNT OF ESTIMATE FUNDING <b>\$ 2,798,074.20</b>
GL UNIT 3540	BUD REF 102	ADJ. INCREASING ENCUMBRANCE <b>\$ 2,798,074.20</b>
PROGRAM NUMBER <b>2470010</b>	ENY <b>2022</b>	ADJ. DECREASING ENCUMBRANCE <b>\$ 0.00</b>
ACCOUNT 5340580	ALT ACCOUNT 5340580000	UNENCUMBERED BALANCE <b>\$ 2,798,074.20</b>
REPORTING STRUCTURE 35409503	SERVICE LOCATION 96110	


**Acknowledged - I hereby certify upon my personal knowledge that budgeted funds are available for this encum**

DocuSigned by:   
 30D0E1AC81EA48D...  
 Certification of CAL FIRE Accounting Officer

12/13/2023

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Date

Approve As To Form By:   
 Jerine A. Lindsey, Asst. General Counsel  
 Interim General Counsel

Date: 12/01/23

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Oakland Unified School District  
Oakland Living Schoolyards Planning Project

TERMS AND CONDITIONS OF GRANT AGREEMENT

**I. RECITALS**

1. This Agreement, is entered into between the State of California, by and through the California Department of Forestry and Fire Protection (CAL FIRE), hereinafter referred to as "STATE" and, Oakland Unified School District, hereinafter referred to as "GRANTEE".
2. The STATE hereby grants to GRANTEE a sum (hereinafter referred to as "GRANT FUNDS") not to exceed two million seven hundred ninety-eight thousand seventy-four dollars and twenty cents (\$2,798,074.20).
3. In addition to the terms and conditions of this Agreement, the STATE and GRANTEE agree that the terms and conditions contained in the documents set forth below are hereby incorporated and made part of this agreement.
  - a. Green Schoolyards Grants California Department of Forestry and Fire Protection 2022/2023 Urban and Community Forestry Program Grant Guidelines.
  - b. The submitted Application, Scope of Work, Project Workbook, GHG Emissions Workbook and Exhibits
  - c. ADDENDUM to Green Schoolyards Grants California Department of Forestry and Fire Protection 2022/2023 Urban and Community Forestry Program Grant Guidelines.

**II. SPECIAL PROVISIONS**

1. Recipients of GRANT FUNDS pursuant to California Public Resources Code Section 4799.06-4799.12 shall abide by the provisions in this Agreement. This includes the requirement that work shall not commence prior to the execution of this Agreement by both parties. Any work started prior to the execution of this Agreement will not be eligible for funding under the terms of this Agreement.
2. As precedent to the STATE's obligation to provide funding, GRANTEE shall provide to the STATE for review and approval a detailed budget, specifications, and project description. Approval by the STATE of such plans and specifications, or any other approvals provided for in this Agreement, shall be for scope and quality of work, and shall not relieve GRANTEE of the obligation to carry out any other obligations required by this Agreement, in accordance with applicable law or any other standards ordinarily applied to such work or activity.



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3. All informational products (e.g., data, studies, findings, management plans, manuals, photos, etc.) relating to California's natural environment produced with the use of GRANT FUNDS shall be available for public use.

### **III. GENERAL PROVISIONS**

#### **1. Definitions**

- a. The term "Agreement" means grant agreement number 8GA22425.
- b. The term "GRANT FUNDS" means the money provided by the STATE to the GRANTEE in this Agreement.
- c. The term "GRANTEE" means an applicant who has a signed Agreement for the award for GRANT FUNDS.
- d. The term "Other Sources of Funds" means all matching fund sources that are required or used to complete the Project beyond the GRANT FUNDS provided by this Agreement.
- e. The term "STATE" means the State of California, Department of Forestry and Fire Protection (CAL FIRE).
- f. The term "Project" means the development or other activity described in the "Project Scope of Work".
- g. The term "Project Budget Detail" as used herein defines the approved budget plan.
- h. The term "Project Scope of Work" as used herein means the individual scope of work describing in detail the approved tasks.

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## 2. Project Representatives

The project representatives during the term of the agreement will be:

STATE: CAL FIRE	GRANTEE: Oakland Unified School District
Section/Unit: Urban and Community Forestry	Section/Unit: N/A
Attention: Julia Gowin	Attention: Megan Allegretti
Mailing Address: P.O. Box 944246 Sacramento, CA 94244	Mailing Address: 1011 Union St. Oakland, CA 94607
Phone Number: 916-201-8942	Phone Number: 415-830-2117
Email Address: Julia.Gowin@fire.ca.gov	Email Address: Megan.allegretti@ousd.org

Changes to the project representatives during the term of the agreement shall be made in writing. Notice shall be sent to the above representative for all notice provisions of this Agreement.

## 3. Project Execution

- a. Subject to the availability of grant monies, the STATE hereby grants to the GRANTEE a sum of money (GRANT FUNDS) not to exceed the amount stated on Section I. RECITALS, Paragraph 2 in consideration of and on condition that the sum be expended in carrying out the purposes as set forth in the description of the Project in this Agreement and its attachments and under the terms and conditions set forth in this Agreement.
- b. GRANTEE shall assume any obligation to furnish any additional funds that may be necessary to complete the Project. Any amendment to the Project as set forth in the Application on file with the STATE must be submitted to the STATE for approval in writing. No amendment is allowed until written approval is given by the STATE.
- c. GRANTEE shall complete the Project in accordance with the time of Project performance set forth in this Agreement unless an amendment has been approved and signed by the STATE under the terms and conditions of this Agreement. Amendments must be requested in advance and will be considered in the event of circumstances beyond the control of the GRANTEE, but no less than 60 days from the Agreement expiration date.

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The STATE may waive the minimum timeframe for amendments at their discretion. Approval of amendment is at the STATE's discretion.

- d. GRANTEE certifies that the Project Scope of Work complies with all local, State, and federal laws and regulations.
- e. GRANTEE shall comply with the California Environmental Quality Act (CEQA) (Public Resources Code, Section 21000, et. seq. Title 14, California Code of Regulations, Section 15000 et. seq.) and all other local, State, and federal environmental laws. A copy of the certified CEQA document must be provided to STATE before any GRANT FUNDS are made available for any Project activity that could directly impact the environment (e.g. cutting, piling or burning bush, masticating, dozer work, etc.). CEQA compliance shall be completed within one (1) year from start date of the Agreement. The start date is considered the latter date of signature by the Grantee Authorized Representative or CAL FIRE Deputy Director or designee. GRANT FUNDS will be made available in advance of CEQA compliance for project activities that do not have the potential to cause a direct environmental impact (e.g. project planning, locating and marking property or project boundaries, contacting and signing up landowners, etc.).
- f. GRANTEE shall permit periodic site visits by representative(s) of the STATE to ensure program compliance and that work is in accordance with the approved Project Scope of Work, including a final inspection upon Project completion.
- g. GRANTEE, and the agents and employees of GRANTEE, in the performance of this Agreement, shall act in an independent capacity and not as officers, employees, or agents, of the STATE. No person who, as an officer, employee, or agent of the STATE participated in the preparation or creation of or determination to award this Grant Agreement shall serve as an agent or employee of GRANTEE including but not limited to those acts prohibited by Government Code Sections 1090, and 87100.

#### 4. Project Costs and Payment Documentation

- a. Payment by the STATE shall be made after receipt of an acceptable invoice and approval by a duly authorized representative of the STATE. GRANTEE shall submit an invoice for payment to the CAL FIRE Project Representative of the STATE. A final invoice shall be submitted no later than 30 days after completion, expiration, or termination of this Agreement.

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- b. For services satisfactorily rendered, and upon receipt and approval of invoices for payment, the STATE agrees to compensate GRANTEE for actual expenditures incurred in accordance with the rates and activities specified in the Final Project Budget Detail, Application, Scope of Work and Exhibits, and made a part of this Agreement.
- c. Equipment purchased using GRANT FUNDS, wholly or in part, must be used by the GRANTEE for the project for which it was acquired. STATE retains a vested interest in the equipment for the useful life of the equipment, even after completion of the grant. GRANTEE shall provide written disposition of the equipment upon completion of the grant and upon any changes to the disposition of the equipment. Such disposition must be approved in advance by STATE. Equipment purchased using GRANT FUNDS cannot be used as collateral, financed, or sold without prior written approval from the STATE. Grantee must provide reporting on equipment disposition no less frequently than biannually to CAL FIRE or upon CAL FIRE's request after completion of the grant project until notified in writing by the CAL FIRE Urban and Community Forestry Grant Program that additional reporting is no longer required.
- d. GRANTEE shall submit, in arrears, not more frequently than once a month, and required quarterly, an invoice to the STATE for costs paid by GRANTEE pursuant to this Agreement. Each invoice shall contain the following information: the Agreement number, the dates or time period during which the invoiced costs were incurred, signature of an authorized representative of GRANTEE, expenditures for the current invoice and cumulative expenditures to date by major budget category (e.g., salaries, benefits, supplies, etc.), match funds when applicable, and appropriate supporting documentation consistent with the Eligible Costs section, as detailed in the Green Schoolyards Grants California Department of Forestry and Fire Protection 2022/2023 Urban and Community Forestry Grant Guidelines.
- e. GRANT FUNDS in this Agreement have a limited period in which they must be expended. All GRANTEE expenditures must occur prior to the end of the Project performance period of this Agreement.
- f. Except as otherwise provided herein, GRANTEE shall expend GRANT FUNDS in the manner described in the Project Budget Detail approved by the STATE. The dollar amount of an item in a budget category may be increased or decreased by up to ten percent (10%) of the budget item through reallocation of funds from other budget categories, without approval by the STATE; however, GRANTEE shall notify the STATE in writing when any such reallocation is made and shall identify both the item(s) being increased and those being decreased. Any increase or decrease of an item of more than ten percent (10%) of the budget

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category must be approved in writing by the STATE before any such increase or decrease is made. A formal approved amendment is required to increase the total amount of GRANT FUNDS.

- g. GRANTEE shall promptly submit any and all records at the time and in the form as the STATE may request.
- h. GRANTEE shall submit each invoice for payment electronically using the grants management system identified by CAL FIRE. Hard copy submissions will not be accepted.
- i. Notwithstanding any of the provisions stated within this Agreement, the STATE may at its discretion make advance payment from the grant awarded to the GRANTEE if GRANTEE is a nonprofit organization that is located in or providing service to disadvantaged or low-income communities. Advance payment made by the STATE shall be subject to the circumstance provisions below.
  - Multiple advance payments may be made to a GRANTEE over the life of a project.
  - No single advance payment shall exceed 25% of the total grant amount. Advance funds must be spent on eligible costs within six months of the advance payment receipt.
  - GRANTEE may request additional time to spend advance funds but must be approved in writing by the STATE. CAL FIRE will bill for the return of unliquidated advance funds after the approved timeframe.
  - Rolling advances of no more than 10% of the grant funds with additional advance requests are allowable once 50% of the previous advance has been expended and documents provided to CAL FIRE. These advances must be fully utilized within a three-month period unless additional time is approved by CAL FIRE.
  - Unless a rolling advance was approved, all work under a previous advance payment must be fully liquidated via an invoice and supporting documentation and completed to the STATE's satisfaction before another advance payment will be made.
  - Any advance payment received by a GRANTEE and not used for project eligible costs within the time period approved by STATE shall be returned to the STATE. The amount will be returned to the grant balance.
  - Advance payments must be deposited into an interest-bearing account. Any interest earned on advance payment funds must be accounted for and used toward offsetting the project cost or returned to the STATE.

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- j. The GRANTEE shall immediately reimburse or credit, as determined by the STATE, the STATE for any over payment of any invoice, including final invoice, when either party determines an overpayment was made.

5. Budget Contingency Clause

- a. If STATE funding for any fiscal year is reduced or deleted for purposes of the Urban and Community Forestry Grant Program, the STATE shall have the option to either cancel this Agreement with no liability occurring to the STATE, or if possible and desirable, offer an Agreement amendment to GRANTEE to reflect the reduced amount available for the Project.

6. Project Administration

- a. GRANTEE shall provide the STATE a written report showing total final Project expenditures and matching funds upon Project completion or grant expiration, whichever occurs first. GRANTEE must report to the STATE all sources of other funds for the Project. If this provision is deemed to be violated, the STATE will request an audit of GRANTEE and can delay the disbursement of funds until the matter is resolved.
- b. GRANTEE shall promptly submit written Project reports as the STATE may request throughout the term of this Agreement.
- c. GRANTEE shall submit a final accomplishment report, final invoice with associated supporting documentation, and copies of materials developed using GRANT FUNDS, including but not limited to plans, educational materials, etc. within 30 days of Project completion.

7. Financial Records

- a. GRANTEE shall retain all records described in Section 7(c) below for three (3) years after final payment by the STATE. In the case an audit occurs, all such records shall be retained for one (1) year from the date the audit is completed or the three (3) years, whichever date is later.
- b. GRANTEE shall maintain satisfactory financial accounts, documents, and records for the Project and make them available to the STATE for review during reasonable times. This includes the right to inspect and make copies of any books, records, or reports of GRANTEE pertaining to this Agreement or matters related thereto.
- c. GRANTEE shall keep such records as the STATE shall prescribe, including, but not limited to, records which fully disclose (a) the disposition of the proceeds of state funding assistance, (b) the total cost of the Project

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in connection with such assistance that is given or used, (c) the amount and nature of that portion of the Project cost supplied by other sources, and (d) any other such records as will facilitate an effective audit. All records shall be made available to the STATE, other State of California agency, or other entity as determined by the State of California for auditing purposes at reasonable times.

- d. GRANTEE shall use any generally accepted accounting system.

8. Research

- a. GRANTEE that receives funding, in whole or in part, in the form of a research grant shall provide for free public access to any publication of a peer-reviewed manuscript describing STATE funded knowledge, STATE funded invention, or STATE funded technology shall be subject to the following conditions:
  - i. GRANTEE is responsible for ensuring that any publishing or copyright agreements concerning peer-reviewed manuscripts fully comply with this section.
  - ii. GRANTEE shall report to STATE the final disposition of the peer-reviewed manuscript, including, but not limited to, if it was published, date of publication, where it was published, and, when the 12-month time period from official date of publication expires, where the peer-reviewed manuscript will be available for open access.
- b. For a peer-reviewed manuscript that is accepted for publication pursuant to the terms and conditions of this Agreement, the GRANTEE shall ensure that an electronic version of the peer-reviewed manuscript is available to STATE and on an appropriate publicly accessible repository approved by the state agency, including, but not limited to, the University of California's eScholarship Repository at the California Digital Library, the California State University's ScholarWorks at the Systemwide Digital Library, or PubMed Central, to be made publicly available not later than 12 months after the official date of publication. GRANTEE shall make reasonable efforts to comply with this requirement by ensuring that the peer-reviewed manuscript is accessible on an approved publicly accessible repository, including notifying the state agency that the manuscript is available on a state-agency-approved repository. If the grantee is unable to ensure that his or her manuscript is accessible on an approved, publicly accessible repository, the grantee may comply by providing the manuscript to the state agency not later than 12 months after the official date of publication.



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- c. For publications other than those described in (b), including scientific meeting abstracts, GRANTEE shall comply by providing the manuscript to the STATE not later than 12 months after the official date of publication.
- d. The grant shall not be construed to authorize use of a peer-reviewed manuscript that would constitute an infringement of copyright under the federal copyright law described in Section 101 of Title 17 of the United States Code and following.
- e. Use of GRANT FUNDS for publication costs, including fees charged by a publisher for color and page charges, or fees for digital distribution are allowable costs but must be within the GRANT FUNDS and item 4 of the agreement.
- f. GRANTEE may request a waiver to the publication requirement if GRANTEE has an existing publication requirement that meets or exceeds the requirements of the research provision. Waiver shall include information on GRANTEE's existing requirements. Approval of the waiver is at STATE's discretion.

9. Project Termination

- a. This Agreement may be terminated by the STATE or GRANTEE upon 30-days written notice to the other party.
- b. If either party terminates the Agreement prior to the completion of the Project, GRANTEE shall take all reasonable measures to prevent further costs to the STATE under the Agreement and the STATE shall be responsible for any reasonable and non-cancelable obligations incurred by GRANTEE in the performance of this Agreement prior to the date of the notice to terminate, but only up to the undisbursed balance of funding authorized in this Agreement.
- c. Failure by GRANTEE to comply with the terms of this Agreement may be cause for suspension of all obligations of the STATE hereunder at the discretion of the STATE.
- d. Failure of GRANTEE to comply with the terms of this Agreement shall not be cause for the suspension of all obligations of the STATE hereunder if in the judgment of the STATE such failure was due to no fault of GRANTEE. At the discretion of the STATE, any amount required to settle at minimum cost any irrevocable obligations properly incurred shall be eligible for reimbursement under this Agreement.



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Oakland Living Schoolyards Planning Project

- e. Final payment to GRANTEE may not be made until the STATE determines the Project conforms substantially to this Agreement.

10. Hold Harmless

- a. GRANTEE shall defend, indemnify and hold the STATE, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of GRANTEE, its officers, agents, or employees. The duty of GRANTEE to indemnify and hold harmless includes the duty to defend as set forth in Civil Code Section 2778. This Agreement supersedes GRANTEE's right as a public entity to indemnity (see Government Code Section 895.2) and contribution (see Government Code Section 895.6) as set forth in Government Code Section 895.4.
- b. GRANTEE waives any and all rights to any type of express or implied indemnity or right of contribution from the STATE, its officers, agents, or employees for any liability resulting from, growing out of, or in any way connected with or incident to this Agreement.
- c. Nothing in this Agreement is intended to create in the public or in any member of it rights as a third-party beneficiary under this Agreement.

11. Tort Claims

FEDERAL:

The United States shall be liable, to the extent allowed by the Federal Tort Claims Act 28 United States Code 2671-2680, for claims of personal injuries or property damage resulting from the negligent or wrongful act or omission of any employee of the United States while acting within the scope of his or her employment, arising out of this Agreement.

STATE:

The State of California shall be liable, to the extent allowed by law and subject to California Government Code, Title 1, Division 3.6, providing for the filing of tort claims against the State of California, for personal injuries or property damage resulting from the negligent or wrongful act or omission of State of California employees while acting within the scope of his or her employment, arising out of this Agreement.

12. Nondiscrimination

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The State of California prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, sex, marital status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. GRANTEE shall not discriminate against any person on any of these bases.

13. Conflict of Interest

GRANTEE or anyone acting on behalf of GRANTEE shall not have any conflicting personal and/or financial interests in carrying out the duties of the Agreement.

14. Incorporation

The grant guidelines and the Project Scope of Work, Project Budget Detail and any subsequent amendments or modifications to the Project Scope of Work and Project Budget Detail approved in writing by the STATE are hereby incorporated by reference into this Agreement as though set forth in full in this Agreement.

15. Severability

If any provision of this Agreement or the Project Scope of Work thereof is held invalid, that invalidity shall not affect other provisions or applications of this Agreement which can be given effect without the invalid provision or application, and to this end the provisions of this Agreement are severable.

16. Waiver

No term or provision hereof will be considered waived by either party, and no breach excused by either party, unless such waiver or consent is in writing and signed on behalf of the party against whom the waiver is asserted. No consent by either party to, or waiver of, a breach by either party, whether expressed or implied, will constitute consent to, waiver of, or excuse of any other, different, or subsequent breach by either party.

17. Assignment

This Agreement is not assignable by GRANTEE either in whole or in part.

18. Survival Clause

The obligations of the Parties under Section III General Provisions, Items 4 (c) and (j) of the Project Costs and Payment Documentation and Item 10 Hold Harmless of this Agreement shall survive the termination or expiration of the Agreement.

## ADDENDUM – URBAN AND COMMUNITY FORESTRY GRANT PROJECTS

### I. SPECIAL PROVISIONS

1. Grant funds shall be used on projects with the primary goal of reducing greenhouse gases (GHGs) and furthering the purposes of California’s Global Warming Solutions Act of 2006, Division 25.5 (commencing with Section 38500) of the Health and Safety Code, and related statutes.
2. Grantee shall report project and benefits information when requested by the State. This may include, but is not limited to, funding expended, acres treated, GHG emissions, trees planted, disadvantaged community benefits, energy/water savings, job creation, and other co-benefits.
3. Grantee shall maintain accurate and detailed records documenting project description, project location, and schedule, state dollars allocated, and leveraged funds throughout the duration of the project.
4. Failure of Grantee to meet the agreed upon terms of achieving required GHG reduction may result in project termination and recovery of funds.

### II. MONITORING AND REPORTING REQUIREMENTS

All Urban and Community Forestry Grant projects are subject to emissions reporting and requirements. Grantee is expected to provide the appropriate materials for completing program quantification methodology. Grantee shall use the current reporting template provided by the STATE. The reporting shall be submitted to the STATE no less frequently than quarterly. In addition, STATE may request additional information in order to meet current GHG emissions quantification methodology requirements.

### III. PROGRAM ACKNOWLEDGEMENT/RECOGNITION

All Urban and Community Forestry Grant projects must clearly display, identify and label themselves as being funded by CAL FIRE. Acknowledgements must contain the CAL FIRE logo as well as the following statement:

*“Funding for this project provided by the California Department of Forestry and Fire Protection’s Urban and Community Forestry Program.”*

A draft of the acknowledgement must be approved by the STATE prior to publication. For stationary projects, acknowledgement may include, but is not limited to, a sign on the project site. For other project types, such as vehicles, equipment, and consumer-based incentives, acknowledgement is encouraged by using a decal, sticker or other signage.

## Applications: Oakland Living Schoolyards Planning Project

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Please make sure you have read the Green Schoolyards Grant Guidelines: <https://www.fire.ca.gov/what-we-do/grants/urban-and-community-forestry-grants>. Reference the grant guidelines while completing the below application to ensure you are following all requirements.

For more information on how to use the eCivis platform please see the CAL FIRE Grants website <https://www.fire.ca.gov/what-we-do/grants>

**Profile**

megan.allegretti@ousd.org

**Application/Project Title**

Oakland Living Schoolyards Planning Project

### Primary Project Contact Information

**Full Name**

Megan Allegretti, Director of Program Improvements

**Email**

megan.allegretti@ousd.org

**Phone**

415-830-2117

**Address**

1011 Union St.

**City**

Oakland

**Zip Code**

94607

**State**

California

### Organization Information

**Name of Organization**

Oakland Unified School District

**Organization Type**

School District

**Project Type?**

Planning

**Requested Grant Amount?**

\$2,798,074.20

**Matching Amount?**

0

**What is the matching fund source and the amount associated with each source?**

n/a

**Are you requesting your matching amount be reduced or waived? If yes, explain why and by how much.**

We respectfully request that the matching requirement be waived entirely for this planning grant application. The fourteen campuses included in this proposal are all in-need education facilities through at least one or more of the three criteria described in the grant guidelines. The sites meet the criteria as follows:

At all fourteen sites, 73% or more of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership

At all fourteen sites, there are unduplicated student counts of free/reduced-price meals, English learners, and foster youth of 78.06% or more per CDE Ed-Data

Seven of the sites are also located in a disadvantaged and/or low-income community per "California Climate Investments Priority Populations 2022 CES 4.0 mapping tool". These sites include Madison Park Academy Elementary School, West Oakland Middle Campus, Lockwood STEAM Academy Elementary School, Brookfield Elementary School, Coliseum College Prep Academy School, Dewey Academy High School, and Fruitvale Elementary School.

Each campus in this grant was chosen through a systematic process created by OUSD that looked at Unduplicated Student percentages, Free and Reduced Lunch percentages, CalEnviroScreen 4.0 data, and other factors such as the lack of an existing partnership, the lack of green spaces, and sites where there are currently no resources available in the budget for schoolyard updates.

Per Oakland's 2020 Tree Canopy and Land Cover Assessment study, nearly all school campuses are located in Council Districts with the lowest percentage of tree canopy within the City of Oakland. These include Districts 2, 3, 5, and 7 with canopy covers of 13.06%, 5.25%, 9.00% and 15.29% respectively.

Complete site details for each project are provided later in this proposal.

**What is your primary source of technical advice? List the principal professional's full name, title and contact information that is informing your site design, if available.**

Oakland Unified School District's primary technical advisor is Šárka Volejníková, Bay Area Parks for People Director, Trust for Public Land, sarka.volejnikova@tpl.org, (415) 999-5313, CA Licensed Landscape Architect, 5391

## Partner Information

**Partner Full Name**

Šárka Volejníková

**Partner Title**

Bay Area Parks for People Director, Trust for Public Land

**Email**

sarka.volejnikova@tpl.org

**Phone Number**

**Do you have any additional partners?**

Yes

**List additional partner's full name, title, and contact information.**

BASE

Full Name: Patricia Algara

Title: Principal in Charge

Email: patricia@baselandscape.com

Cupples | Keller Designs

Full Name: Amy Cupples

Title: Principal

Email: amy@studiockd.org

**Explain the involvement the above partners will have with your project.**

Oakland Unified School District (OUSD) stewards the land at 122 schools on 505 urban acres, and is the second largest landowner in Oakland, presenting an excellent opportunity to provide communities with access to cooling tree canopy and nature. However, OUSD schoolyards are often bleak and covered in asphalt with few trees or plants. These concrete lots can reach temperatures of 120 degrees, making them unsafe for both children and adults. This project will help to create plans to transform fifteen blacktop schoolyards to living schoolyards.

Trust for Public Land (TPL) has a long standing relationship with OUSD, helping improve school sites in partnership with various schools within OUSD. TPL has a goal of providing every person in Oakland with access to nature, improved health and learning opportunities, and enhanced schools within a 10-minute walk from home. TPL is focused on transforming asphalt schoolyards in underserved communities into vibrant green spaces for students and neighbors to use. The partnership between TPL and OUSD has produced multiple successful green schoolyards transformations at OUSD sites. TPL's schoolyards are purposefully designed to boost mental health, enhance physical activity, and increase academic engagement— while mitigating the physical and economic impacts of climate change by increasing tree canopy and reducing urban heat and flooding. TPL will be supporting OUSD in planning, design, and community engagement to ensure that school communities' visions are heard and realized in the design and planning process. TPL will be partnering on this project at the following schools: East Oakland Pride Elementary, West Oakland Middle Campus, Lockwood STEAM Academy Elementary, Frick United Academy of Language Middle, Coliseum College Prep Academy, Elmhurst United Middle, Dewey Academy High, Bella Vista and LIFE/United Campus.

BASE is a Woman and Minority-Owned Business Enterprise (WMBE) and a Local Business Enterprise (LBE) in San Francisco, and has deep experience in engagement within diverse communities. BASE has a history of working with OUSD on both planning and implementation of green schoolyards at several sites including The Center. BASE will be partnering with OUSD in planning, design, and community engagement to ensure authentic engagement and inclusion in the design and planning process at Horace Mann Elementary, Madison Park Academy, and Brookfield Elementary.

Cupples | Keller Designs has a legacy of enriching landscape architecture that engages the community. They have a history of working with OUSD on both planning and implementation of green schoolyards at several sites including the Woodland campus and the Highland campus. Cupples | Keller Designs believes healthy, natural, and green schoolyards help provide for a broader range of learning styles and enhance the emotional and social well-being of students and teachers. They actively engage teachers, students and district leaders in the planning process to develop outdoor learning and ensure everyone has a voice and input on the development of their spaces. Cupples | Keller Designs will be partnering with OUSD in planning, design, and community engagement to ensure authentic engagement and inclusion in the design and planning process at Fruitvale Elementary and Piedmont Elementary.

**Upload Memorandum of Understanding (MOU) with the School District, if applicable.**

**Upload Memorandum of Understanding (MOU) with the property owner, if applicable.**

## Campuses

**How many campuses are you working with?**

14

### Campus #1

**Campus Name**

East Oakland Pride Elementary School

**Campus Address**

8000 Birch St, Oakland, CA 94621

**List county and census tract number(s) for this campus.**

Alameda County, 6001408500

Census tracts should be listed using the 10-digit number found for each tract on the map at <https://webmaps.arb.ca.gov/PriorityPopulations/>

**Is this campus an in-need educational facility?**

Yes

**Explain in-need educational facility status**

East Oakland Pride Elementary School is an “in-need” educational facility. 91.8% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 98.42% per CDE Ed-Data.

**Upload supporting documentation here.**

East Oakland Pride Elementary IN-NEED PROOF.pdf

**Project Background**

East Oakland Pride Elementary is known among its families and in the greater community as a legacy school, meaning generations of family members who live here have attended and sent their children and grandchildren to the K-5 school. The school’s 316 students largely live within walking distance of their school, which is located within a densely urban environment lacking safe, accessible green open space. The same is true for the campus, where there are only two trees on a schoolyard that is 200 yards long and about 150 yards wide. While the school does have an edible garden, it needs an upgrade; the schoolyard is mostly paved with crumbling asphalt. The school updated its play structures a year ago, but funding did not cover adding shade trees, greenery, new student facing garden spaces or a shade structure to mitigate the extreme heat that the school faces in warmer months. The playground is unbearably hot in late summer, early fall, and springtime. Students regularly voice discomfort at the lack of shade and hurt themselves playing on the cracked expanses of black asphalt. While there is a park next door, students do not have access to the space due to crime related safety concerns at the park.

According to State Parks Factfinder, there are only 1.25 park acres per 1,000 residents within a half mile of the school. Children in this community lack access to nature, green spaces, and non-hardscape places to play. According to the California Heat Assessment Tool, this census tract has a Heat Vulnerability Indicator score of 61.52, making it a greening priority for the county and state. The Heat Health Action Index score represents heat vulnerability and identifies where action needs to be taken to mitigate the public health impacts of extreme heat. Trust for Public Land’s (TPL) ParkServe tool also places the school within a severe urban heat island. Exposure to high heat is associated with health risks, another challenge for this school community. The student population experiences high poverty rates, food insecurity, and language barriers. Principal Michelle Grant shares, “our students deserve to have a beautiful and lush playground that they can enjoy. They need to know that the adults who care for them are willing to provide them with beautiful spaces to play and have fun.” Students would greatly benefit from increased hands-on, experiential learning and a stimulating schoolyard environment for play, exercise, and enriching social interactions.

### **Project Objectives**

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality that puts students and families at risk. When trees can be planted at this campus, vegetation can absorb air pollutants, contributing to improved local air quality.

### **Site Images - Provide 5-10 representative site photos and 1 aerial image of each school campus.**

East Oakland Pride Elementary photos.pdf

### **Add Campus?**

Yes

## **Campus #2**

### **Campus Name**

Madison Park Academy Elementary School

### **Campus Address**

470 El Paseo Dr, Oakland, CA 94603

### **List county and census tract number(s) for this campus.**

Alameda County, 6001409200

Census tracts should be listed using the 10-digit number found for each tract on the map at <https://webmaps.arb.ca.gov/PriorityPopulations/>

### **Is this campus an in-need educational facility?**

Yes

### **Explain in-need educational facility status**

Madison Park Academy Elementary School is an "in-need" educational facility. It is located in a designated SB 535 Disadvantaged Community and is considered a disadvantaged and low income community according to CalEnviroScreen 4.0. 96.6% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 96.99% per CDE Ed-Data.



**Upload supporting documentation here.**

Madison Park Academy IN-NEED PROOF.pdf

**Project Background**

Madison Park Academy Elementary School is located in East Oakland near the 880 freeway where the sounds of the largely industrial neighborhood are easily audible from the schoolyard. The school has 266 students in grades TK-5 who play, exercise, and learn on a large asphalt schoolyard with no shade or tree coverage. The small awnings covering their play structure are damaged and ineffective and the school administration has had to limit access to play equipment due to hazards from disrepair. The State Parks Factfinder identifies that there are only 0.60 park acres per 1,000 residents within a half mile of the school, meaning that they lack other safe places to play, learn and grow. The school does have a large garden space that can be updated and incorporated into the rest of the schoolyard.

The school's proximity to the freeway increases students' exposure to fine particle pollution, and the lack of tree canopy on the schoolyard increases their vulnerability to the unhealthy urban heat island effect. According to the California Heat Assessment Tool, this census tract has 96.18% no tree canopy and a TPL's ParkServe tool also places the school within a severe urban heat island and indicates that the neighborhood has a medium Pollution Respiratory Hazard, which puts students and families at risk for health problems associated with pollution. According to CalEnviroScreen 4.0, this census tract has a score of 96 for asthma and a diesel particulate matter score of 68, underscoring the health risks these students are exposed to from proximity to heavy traffic. These factors exacerbate health inequalities in a community that has been historically underserved and disadvantaged.

Despite their challenges, Madison Park Academy has a very engaged school community. They are focused on including as many family voices as possible in planning a future living schoolyard and are committed to creating an equitable design process. Principal Elaina Amos-Lewis has seen how invested the entire school community is in providing students with a safe and healthy play and learning environment. She envisions a schoolyard that is safer than the current expanse of cracked asphalt that can provide healthy educational opportunities for all students.

**Project Objectives**

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality that puts students and families at risk. When trees can be planted at this campus, vegetation can absorb air pollutants, contributing to improved local air quality.

**Site Images - Provide 5-10 representative site photos and 1 aerial image of each school campus.**

Madison Park Academy photos.pdf

**Add Campus?**

Yes

**Campus #3**

**Campus Name**

Bella Vista Elementary School

**Campus Address**

1025 E. 28th Street, Oakland, CA 94610

**List county and census tract number(s) for this campus.**

Alameda County, 6001405600

Census tracts should be listed using the 10-digit number found for each tract on the map at <https://webmaps.arb.ca.gov/PriorityPopulations/>

**Is this campus an in-need educational facility?**

Yes

**Explain in-need educational facility status**

Bella Vista Elementary School can be classified as an in-need educational facility. Per the California Department of Education (CDE) Education Data Partnership, Ed-data, 84.1% of students are eligible for free or reduced meals, and the school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 89.3%.

**Upload supporting documentation here.**

Bella Vista Elementary In-need Proof.pdf

**Project Background**

Bella Vista Elementary School has 402 students in grades K-5 who have been historically underserved and disadvantaged, and 42.3% of these students are English language learners. There are three play structures at this school, none of which have adequate shade for students' well-being and comfort. One play structure is for a special needs class, one is for younger students in grades TK-1, and one is for students in grades 2-5. Without shade, there are limited play opportunities for all of these students at the school. Adding trees between the play structures and the classrooms will enable shade to benefit children at play and prevent their classrooms from getting overheated. Principal Linda Flynn has stated that "heat and the need for shade is an issue that comes up every year," and that "there is nothing kind about [the play area] on a hot day. The children lay under the play structure at recess to find shade." This project will help these students access a cooler playground that will enable more active play.

The school is located within a densely built, largely concrete, urban environment that lacks accessible park space. According to State Parks Factfinder, there are only 0.75 park acres per 1,000 residents within a half mile of the school. This school has a partnership with Friends of Bella Vista Park, a community-led effort to serve the neighborhood. Bella Vista Park has a community food garden that is kept behind a locked gate with access granted to only those that have been granted a growing box. The school's garden is also only accessible through Bella Vista Park and is accessible only when an educator is able to take a class outside of the school grounds and into the locked garden space. These students would benefit in many ways from having their own on-site garden for growing, to learn from, and to experience. There are a number of students at Bella Vista Elementary that are in a wheelchair and cannot access the park, nor can they utilize the park garden beds. Creating raised garden beds on the school campus and near their classroom will accommodate those in wheelchairs and enable all students to learn about growing food with their class.

Students at the school also disproportionately face impacts of climate change and other environmental issues. TPL's ParkServe tool places the school within a severe urban heat island. Exposure to high heat is associated with health risks, which is yet another challenge for this school community. This project will create four outdoor classroom areas that will be situated next to many trees that can provide shade. The school is also in a neighborhood located between two major freeways, 580 and Interstate 880. According to CalEnviroScreen 4.0, this school has a diesel particulate matter score of 75, indicating the significant health risks these students face from heavy traffic. The ParkServe tool indicates that the neighborhood has a high Pollution Respiratory Hazard, which puts students and families at risk for health problems associated with pollution.

### **Project Objectives**

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality that puts students and families at risk. When trees can be planted at this campus, vegetation can absorb air pollutants, contributing to improved local air quality.

### **Site Images - Provide 5-10 representative site photos and 1 aerial image of each school campus.**

Bella Vista Elementary site photos and aerial.pdf

### **Add Campus?**

Yes

## **Campus #4**

### **Campus Name**

Lockwood STEAM Academy Elementary School

### **Campus Address**

6701 International Blvd, Oakland, CA 94621

### **List county and census tract number(s) for this campus.**

Alameda County, 6001408800

Census tracts should be listed using the 10-digit number found for each tract on the map at <https://webmaps.arb.ca.gov/PriorityPopulations/>

### **Is this campus an in-need educational facility?**

Yes

### **Explain in-need educational facility status**

Lockwood STEAM Academy Elementary is an "in-need" educational facility. According to CalEnviroScreen 4.0, it is located in a disadvantaged and low-income community, and is a designated SB 535 Disadvantaged Community. 93.7% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 98.3% per CDE Ed-Data.

**Upload supporting documentation here.**

Lockwood STEAM Academy Elementary IN-NEED PROOF.pdf

**Project Background**

Lockwood STEAM Academy Elementary is home to 587 students in grades K-5. Lockwood serves as a community hub for students, families, and the larger East Oakland community and provides critical services beyond academics, such as healthcare and vaccinations, food distribution, and adult learning. The school is close to the 880 Freeway and Port of Oakland and is located along busy State Route 185. Increased traffic and crime along the road have forced the school to limit campus access alongside the road. The historic campus has seen generations of community members pass through it since the late 1800s. However the aging school is poorly adapted to a warming climate and lacks air conditioning and shade trees to mitigate extreme heat. Rose Chardak, Community School Manager, describes that on hot days classrooms can regularly reach upwards of 100 degrees and students recreating on the campus' large, treeless blacktop regularly present signs of heat related illnesses, such as stomachaches, headaches, and drowsiness.

There are only 0.82 park acres per 1,000 residents within a half mile of Lockwood (State Parks Factfinder). TPL's ParkServe shows the campus in a severe urban heat island and this census tract has a Heat Vulnerability Indicator score of 61.52 (California Heat Assessment Tool [CHAT]) making it a priority for the county and for the state. The CHAT scores the neighborhood 96.31% no tree canopy. CalEnviroScreen 4.0 scores this census tract as 96 with a pollution burden score of 98. This census tract has a score of 100 for asthma and a diesel particulate matter score of 78, indicating significant health risks.

The campus does have a school garden that has been lovingly renovated and expanded by hardworking service members, EFG Champions, volunteers, students and staff adding to their increased investment and interest in expanding green spaces in their playground. This school community believes that not only would a green schoolyard encourage more physical activity, but would also reduce anxiety, improve academic performance, and provide opportunities for engagement with students and their families. These elements are critical in a neighborhood that school administration describes as suffering from high levels of crime, poverty, and food insecurity. Transforming the schoolyard, which currently lacks vegetation and shade, will support students' health outcomes and would allow them to explore and develop life skills that only access to nature can provide.

**Project Objectives**

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality that puts students and families at risk. When trees can be planted at this campus, vegetation can absorb air pollutants, contributing to improved local air quality.

**Site Images - Provide 5-10 representative site photos and 1 aerial image of each school campus.**

Lockwood STEAM Academy Elementary photos.pdf

**Add Campus?**

Yes

## Campus #5

**Campus Name**

Horace Mann Elementary School

**Campus Address**

5222 Ygnacio Ave, Oakland, CA 94601

**List county and census tract number(s) for this campus.**

Alameda County, 6001407600

Census tracts should be listed using the 10-digit number found for each tract on the map at <https://webmaps.arb.ca.gov/PriorityPopulations/>

**Is this campus an in-need educational facility?**

Yes

**Explain in-need educational facility status**

Horace Mann Elementary School is an "in-need" educational facility. 95.5% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 97.99% per CDE Ed-Data.

**Upload supporting documentation here.**

Horace Mann Elementary School IN-NEED PROOF.pdf

**Project Background**

Horace Mann Elementary School, located in urban East Oakland, hosts 199 students in grades K-5. 48.7% of students are English language learners. The school's campus has little to no shade during the day and the surrounding streets are equally bereft of shade trees. There are some trees and vegetation at the perimeter of the school, but the schoolyard where students play is covered in cracked and aging asphalt that merges seamlessly with the parking lot. According to the PE teacher who has been at the school 26 years, the asphalt has not been replaced during his tenure. He further explains that students love to play soccer and other games on the schoolyard. However, they are regularly scraped and injured from playing on the blacktop, and this schoolyard remains the best and safest place to play in their neighborhood.

According to State Parks Factfinder, there are 0.00 park acres per 1,000 residents within a half mile of the school, meaning there are no parks within half a mile for these children. They lack access to nature, green spaces, and non-hardscape places to play. The California Heat Assessment Tool indicates the area is 92.58% no tree canopy. This means that trees are sparse in this neighborhood, with little to no shade for the many students who walk to and from school. According to CalEnviroScreen 4.0, this census tract has a score of 95 for asthma and a diesel particulate matter score of 74, indicating students' high pollution burden. TPL's ParkServe tool also places the school within a severe urban heat island.

Principal Tammie Adams envisions a green schoolyard that students can be proud of and engage deeply with. She notes, "Our community has been asking for trees, shade, and anything more than yards of concrete. We currently have a garden club and the kids love going there to tend to our plants, but it's so small, not everyone has the opportunity to go." Horace Mann students are eager for the increased opportunities for experiential learning, play, exercise, and enriching social interactions that green schoolyards provide. By creating more gardening space for these students, the garden curriculum can grow and accommodate more students. Teachers will be able to utilize the green schoolyard to educate students on science standards, climate literacy, and environmental stewardship.

## **Project Objectives**

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.

Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.

Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality that puts students and families at risk. When trees can be planted at this campus, vegetation can absorb air pollutants, contributing to improved local air quality.

## **Site images - Provide 5-10 representative site photos and 1 aerial image of each school campus.**

Horace Mann Elementary School photos.pdf

**If you have more than 5 campuses, download and complete the Green Schoolyard Additional Campuses (Planning) form and attach below.**

Campuses 6 to 14.pdf

## **Certifications & Forms**

See grant guidelines for additional information on each required item <https://www.fire.ca.gov/what-we-do/grants/urban-and-community-forestry-grants>.

### **CAL FIRE Environmental Checklist**

#### **Grants Resolution**

Board Reso p1-6.pdf

#### **STD 019 Nondiscrimination Compliance Statement form**

Nondiscrimination Compliance Statement OUSD 04272023.pdf

#### **STD 021 Drug-free Workplace Certification form**

Drug-Free Workplace Certification OUSD 04272023.pdf

#### **STD 204 Payee Data Record form**

CA STD 204 Payee Data Record - OUSD 2023-0815.pdf

#### **Letters of Commitment**

Partners certified letters of commitment Oakland Living Schoolyards Planning.pdf

## Articles of Incorporation

**Statement of Compliance With All Applicable Laws - I certify that we will abide by all applicable federal, state, and local laws, ordinances, regulations and policies in carrying out this State bond-funded project. Failure to do so will lead to cancellation of the grant award.**

Check here

## Checklist of Necessary Forms To Be Completed

Proof of in-need educational facility status for each campus, 5-10 site photos and 1 aerial image per campus, State of California Non-Discrimination Compliance (STD. 19), State of California Drug-Free Workplace Certification (STD. 21), State of California Payee Data Record (STD. 204), Overall Project Budget, Resolution

## Explanation of Budget and Costs

We are requesting for \$199,862.44 for each campus

Salaries and Wages:

N/A

Employee Benefits:

N/A

Contractual:

Includes consultant fees for Architect and Geotechnical Engineer, Soil testing, Cost Estimation, Ground Penetrating Radar Scan, Planning and Project Management at each of the 14 sites.

Travel & Per Diem:

N/A

Supplies:

N/A

Equipment:

N/A

Outreach/Education:

OUSD will be partnering with other organizations to provide outreach and engagement. Partners will be facilitating each schoolyard's greening committee; organizing school students, staff, Buildings and Grounds, the OUSD Garden Council, and faculty to inform design development. BASE will be partnering with OUSD in planning, design, and community engagement to ensure authentic engagement and inclusion in the design and planning process at Horace Mann Elementary, Madison Park Academy, and Brookfield Elementary. Cupples | Keller Designs will be partnering with OUSD in planning, design, and community engagement to ensure authentic engagement and inclusion in the design and planning process at Fruitvale Elementary and Piedmont Elementary. TPL will be partnering with OUSD for this project at the following schools: East Oakland Pride Elementary, West Oakland Middle Campus, Lockwood STEAM Academy Elementary, Frick United Academy of Language Middle, Coliseum College Prep Academy, Elmhurst United Middle, Dewey Academy High, Bella Vista and LIFE/United Campus.

Outreach will include community engagement and planning workshops at each of the 15 sites. 5 planning workshop days will take place at each site, lasting 2.5 hours each workshop. Each workshop will include at least 30 participants, including students, teachers and family members.

Outreach engagements will include educational opportunities that focus on water flow, tree canopy effects on heat mitigation, and other relevant environmental topics. Engagements will result in a participatory design that captures the voices of the school community.

## Attestation

### Full Name

Megan Allegretti

### Title

Director of Program Improvement

**I hereby attest and certify that the above and attached information is true, accurate, and correct. I have read and understand the CAL FIRE Urban Forestry Green Schoolyards Grant Guidelines for 2022/2023.**

Check here

### View Budget Worksheet

<https://portal.ecivis.com/peerBudget/20D3FC76-7D6F-410B-AB92-E7FEE260C666>

### View Application Goals

<https://portal.ecivis.com/peerGoals/A7B9C911-0598-43A0-BA32-0AD2410314A1>

Profile: [megan.allegretti@ousd.org](mailto:megan.allegretti@ousd.org)

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## Applicant Information - Primary Project Contact

Tell us about you.

**Linked Applicant**

[megan.allegretti@ousd.org](mailto:megan.allegretti@ousd.org)

**First name**

Megan

**Last name**

Allegretti

**Email**

[megan.allegretti@ousd.org](mailto:megan.allegretti@ousd.org)

**Title**

**company**

**Company Website**

**Phone**

4158302117

**Fax**

**Address**

1011 Union St.

**Address 2**

**City**

Oakland

**State**

California

## Organization Information

Tell us about your organization.

**Organization Name**

Oakland Unified School District

**Organization Type**

School District

**Employer Identification Number (EIN)**

946000385



**DUNS**

076554500

**Authorized Representative**

Preston Thomas (Chief Operations Officer)

**Business/Finance Representative**

Lisa Grant-Dawson (CBO)/ DeCarlos Kaigler (CFO)

**Congressional District/Region**

12th Congressional District

**Address**

1011 Union St.

**City**

**County**

**Zip**

94607

**Phone**

5105792022

**Phone Extension**

**Email**

preston.thomas@ousd.org

**Applicant Information - Secondary Project Contact**

**First name**

Preston

**Last name**

Thomas

**Phone**

5105792022

**Address**

1011 Union St. Oakland

**State**

California

**Applicant name:** Oakland Unified School District

**Project name:** Oakland Living Schoolyards Planning Project

**Campus name & address:** Frick United Academy of Language Middle School  
2845 64th Ave, Oakland, CA 94605

**Requested amount for this campus** \$200,000

**In-need educational facility?**

**Explain in-need educational facility status.** Describe whether the school can be classified as “in-need educational facility and which resource was used to make that determination. Provide supporting documents (with source information) as attachment to the grant application via the application portal. (1,000 character limit)

Frick United Academy of Language Middle School is an “in-need” educational facility. 95.9% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 95.89% per CDE Ed-Data.

**Project background.** Describe the situation of the school campus and what the challenges need attention/this project aims at addressing. (2,500 character limit)

Frick United Academy of Language Middle School (FUAL) is a bilingual, biliterate focused middle school in East Oakland serving 316 students in grades 6-8. The school's administration recognizes that many students lack access to green space, healthy food, and calm, safe spaces at home, and seeks to provide those resources for FUAL students. Principal Amapola Obrera explains, "The students at FUAL do not currently have safe opportunities to access green, nature-focused spaces." While the school offers students an artificial turf field to play sports on, it lacks shade cover or green space for learning and socializing and students are forced to seek out limited spot shade on hot days. However, school is likely the place that students most regularly access nature. School staff have worked diligently to renovate the space by successfully applying for a small NOAA grant for a native plant garden, getting permissions to develop this plot in front of the school, and rebuilding a small edible garden in the corner of their parking lot.

California Heat Assessment Tool categorizes the neighborhood as 95.64% no tree canopy. According to State Parks Factfinder, there are only 0.3 park acres per 1,000 residents within a half mile of the school. According to CalEnviroScreen 4.0, this census tract has a score of 99 for asthma and a diesel particulate matter score of 73, indicating the health risks these students are exposed to from proximity to heavy traffic. TPL's ParkServe tool also places the school within an urban heat island. The neighborhood also lacks environmentally resilient ways to manage stormwater and flooding. School administrators shared that during recent rains, the neighborhood flooded and left some students homeless.

In light of their environmental challenges, the school community is committed to seeking out ways to alleviate the environmental and health burdens for students. The school currently has a therapeutic and very appreciated successful horticulture program run by an intern. However, the program is limited in its size and access to green spaces to teach and grow. The school also offers a free monthly food bank for students and their families who are experiencing food insecurity. The school's Campus Manager explains that increasing access to green space will further students' knowledge of and access to healthy environmental conditions and allow them to normalize trees and natural environments, rather than concrete and asphalt.

**Project Objectives.** What are the objectives of the proposed project? How do they address the situations and problems identified in the background section? (2,500 character limit)

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality

**Applicant name:** Oakland Unified School District

**Project name:** Oakland Living Schoolyards Planning Project

**Campus name & address:** Life/United Campus 2101 35th Ave,  
Oakland, CA 94601

**Requested amount for this campus** \$200,000

**In-need educational facility?**

**Explain in-need educational facility status.** Describe whether the school can be classified as “in-need educational facility and which resource was used to make that determination. Provide supporting documents (with source information) as attachment to the grant application via the application portal. (1,000 character limit)

Life/United Campus is an “in-need” educational facility. 95% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The schools have an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 98.43% at United and 95.96% at Life per CDE Ed-Data.

**Project background.** Describe the situation of the school campus and what the challenges need attention/this project aims at addressing. (2,500 character limit)

Life/United Campus is located in an area of East Oakland where immigrant and low-income families are increasingly being displaced by gentrification. However, the campus is proud to serve a large immigrant population and a predominantly Latino and Black student body across grades 6-12. The school is located within a densely urban environment. According to State Parks FactFinder, there are only 0.33 park acres per 1,000 residents within a half mile of the school. TPL's ParkServe tool also places the school within a severe urban heat island. According to the California Heat Assessment Tool, the neighborhood is one of the hottest in Alameda County, and has 93.12% no tree canopy.

The United Assistant Principal, Cass Chen, explains that students starting Middle School are trying to figure out how to use their new spaces to play and interact. However, this is particularly challenging as the school lacks green spaces and has very little shade, with none near sports and recreation areas. Over the years the school has worked to incorporate green space as best they can with limited opportunities, incorporating planting boxes and gardening opportunities for students. However, they are limited by concerns of contamination in the soil. The school community also faced additional challenges during the pandemic when they tried to move activities and meals outdoors but lacked comfortable, shaded places for students to eat and learn.

Life Co-principal Alykhan Boolani sees great potential for pairing science and ecology curriculum with a green schoolyard. He explains that the school community here is enthusiastic about creating more green space and students would benefit from increased hands-on, experiential learning. By incorporating environmental careers school curriculum, the school can better prepare students for green jobs in their futures.

Life Co-Principal Aryn Bowman reflected that students recognize a lack of investment in schools' greenspace and campus amenities as a lack of investment in the students themselves. Adding greenspace would provide increased opportunities for students to connect with nature and the benefits that it provides, including providing students with healthier life choices and a greater sense of connectedness.

**Project Objectives.** What are the objectives of the proposed project? How do they address the situations and problems identified in the background section? (2,500 character limit)

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality

**Applicant name:** Oakland Unified School District

**Project name:** Oakland Living Schoolyards Planning Project

**Campus name & address:** Brookfield Elementary School  
401 Jones Ave, Oakland, CA 94603

**Requested amount for this campus** \$200,000

**In-need educational facility?**

**Explain in-need educational facility status.** Describe whether the school can be classified as “in-need educational facility and which resource was used to make that determination. Provide supporting documents (with source information) as attachment to the grant application via the application portal. (1,000 character limit)

Brookfield Elementary is an “in-need” educational facility. According to CalEnviroScreen 4.0, it is located in a disadvantaged and low-income community, and is a designated SB 535 Disadvantaged Community. 90.4% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 95.43% per CDE Ed-Data.



**Project background.** Describe the situation of the school campus and what the challenges need attention/this project aims at addressing. (2,500 character limit)

Brookfield Elementary in East Oakland is situated directly next to the 880 freeway. The tree-less, blacktop yard is visually blocked from the road by a high wall. However, the roar of freeway traffic permeates the sounds of the schoolyard and exposes students to a high pollution burden. The school serves 197 students in grades K-5. As a community legacy school, Brookfield has many students whose parents, grandparents, aunts and uncles attended the school. Many families do not have access to a car or do not drive and therefore walk to school from the surrounding neighborhood. This lack of mobility and strong community engagement makes the school an important resource hub for recreation, community support, and wellness. A school administrator noted that the surrounding neighborhood faces significant food insecurity, so the school's garden has become an important resource for families.

In 2019 Brookfield began a collaborative project with the Environmental Protection Agency (EPA), CALFIRE, Urban Releaf and others called the "Greening the School Initiative" which involves creating a buffer of coniferous trees from I-880, and a fruit tree orchard to create outdoor learning spaces for hands-on science and sustainability education. That project is ongoing.

According to CalEnviroScreen 4.0, this census tract has a score of 97 and pollution burden score of 92. This census tract has a score of 100 for asthma and a diesel particulate matter score of 92, underscoring the health risks these students are exposed to by their proximity to the 880 Freeway. TPL's ParkServe tool also places the school within a severe urban heat island. The ParkServe tool indicates that the neighborhood has a high Pollution Respiratory Hazard, which puts students and families at risk for health problems associated with pollution. The California Heat Assessment Tool notes the neighborhood as having 96.02% no tree canopy.

Brookfield school administrators explain that adding more tree canopy and green space would support student outcomes by buffering the sound and pollution from the freeway and providing cooler places to learn and play during the hottest months of the year. Schoolyard greening would encourage a sense of pride and identity, and the already engaged school community would be ready to support the planning process. There is a strong movement amongst teachers, families, and community members to widen their greening efforts to have a broader impact.

**Project Objectives.** What are the objectives of the proposed project? How do they address the situations and problems identified in the background section? (2,500 character limit)

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality

**Applicant name:** Oakland Unified School District

**Project name:** Oakland Living Schoolyards Planning Project

**Campus name & address:** Coliseum College Prep Academy School  
1390 66th Ave, Oakland, CA 94621

**Requested amount for this campus** \$200,000

**In-need educational facility?**

**Explain in-need educational facility status.** Describe whether the school can be classified as “in-need educational facility and which resource was used to make that determination. Provide supporting documents (with source information) as attachment to the grant application via the application portal. (1,000 character limit)

Coliseum College Prep Academy is an “in-need” educational facility. According to CalEnviroScreen 4.0, it is located in a disadvantaged and low-income community, and is a designated SB 535 Disadvantaged Community. 96.8% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 97.56% per CDE Ed-Data.

**Project background.** Describe the situation of the school campus and what the challenges need attention/this project aims at addressing. (2,500 character limit)

Coliseum College Prep Academy, which is next to Lockwood STEAM Academy, is located in East Oakland along State Route 185, in close proximity to the 880 freeway. Despite being surrounded by busy roads and freeways, Assistant Principal Fabiana Ahumada describes the campus as a haven. She shares, "Students feel a sense of safety and security when they are on campus. Oftentimes, students feel safer on school grounds than in their neighborhoods." The neighborhood is plagued by high levels of poverty and crime, and Assistant Principal Ahumada shared that roofers working on school buildings find bullet casings on roofs. Greenspace is also lacking on campus and in the surrounding neighborhood. At present, there is very little shade and, besides some umbrellas, small trees, and struggling grassy areas, the campus is covered in blacktop and concrete. The school does have a small garden, but it is in great need of repair and improvement. Interested staff and students in the school's fledgling garden club have worked to maintain the space while searching for ways to revitalize and expand it. While there is a field and baseball diamond next door, students cannot access the space, and sports teams must travel elsewhere to practice and play. The campus also floods during heavy rain as it is built over a creek and lacks adequate infrastructure to divert or manage the water.

The school recently absorbed more students following the closure of a nearby middle school and now serves 656 students in grades 6-12. According to State Parks Factfinder, there are only 0.88 park acres per 1,000 residents within a half mile of the school. According to CalEnviroScreen 4.0, this census tract has a score of 96 and pollution burden score of 83. This census tract has a score of 100 for asthma and a diesel particulate matter score of 78, indicating the health risks these students are exposed to from being near heavy traffic. According to the California Heat Assessment Tool, this census tract has a Heat Vulnerability Indicator score of 80.53 making it a high priority for the county and state to address.

Assistant Principal Ahumada believes that, "Having green spaces will increase student positivity and lessen times of anxiety. Often, students and staff gravitate towards the only green space we have on campus, the courtyard, where there are garden boxes, trees, grass, and benches to sit on and take time to take breaks, decompress, gather their thoughts, or compose themselves."

**Project Objectives.** What are the objectives of the proposed project? How do they address the situations and problems identified in the background section? (2,500 character limit)

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality

**Applicant name:** Oakland Unified School District

**Project name:** Oakland Living Schoolyards Planning Project

**Campus name & address:** Elmhurst United Middle School  
1800 98th Ave, Oakland, CA 94603

**Requested amount for this campus** \$200,000

**In-need educational facility?**

**Explain in-need educational facility status.** Describe whether the school can be classified as “in-need educational facility and which resource was used to make that determination. Provide supporting documents (with source information) as attachment to the grant application via the application portal. (1,000 character limit)

Elmhurst United Middle School is an “in-need” educational facility. 96.9% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 97.68% per CDE Ed-Data.

**Project background.** Describe the situation of the school campus and what the challenges need attention/this project aims at addressing. (2,500 character limit)

Elmhurst United Middle School, located in densely urban East Oakland, is a community school that has served generations of families and provides additional services such as a free healthcare clinic and community English as a Second Language (ESL) courses. However, like many historically disadvantaged communities, Principal Viet-Ly Gonzalez explains that this student population has had a difficult recovery from the pandemic. Most students live in low-income households, and as Principal Gonzalez notes, are carrying generational trauma. This school community faces extreme heat challenges. They lack green space at home and in the wider neighborhood, so the school provides one of the best places for students to safely spend time outdoors. However, the campus's limited access to shade means students have no reprieve from heat on the unshaded blacktop, and high temperatures create unsafe conditions for these students. While there are shade trees in the front of the school and on an adjoining field, student's access to these spaces is limited due to safety concerns.

Elmhurst serves 733 students in grades 6-8. According to State Parks Factfinder, there are only 0.29 park acres per 1,000 residents within a half mile of the school. According to the California Heat Assessment Tool, this census tract has a Heat Vulnerability Indicator score of 86.74 and is a high priority for the county and a high priority for the state. This score is the highest out of all of the campuses in this project. TPL's ParkServe tool also places the school within a severe urban heat island and indicates that the neighborhood has a medium Pollution Respiratory Hazard, which puts students and families at risk for health problems associated with pollution.

A long-term plan for green spaces and sustainability would greatly benefit this school. Principal Gonzalez shared, "A green, nature-focused area will bring greater comfort, joy, and pride in our campus." She believes the school must begin by creating spaces where all young people can feel safe, loved, and connected in order to be the scholars that can close the academic gaps that keep communities like this one underserved and lacking access to health, education, and economic opportunity.

**Project Objectives.** What are the objectives of the proposed project? How do they address the situations and problems identified in the background section? (2,500 character limit)

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality



**Applicant name:** Oakland Unified School District

**Project name:** Oakland Living Schoolyards Planning Project

**Campus name & address:** Dewey Academy High School  
1111 2nd Ave, Oakland, CA 94606

**Requested amount for this campus** \$200,000

**In-need educational facility?**

**Explain in-need educational facility status.** Describe whether the school can be classified as “in-need educational facility and which resource was used to make that determination. Provide supporting documents (with source information) as attachment to the grant application via the application portal. (1,000 character limit)

Dewey Academy High School is an “in-need” educational facility. 91.3% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 93.27% per CDE Ed-Data. According to CalEnviroScreen 4.0, it is located in a designated SB 535 Disadvantaged Community and has an overall percentile score of 88.

**Project background.** Describe the situation of the school campus and what the challenges need attention/this project aims at addressing. (2,500 character limit)

Dewey Academy High School is a continuation high school focused on empowering their students to succeed and incorporates experiences with environmental and health careers within the curriculum. They are a small student community of 104 students in grades 10-12 that receives new students every six weeks to its small campus near downtown Oakland. The school serves students requiring an alternate learning path than what is provided in comprehensive high schools. Principal Stacey Ross-Morrison explains that the school prioritizes hands-on relationship building with their students.

According to the California Heat Assessment Tool, this census tract has 96.8% no tree canopy, and a Heat Vulnerability Indicator score of 70.45 and is a priority for the county and a high priority for the state. Notably, there is a tiny home community for unhoused residents of Oakland adjacent to the school. This has created some challenges, but the school community is committed to finding ways to work with the unhoused residents, including by providing food grown in their small community garden.

Principal Ross-Morrison believes that enhancing the schoolyard will introduce students to hands-on, experiential learning and prepare them for green jobs of the future. Dewey Academy prides itself with responding to the interests of its students, and Principal Ross-Morrison explains that students are more likely to attend school on days that a particular activity like art therapy or garden club is taking place. Gardening and sustainability are becoming increasingly important within the school community and adding a green schoolyard will increase these students' opportunities for learning and growth. Currently, there is just a small garden space to grow vegetables that are then incorporated into the students' lunches. The small space only allows two student interns at a time to participate. Increasing the garden beds and growing area will make room for more students to gain hands-on experience, learn about sustainability and health practices, and be able to cook with fresh produce they grew and harvested. This will in turn increase individual and community resilience through workforce development and education. There is a lawn space the school community is seeking to transform into a garden for these purposes.

**Project Objectives.** What are the objectives of the proposed project? How do they address the situations and problems identified in the background section? (2,500 character limit)

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality

**Applicant name:** Oakland Unified School District

**Project name:** Oakland Living Schoolyards Planning Project

**Campus name & address:** West Oakland Middle Campus  
991 14th St Building A, Oakland, CA 94607

**Requested amount for this campus** \$200,000

**In-need educational facility?**

**Explain in-need educational facility status.** Describe whether the school can be classified as “in-need educational facility and which resource was used to make that determination. Provide supporting documents (with source information) as attachment to the grant application via the application portal. (1,000 character limit)

West Oakland Middle Campus is an “in-need” educational facility. According to CalEnviroScreen 4.0, it is located in a disadvantaged and low-income community, and is a designated SB 535 Disadvantaged Community. 85.2% of students at Ralph Bunche and 89.9% of students at West Oakland Middle are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The schools have an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 88.89% at Ralph J. Bunche and 91.49% at West Oakland Middle per CDE Ed-Data.

**Project background** (2,500 character limit) (Describe the situation of the school campus and what the challenges need attention/this project aims at addressing.)

West Oakland Middle Campus is located in the historically Black neighborhood of West Oakland and has two schools—West Oakland Middle and Ralph J. Bunche Continuation High. The grades 6-8 middle school of 188 students is the only middle school in West Oakland. Ralph J. Bunche Continuation High has 81 students in grades 10-12. This campus is just a few blocks away from both the 980 freeway and 880 freeway, increasing students' vulnerability to particulate pollution as they recreate on their cracked and aging blacktop. While there are trees just outside the perimeter of the school, the schoolyard itself lacks significant tree canopy. An existing turf field provides opportunities for students to play, but the lack of shade and large expanse of blacktop makes students susceptible to the health effects of extreme heat. This means that energetic students are forced to sit indoors or cram into the limited shaded areas of campus during lunch and break times.

Members of the administration explain that students at these schools have few opportunities to leave their neighborhoods, which are heavily urbanized with 95% no tree canopy according to the California Heat Assessment Tool. Also according to the California Heat Assessment Tool, this census tract has a Heat Vulnerability Indicator score of 81.33 making it a high priority for the county and state. According to CalEnviroScreen 4.0, this census tract has a pollution burden score of 76, asthma score of 99, and a diesel particulate matter score of 96, indicating the significant health risks these students are exposed to by their proximity to major freeways. TPL's ParkServe tool further indicates that the neighborhood has a very high Pollution Respiratory Hazard, which puts students and families at risk for health problems associated with pollution.

School administrators described that, in a neighborhood challenged by high levels of poverty, crime, and food insecurity, the school is a place where West Oakland students can come to feel safe, learn and grow. Scott Crumsey, a Restorative Practices Facilitator at West Oakland Middle, explains that increased access to green space would provide students with access to spaces to regulate and support their mental health needs.

**Project Objectives.** What are the objectives of the proposed project? How do they address the situations and problems identified in the background section? (2,500 character limit)

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality

**Applicant name:** Oakland Unified School District

**Project name:** Oakland Living Schoolyards Planning Project

**Campus name & address:** Fruitvale Elementary School  
200 Boston Ave, Oakland, CA 94602

**Requested amount for this campus** \$200,000

**In-need educational facility?**

**Explain in-need educational facility status.** Describe whether the school can be classified as “in-need educational facility and which resource was used to make that determination. Provide supporting documents (with source information) as attachment to the grant application via the application portal. (1,000 character limit)

Fruitvale Elementary School is an “in-need” educational facility. 92% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 94.94% per CDE Ed-Data.

**Project background.** Describe the situation of the school campus and what the challenges need attention/this project aims at addressing. (2,500 character limit)

Fruitvale Elementary School is situated directly next to the 580 Freeway, which exposes the elementary school students to a heavy pollution burden. Principal Dr. James Vaughn explains that the campus currently has little to no shade coverage on its playground or blacktop, and increasingly hot days have made it challenging for students to play outdoors in the fall and spring months. Exposure to high heat is associated with health risks, which is yet another challenge for this school community. While there is a grassy field next door to the school, and a lawn with shade trees at the front of the campus, safety concerns mean that students' play is limited to the gated, shadeless blacktop.

The school serves 237 students in grades K-5, and the school will also be growing to include Transitional Kindergarten for the 2023/ 2024 school year. According to the California Heat Assessment Tool, this census tract has a Heat Vulnerability Indicator score of 51.88 and has been identified as a greening priority for the state. The California Heat Assessment tool also identifies the neighborhood as having 94.29% no tree canopy. TPL's ParkServe tool also places the school within a severe urban heat island and indicates that the neighborhood has a medium Pollution Respiratory Hazard, which puts students and families at risk for health problems associated with both heat and pollution.

Principal Vaughn explained that the student body includes many students with social, emotional, and mental health needs. The school currently has a small fenced-in garden that is only accessible by small groups of students at a time. Increasing access to natural, shaded outdoor spaces would provide students with places to feel safe and like staff and the school community are supporting their needs. Principal Vaughn also shared that a green schoolyard would provide students with a place where they can come and feel proud of where they came from and proud of being from Oakland.



**Project Objectives.** What are the objectives of the proposed project? How do they address the situations and problems identified in the background section? (2,500 character limit)

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality

**Applicant name:** Oakland Unified School District

**Project name:** Oakland Living Schoolyards Planning Project

**Campus name & address:** Piedmont Avenue Elementary School  
4314 Piedmont Avenue, Oakland, CA 94611

**Requested amount for this campus** \$200,000

**In-need educational facility?**

**Explain in-need educational facility status.** Describe whether the school can be classified as “in-need educational facility and which resource was used to make that determination. Provide supporting documents (with source information) as attachment to the grant application via the application portal. (1,000 character limit)

Piedmont Avenue Elementary School is an “in-need” educational facility. 73.2% of students are eligible for free or reduced meals per the California Department of Education (CDE) Education Data Partnership. The school has an unduplicated student count of free/reduced-price meals, English learners, and foster youth of 78.06% per CDE Ed-Data.

**Project background.** Describe the situation of the school campus and what the challenges need attention/this project aims at addressing. (2,500 character limit)

Piedmont Avenue Elementary School is located on busy Piedmont Avenue between the Grand Lake and Temescal neighborhoods of Oakland. School administrators shared that the school's name often creates associations with the wealthier City of Piedmont and can lead to assumptions that the school is more affluent. The school serves 310 students in grades K-5. School administrators explained that students come from all over the region, including East and West Oakland or further, as many parents work at the nearby Kaiser Permanente facility. Over 55% of Piedmont Avenue Elementary's students are African-American, and there are a large number of recent African immigrants from Ethiopia, Eritrea, Nigeria, and Senegal.

While there is a grassy field, a play structure, a basketball court, four square game area, tables and benches, there are not many welcoming spaces for students to find shade and there are limited non-hardscaped places to play. The playground dedicated to the younger students is primarily asphalt with limited play equipment. The asphalt is old and cracking, creating hazardous conditions for playing and recreating. Trash and litter pile up, with little incentive for students to want to keep the area clear. The school has small garden spaces used for instruction but the areas lack proper size and infrastructure for a fully realized outside education program. According to State Parks Factfinder, there are only 0.43 park acres per 1,000 residents within a half mile of the school. TPL's ParkServe tool also places the school within a severe urban heat island.

Principal Zarina Ahmad shares that the science teachers, student council, and school culture team are enthusiastic about a possible schoolyard greening project. A green schoolyard would provide shade, opportunities for students to engage in different ways with the outdoors, and including opportunities to steward the land through gardening and care. Increased access to shade and green space will inspire these students to care for their play spaces. This school focuses on science curriculum and incorporating a green schoolyard with outdoor learning opportunities would support those learning outcomes, including through the school's science lab that engages all students from TK-5th grade in learning to explore and learn through our science related themes.

**Project Objectives.** What are the objectives of the proposed project? How do they address the situations and problems identified in the background section? (2,500 character limit)

The project's objectives include conducting the required planning work to be ready for schoolyard greening. Objectives to be achieved during this planning grant phase include:

- Increase understanding of the school communities' needs and requirements of transforming site into a living schoolyard;
- Engage and involve the school community as stakeholders in living schoolyard design;
- Conduct soils testing and complete a geotechnical report;
- Provide opportunities to work with science teachers and Environment, Food and Garden Champions at this campus to design an outdoor space that supports their curriculum;
- Broaden the awareness of climate change and instill a sense of empowerment for change within all students
- Encourage in students a sense of care and stewardship for their space
- Be ready to apply for implementation grant funding

Long-term objectives, to be achieved with implementation grant include:

- Integrate outdoor learning into school curriculum;
- Improve physical and mental health, well-being, and educational outcomes of students;
- Enhance equitable access to greenspace for the entire school community;
- Diversify both learning and play environments for students, promoting social cohesion and holistically healthy students.

The project will create a pathway for the creation and enhancement of green space at this OUSD campus that serves students as well as faculty and staff in a dense urban environment with legacy environmental justice issues. Specifically, the Project objectives above address the following problems and needs for the school and neighborhood:

- Provides much-needed park access: The school serves an under-resourced, densely populated, and park-deficient neighborhood. A living schoolyard that encourages play and provides access to nature and respite from the dense, hardscape surroundings is therefore essential to the health of children in this community.
- Combats heat island effects: The neighborhood's heat vulnerability and lack of canopy cover can lead to health problems related to heat exposure. Extensive tree planting will create shade and lower air temperatures, creating a comfortable environment in which to play and learn. Increased shading also lowers energy use and associated GHG emissions.
- Mitigates air pollution: The neighborhood suffers a high pollution burden and poor air quality

**Budget Report**

**Passthrough**

**Agency:** California Department of Forestry and Fire Protection (CAL FIRE)

**Report Date:** 08/28/2023

**Program:** FY22-23 Urban and Community Forestry Green Schoolyards

**Requested By:** Megan Allegretti

**Stage:** Pre-Award

**Budget Items**

Category	Title	Description	Units	Unit Cost	Extended Cost	Direct Cost	Indirect Cost	GL Account	Cost Share	Type
<b>Salaries &amp; Wages</b>										
			0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	Direct Cost
<b>Salaries &amp; Wages Total</b>			<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

<b>Employee Benefits</b>										
			0	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	Direct Cost
<b>Employee Benefits Total</b>			<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

<b>Contractual</b>										
	Architect	Contract	14	\$42,750.00	\$598,500.00	\$598,500.00			\$0.00	Direct Cost
	Geotechnical Engineer	Contract	14	\$15,000.00	\$210,000.00	\$210,000.00			\$0.00	Direct Cost
	Soil Testing	Contract	14	\$15,000.00	\$210,000.00	\$210,000.00			\$0.00	Direct Cost
	Cost Estimator	Contract	14	\$8,000.00	\$112,000.00	\$112,000.00			\$0.00	Direct Cost
	Ground Penetrating Radar Scan	Contract	14	\$8,000.00	\$112,000.00	\$112,000.00			\$0.00	Direct Cost
	Planning & Project Management	Contract	14	\$66,333.00	\$928,662.00	\$928,662.00			\$0.00	Direct Cost
<b>Contractual Total</b>			<b>84</b>	<b>\$155,083.00</b>	<b>\$2,171,162.00</b>	<b>\$2,171,162.00</b>			<b>\$0.00</b>	

Travel & Per Diem									
			0	\$0.00	\$0.00	\$0.00		\$0.00	Direct Cost
<b>Travel &amp; Per Diem Total</b>			<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

Supplies									
			0	\$0.00	\$0.00	\$0.00		\$0.00	Direct Cost
<b>Supplies Total</b>			<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

Equipment									
			0	\$0.00	\$0.00	\$0.00		\$0.00	Direct Cost
<b>Equipment Total</b>			<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

Outreach/Education									
	Outreach Consultant	Contract	14	\$38,770.00	\$542,780.00	\$542,780.00		\$0.00	Direct Cost
<b>Outreach/Education Total</b>			<b>14</b>	<b>\$38,770.00</b>	<b>\$542,780.00</b>	<b>\$542,780.00</b>		<b>\$0.00</b>	

Other Costs									
			0	\$0.00	\$0.00	\$0.00		\$0.00	Direct Cost
<b>Other Costs Total</b>			<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

Indirect Cost									
			1	\$84,132.20	\$84,132.20	\$0.00		\$0.00	Direct Cost
<b>Indirect Cost Total</b>			<b>1</b>	<b>\$84,132.20</b>	<b>\$84,132.20</b>	<b>\$84,132.20</b>		<b>\$0.00</b>	

Other									
Category	Title	Description	Units	Unit Cost	Extended Cost	Direct Cost	GL Account	Cost Share	Type
<b>Other</b>									
<b>Other Total</b>			<b>0</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>		<b>\$0.00</b>	

<b>Grant Total</b>			<b>14</b>	<b>\$193,853.00</b>	<b>\$2,798,074.20</b>	<b>\$2,798,074.20</b>		<b>\$0.00</b>	
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\$193,853.00

## Budget Report

**Passthrough** California Department of Forestry and Fire Protection (CAL FIRE)

**Program:** FY22-23 Urban and Community Forestry Green Schoolyards

**Stage:** Pre-Award

**Report Date:** 08/28/2023

**Requested By:** Megan Allegretti

### Narrative

We are requesting for \$199,862.44 for each campus

Salaries and Wages:

N/A

Employee Benefits:

N/A

Contractual:

Includes consultant fees for Architect and Geotechnical Engineer, Soil testing, Cost Estimation, Ground Penetrating Radar Scan, Planning and Project Management at each of the 14 sites.

Travel & Per Diem:

N/A

Supplies:

N/A

Equipment:

N/A

Outreach/Education:

OUSD will be partnering with other organizations to provide outreach and engagement. Partners will be facilitating each schoolyard's greening committee; organizing school students, staff, Buildings and Grounds, the OUSD Garden Council, and faculty to inform design development. BASE will be partnering with OUSD in planning, design, and community engagement to ensure authentic engagement and inclusion in the design and planning process at **Horace Mann Elementary**, **Madison Park Academy**, and **Brookfield Elementary**. Cupples | Keller Designs will be partnering with OUSD in planning, design, and community engagement to ensure authentic engagement and inclusion in the design and planning process at **Fruitvale Elementary** and **Piedmont Elementary**. TPL will be partnering with OUSD for this project at the following schools: **East Oakland Pride Elementary**, **West Oakland Middle Campus**, **Lockwood STEAM Academy Elementary**, **Frick United Academy of Language Middle**, **Coliseum College Prep**

Academy, **Elmhurst United Middle, Dewey Academy High, Bella Vista** and **LIFE/United Campus**.

Outreach will include community engagement and planning workshops at each of the 14 sites. 5 planning workshop days will take place at each site, lasting 2.5 hours each workshop. Each workshop will include at least 30 participants, including students, teachers and family members. Outreach engagements will include educational opportunities that focus on water flow, tree canopy effects on heat mitigation, and other relevant environmental topics. Engagements will result in a participatory design that captures the voices of the school community.

Other Costs:

N/A

Indirect Costs:

N/A