Landscape Takes the Lead in Developing Learning Environments:

Storytelling in the Schoolyard

Introductions

Julia Eiko Hawkinson, FAIA, ALEP, LEED AP BD+C, O+M, WELL AP

Director, Planning

Los Angeles Unified School District

Jennifer Zell, ASLA, PLA

Director of Regenerative Design Studio

MIG, Inc.

Hongjoo Kim, ASLA, PLA

Founder, Principal

HKLA, Inc.

Learning Objectives

1. Participants will learn different ways of developing outdoor learning environments and green school yards that engage and inspire students.
2. Participants will learn how the selection of plants and trees and schoolyard design can provide opportunities for learning nature-based lessons for the teachers and students.
3. Participants will learn the value of outdoor learning and connecting with nature.
4. Participants will gain knowledge about ways to use story to engage learners of all ages and connect and reflect the school community and culture.

A4LE LearningSCAPES 2025 PHOENIX

Activity 1

Draw or write a memory of your first schoolyard.


Greening the Schoolyards
of Los Angeles

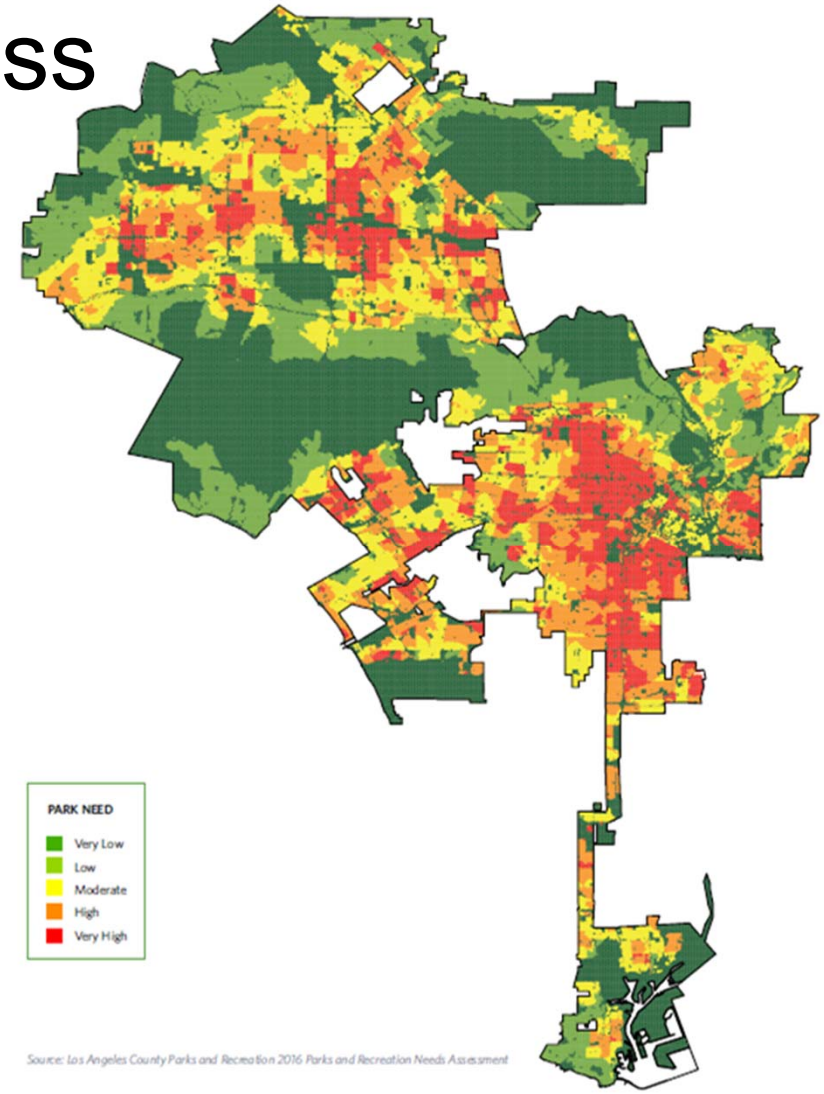
We are LA Unified

- Second-largest school district in the US
- Serve over 400,000 TK-12 students
- 710 square miles
- Includes the City of LA and part of 25 other cities and areas in LA County
- Over 1500 schools and centers
- Over 83,000 students are learning to speak English proficiently
- Students speak English and 154 languages
- Over 78,000 employees

LAUSD UNIFIED

Park Needs and Park Access

- Roughly 4 out of 10 Angelenos do not live within walking distance of a park or open space.
- Residents in low-income communities generally have less access to open space in Los Angeles and suffer from poorer health outcomes.
- In the United States today, more than 1 in 3 children are overweight or obese.
- In LA County, 71.3% of children 6-17 years old do not obtain the recommended amount of exercise each week.



Source: Los Angeles County Parks and Recreation 2016 Parks and Recreation Needs Assessment

Green Schoolyards For All

Green Schools for All Resolution (September 2022) adopts the standard of 30% green/natural space for all District schools.

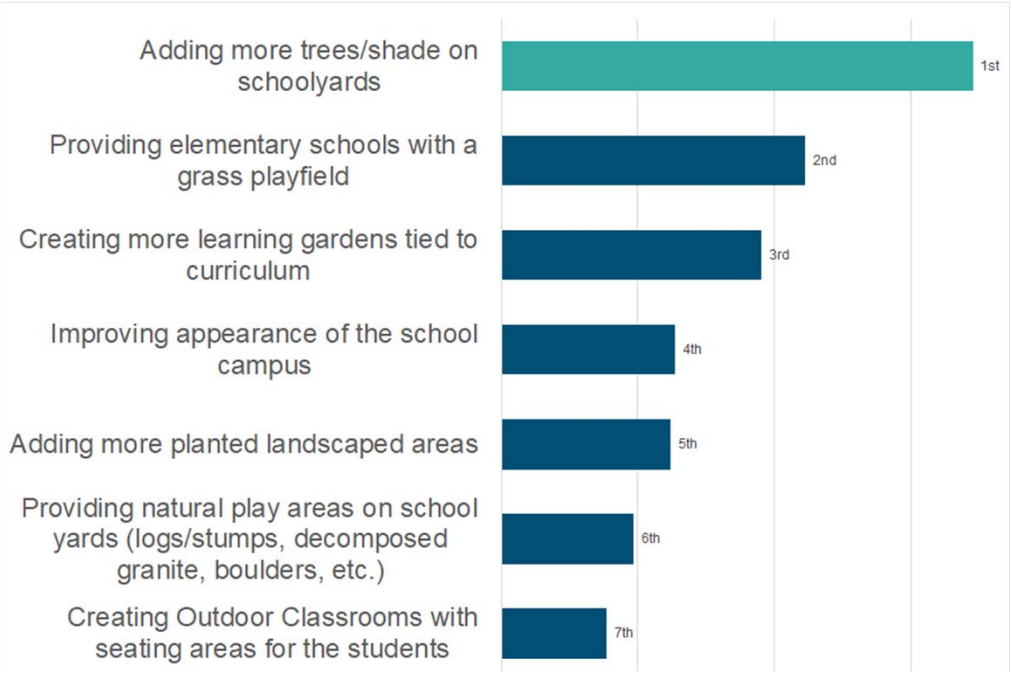
- Over 600 District schools do not meet the Resolution's goal ~ 80% of all schools.
- Approx. 15 Million sq. ft. (350 acres) of paved schoolyard areas need to be upgraded to green/natural space.

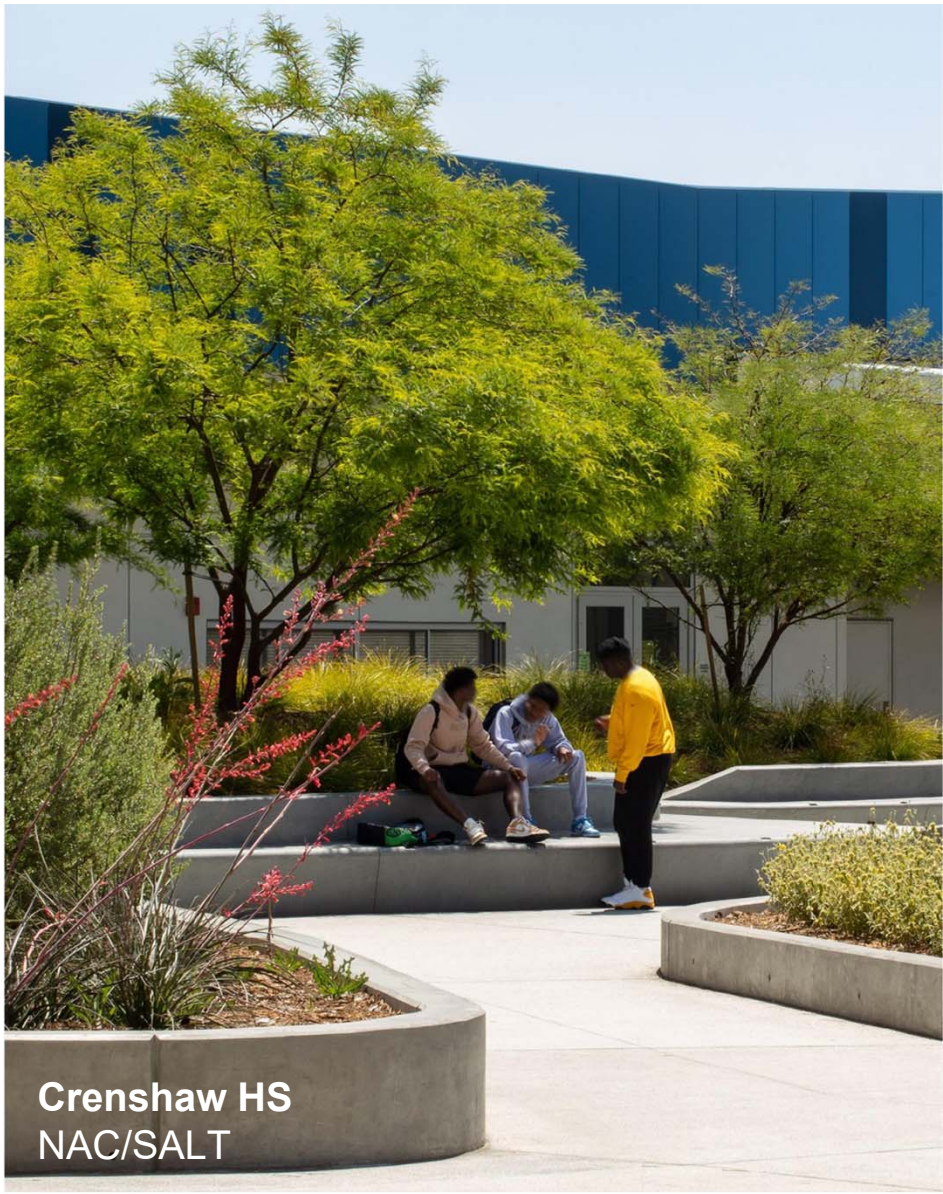
Green Schoolyards for All Plan

- Focus on elementary schools with less than 10% green/natural schoolyards.
- 216 elementary schools ~ 27% of all District Schools.
- Include goal of 20% shading of schoolyard from trees

Community Input

Which do you feel the District should focus on when greening schoolyards?

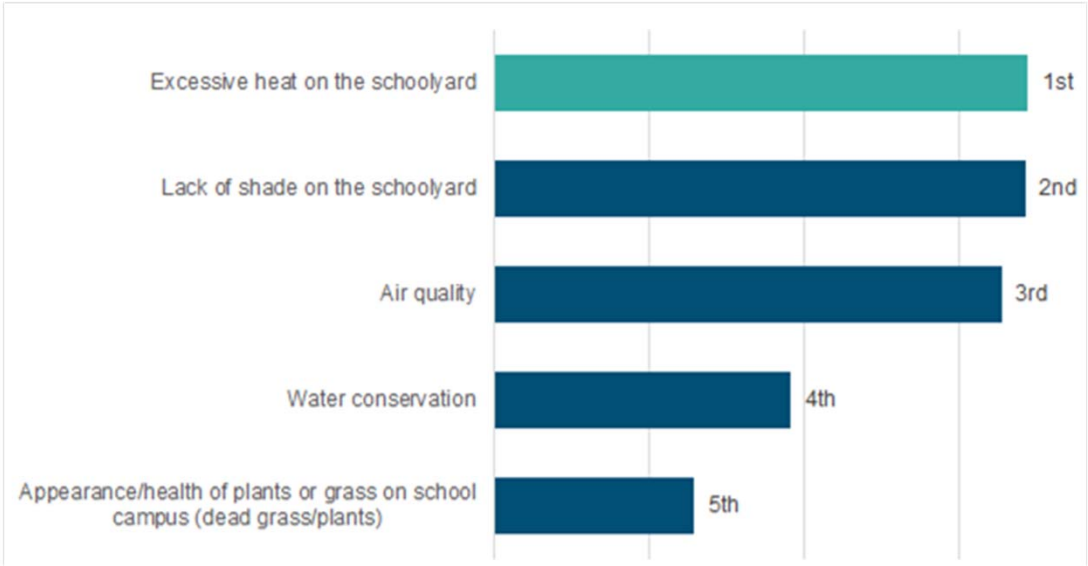




Crenshaw HS
NAC/SALT

Community Input

When it comes to climate-related concerns for students on a school campus, which of the following are most important to you?



The Lesson of the Mulberry Tree

A physical facility manifestation of integrated project-based interdisciplinary outdoor learning and environmental education.

Historically in California, elementary schools have a mulberry tree on their sites in support of a silkworm project.

Still a current LAUSD Design Standard.

Standard science focused unit:

- silkworms' dependence on mulberry trees
- how they create silk
- their life cycle
- may also integrate math, history, etc.

Green Schoolyard Projects

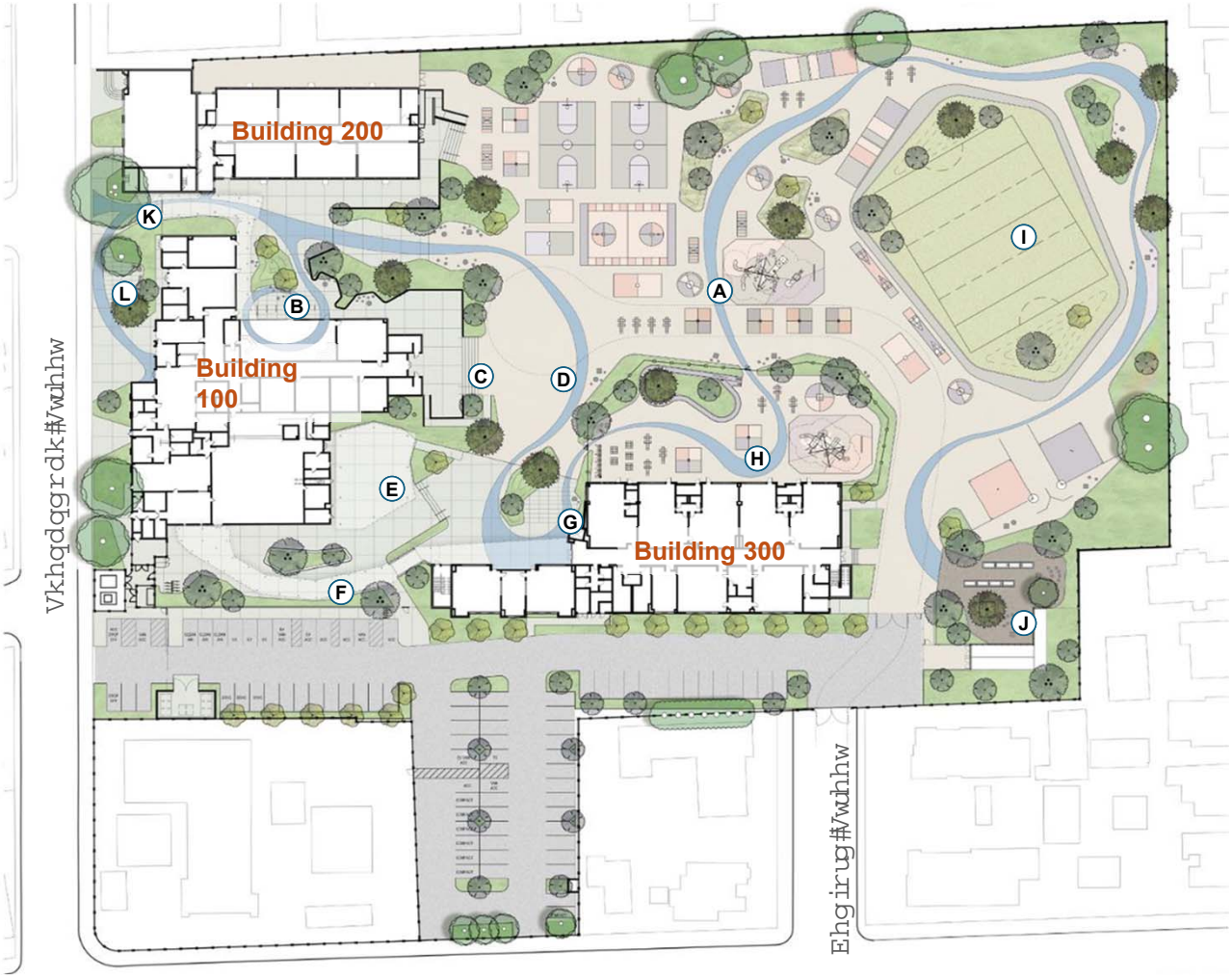
- Over 60 active projects in design and construction
  - 15 GSY Upgrades
  - 29 PACEUPs
  - 16 Major Projects with new GSY
- Our progress (data collected for 104 projects)
  - Increasing permeable Schoolyard from 560,000 sf to over 2 M sf
  - Increase number of trees from 3,500 to over 6,000

Arminta ES
Swift Lee Office/MIG

Planning for Success

- **Join** – We must be ALL-IN. We need our entire community: architects, landscape architects, maintenance, teachers, students, families, partners
- **Maintain** – We need a plan for Maintenance of Green Schoolyards
- **Teach** – We need to align with Instruction and make nature-based learning accessible and engaging
- **Joy** – We need our Landscape Architects to share their love for nature

Shenandoah Elementary School



- Main Play Yard (A)
- Outdoor Reading/ Classroom (B)
- Outdoor Platform (C)
- Assembly Area (D)
- Lunch Shelter (E)
- Lunch Queuing Area (F)
- Makerspace Yard (G)
- Kindergarten Play Yard (H)
- Field (I)
- Instructional Garden (J)
- Main Campus Entry (K)
- Outdoor Waiting (L)

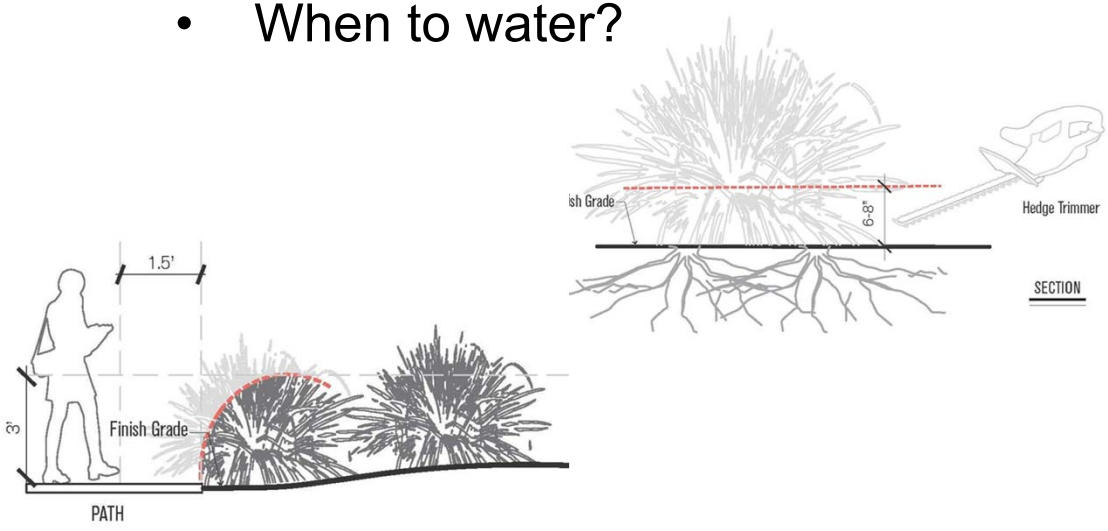
Shenandoah ES
CannonDesign/Pamela Burton & Co.

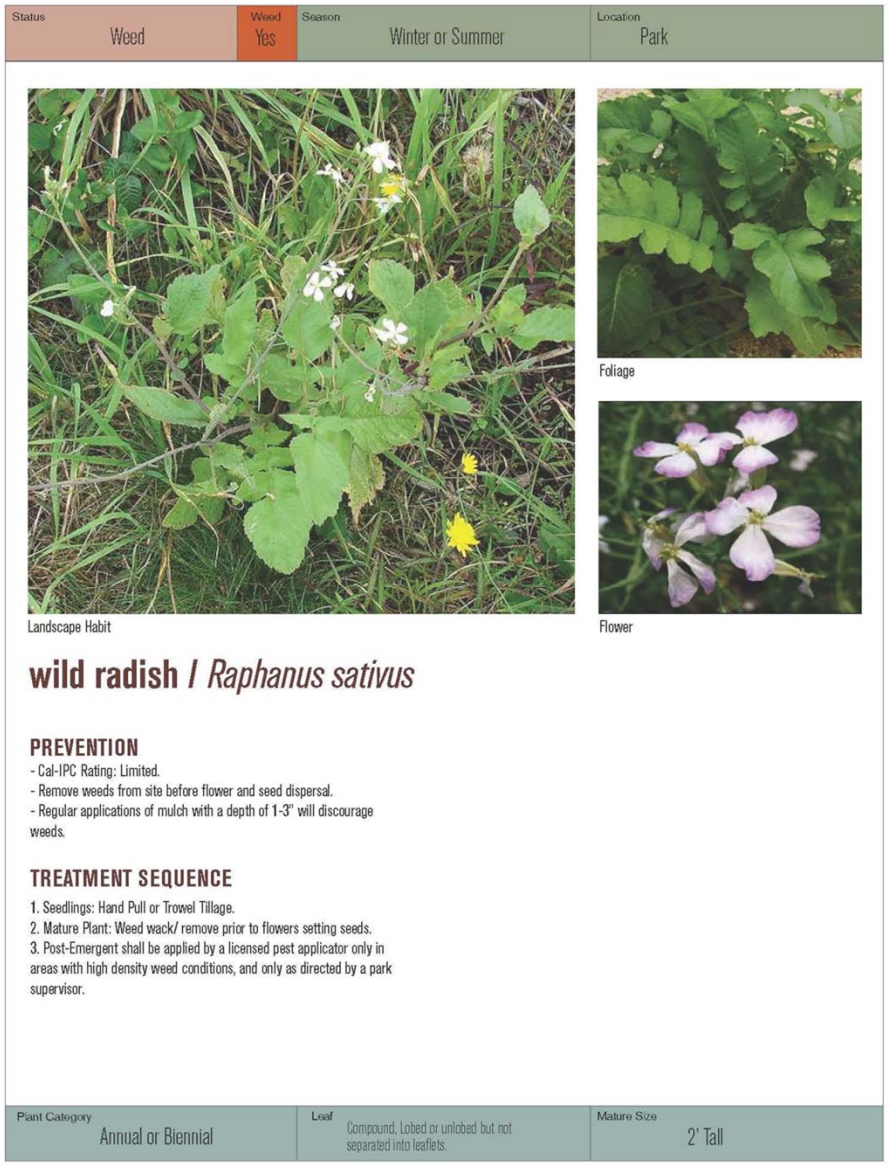
All-in

- Over 90 architects and landscape architects joined us at a site visit to Shenandoah ES
- Toured with LA, project team
- Lessons Learned
- Creating a Community

Landscape Manual

- The problem of Maintenance
  - Not enough funding
- Training
  - Learning about native plants
  - What is a weed?
  - How to prune?
  - When to water?





Aligning with Instruction

Input from all Disciplines, including:

Science, STEAM, Outdoor Education, Physical Education, Social & Emotional Learning, Library Services, Arts, Special Education, Food Services, CTE/Linked Learning

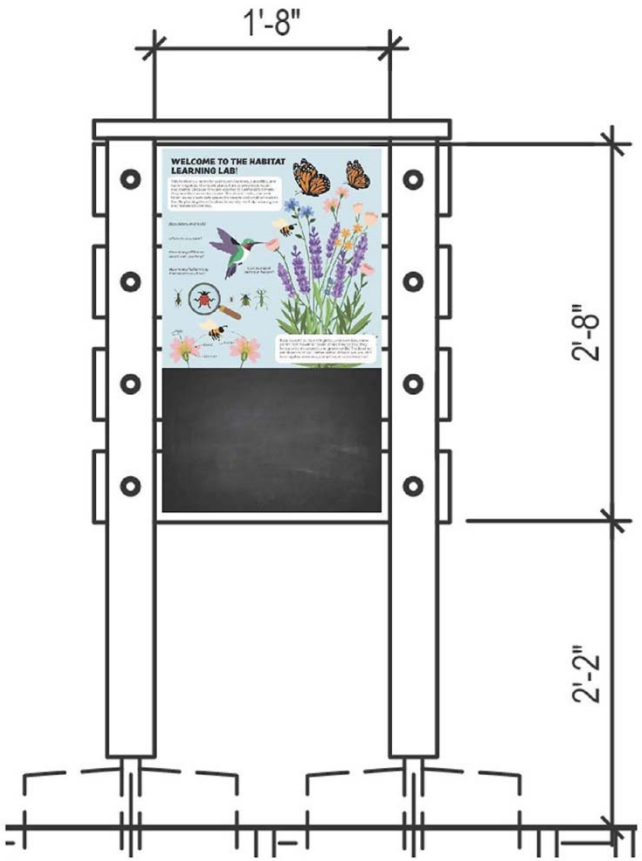
Green schoolyards provide:

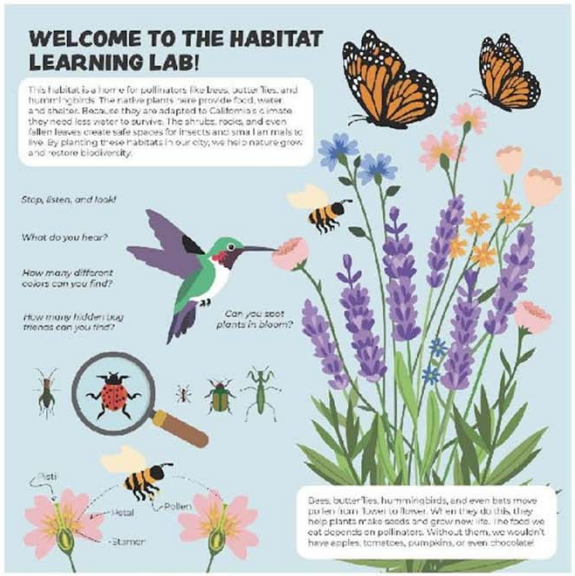
- Nature-based learning experiences and investigation
- Places for movement and physical education
- Places for relaxation and mindfulness meditation
- Break-out spaces for making and creating
- Support for cooperative and collaborative projects
- Classroom spaces for instruction
- Gathering spaces for presentation and performances
- Opportunities to learn career skills including gardening and farming
- Opportunities to build environmental stewardship

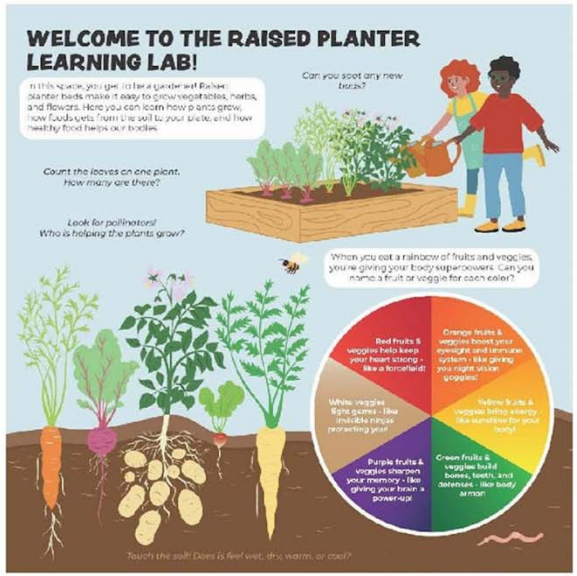
Dena ES
PBWS/Landshapes

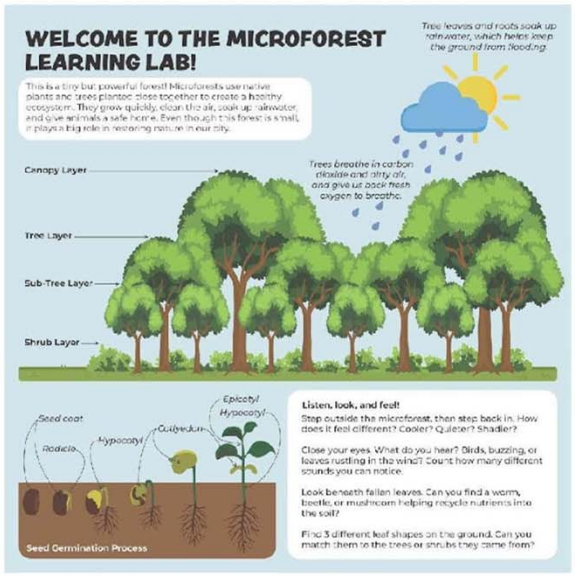
Dixie Canyon ES
DLR/RELM

Signage


1'-8"
2'-8"
2'-2"
WELCOME TO THE HABITAT LEARNING LAB!


WELCOME TO THE HABITAT LEARNING LAB!
This habitat is a home for pollinators like bees, butterflies, and hummingbirds. The native plants here provide food, water, and shelter. Because they are adapted to California's climate, they need less water to survive. The shrubs, rocks, and even fallen leaves create safe spaces for insects and small animals to live. By planting these habitats in our city, we help nature grow and restore biodiversity.
Stop, listen, and look!
What do you hear?
How many different colors can you find?
How many hidden bug friends can you find?
Can you spot plants in bloom?
Petal
Pollen
Stamen
Bees, butterflies, hummingbirds, and even bats move pollen from flower to flower. When they do this, they help plants make seeds and grow new life. The food we eat depends on pollinators. Without them, we wouldn't have apples, tomatoes, pumpkins, or even chocolate!


WELCOME TO THE RAISED PLANTER LEARNING LAB!
In this space, you get to be a gardener! Raised planter beds make it easy to grow vegetables, herbs, and flowers. Here you can learn how plants grow, how foods get from the soil to your plate, and how healthy food helps our bodies.
Can you spot any new buds?
Count the leaves on one plant. How many are there?
Look for pollinators! Who is helping the plants grow?
When you eat a rainbow of fruits and veggies, you're giving your body superpowers. Can you name a fruit or veggie for each color?
Red fruits & veggies help keep your heart strong - like a forcefield!
Orange fruits & veggies boost your eyesight and immune system - like giving you night vision goggles!
White veggies fight germs - like invisible ninjas protecting you!
Yellow fruits & veggies bring energy - like sunshine for your body!
Purple fruits & veggies sharpen your memory - like giving your brain a power-up!
Green fruits & veggies build bones, teeth, and defenses - like body armor!
Touch the soil! Does it feel wet, dry, warm, or cool?


WELCOME TO THE MICROFOREST LEARNING LAB!
This is a tiny but powerful forest! Microforests use native plants and trees planted close together to create a healthy ecosystem. They grow quickly, clean the air, soak up rainwater, and give animals a safe home. Even though this forest is small, it plays a big role in restoring nature in our city.
Tree leaves and roots soak up rainwater, which helps keep the ground from flooding.
Canopy Layer
Tree Layer
Sub-Tree Layer
Shrub Layer
Trees breathe in carbon dioxide and dirty air, and give us back fresh oxygen to breathe.
Seed coat
Radicle
Hypocotyl
Cotyledon
Epicotyl
Hypocotyl
Seed Germination Process
Listen, look, and feel!
Step outside the microforest, then step back in. How does it feel different? Cooler? Quieter? Shadier?
Close your eyes. What do you hear? Birds, buzzing, or leaves rustling in the wind? Count how many different sounds you can notice.
Look beneath fallen leaves. Can you find a worm, beetle, or mushroom helping recycle nutrients into the soil?
Find 3 different leaf shapes on the ground. Can you match them to the trees or shrubs they came from?


WELCOME TO THE ACTIVE PLAY LEARNING LAB!
This area is for fun, movement, and imagination. The grassy mound and shady trees give you space to roll, run, and play. Moving your body helps keep you healthy and strong, while playing outside sparks creativity and friendships. Nature isn't just for learning, it's also for joy!
Can you roll down the hill?
Sit in the shade and read a story.
What textures can you feel? What smells can you detect?
Movement Challenge!
Crawl like a bug up the hill
Do 10 frog jumps
Balance on 1 foot for 20 seconds
Wiggle like a worm on the hill
Invite a friend to race from tree to tree
Did you know that deep breathing tells your body to slow down and helps you feel more calm?
Try it!
1. Stand like a tree.
2. Take a slow breath in through your nose, like you're smelling a flower.
3. Gently blow the air out through your mouth, like you're spinning a pinwheel.
Try this 3 times. How do you feel?

Landscape Takes the Lead in Developing Learning Environments

LA are in it because they love nature

They want everyone else to love nature, too

Let’s listen to them

Why does nature bring you joy?

What stories does nature tell you?


“GO OUTSIDE AND PLAY”

SETTING

CHARACTERS

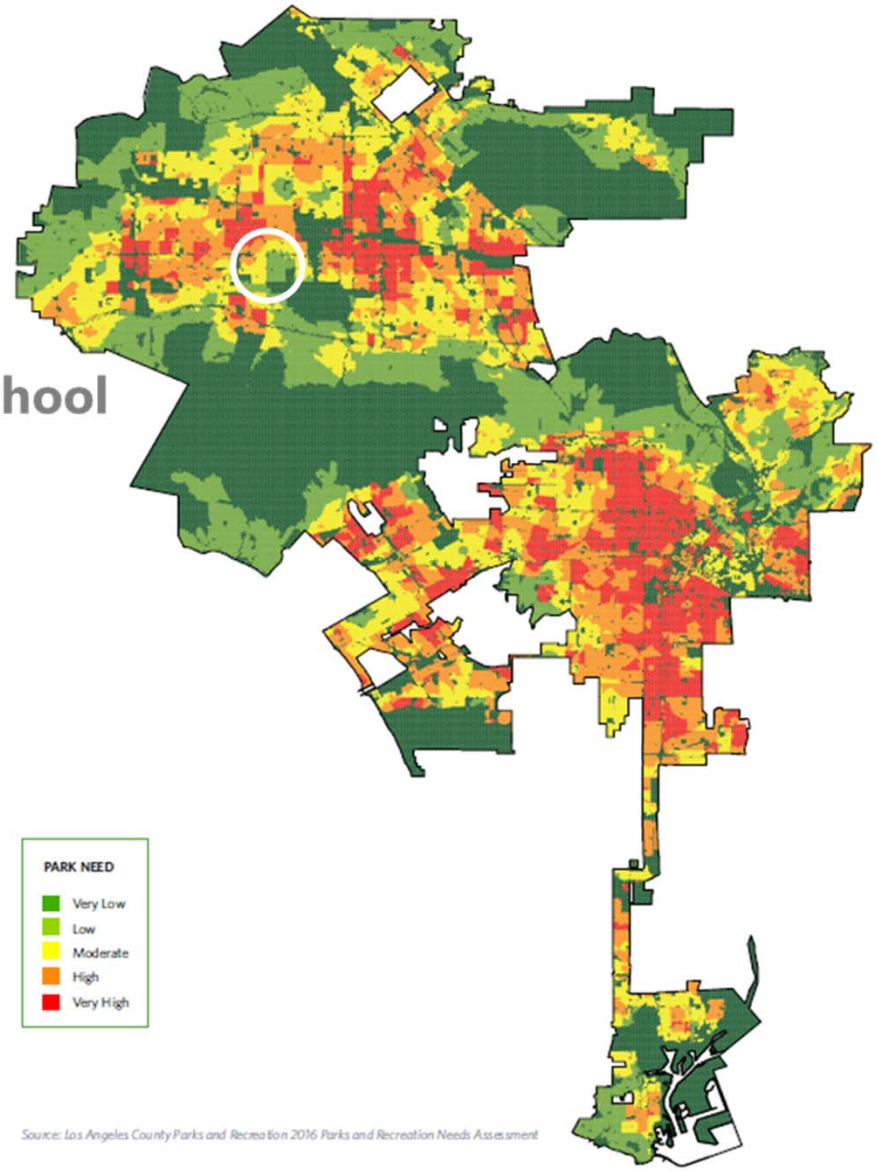
PLOT

PROBLEM

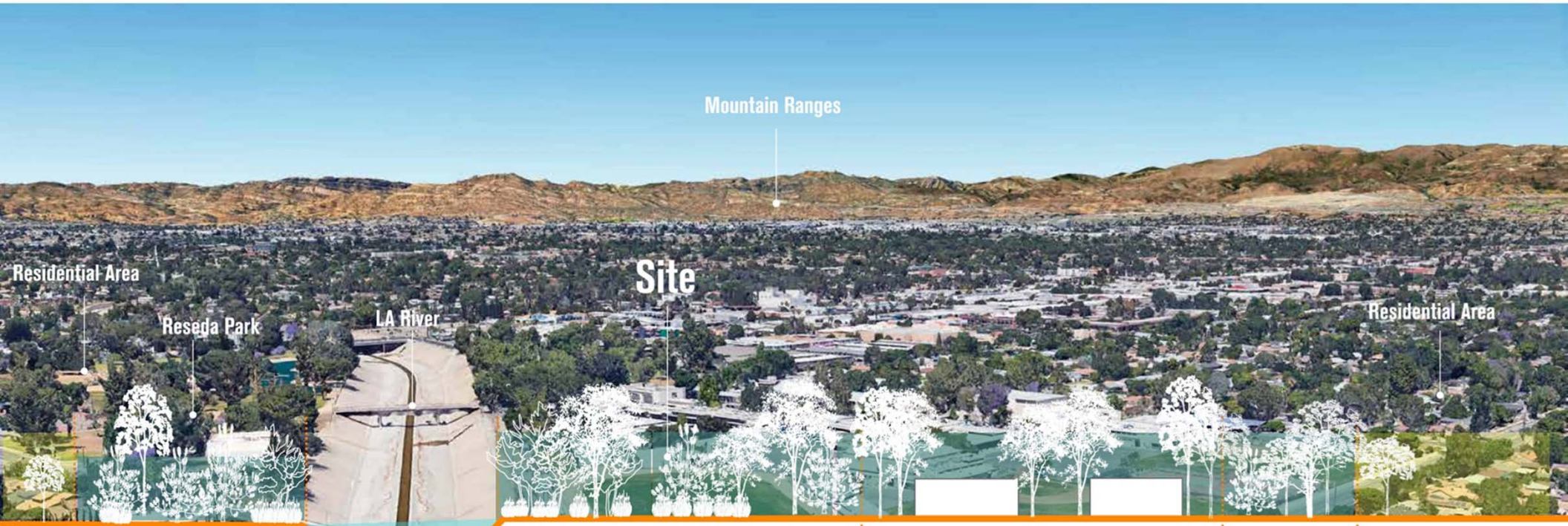
RESOLUTION

SETTING

Reseda Charter High School

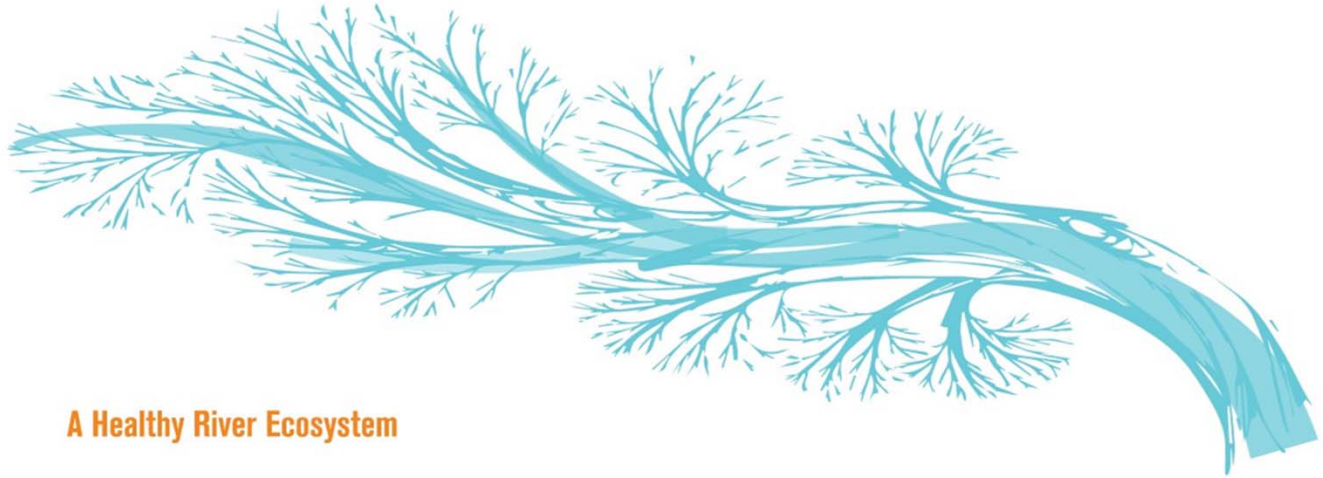


Source: Los Angeles County Parks and Recreation 2016 Parks and Recreation Needs Assessment



Reseda Park | LA River | Riparian Forest | Historical Quad / Outdoor Classroom | Entry Gate | Urban Matrix

The Confluence

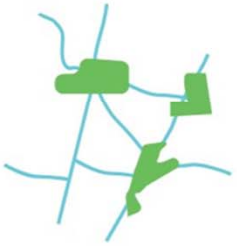


A Healthy River Ecosystem

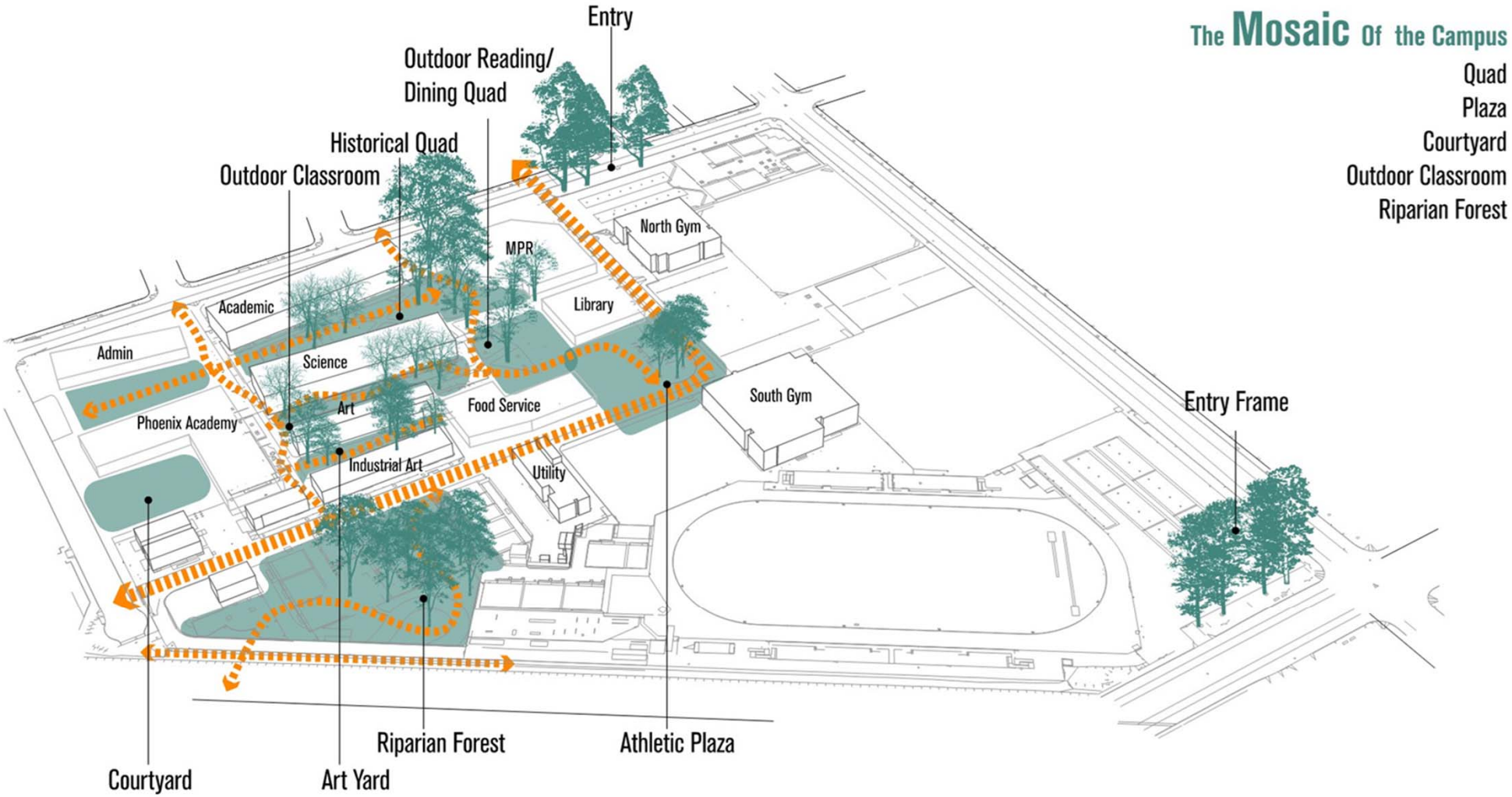
A Fragmented River Ecosystem

Patches

Corridor



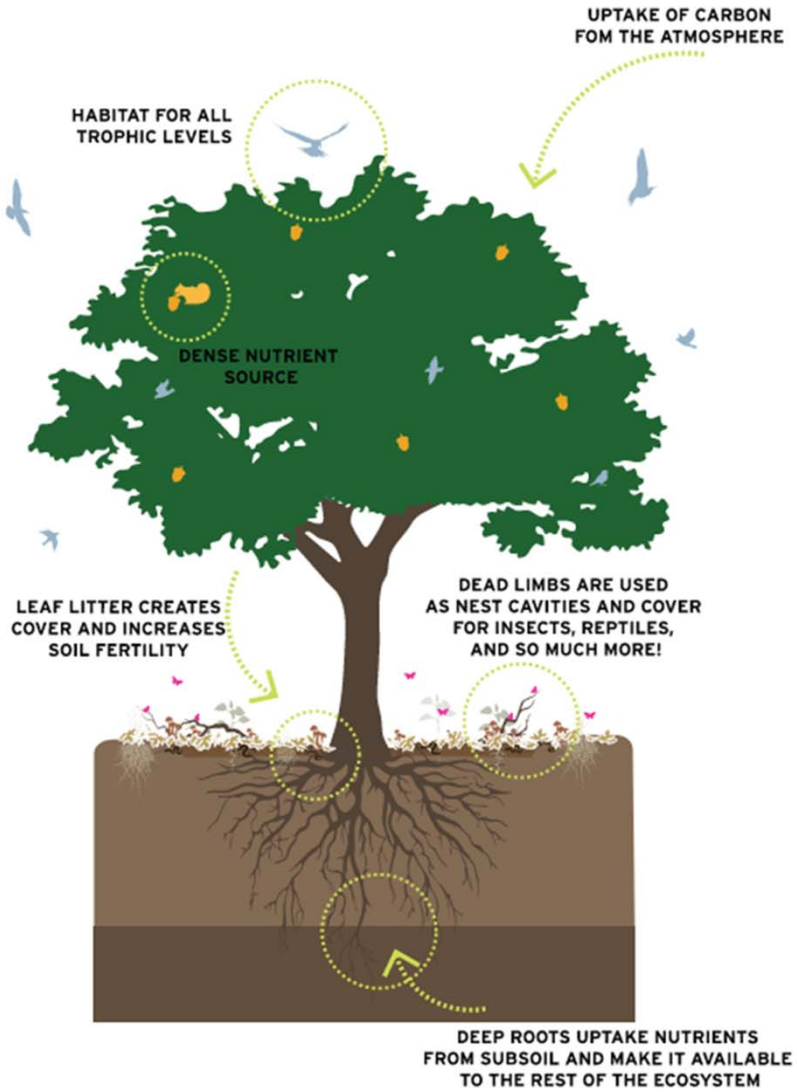
Mosaic



The **Mosaic** Of the Campus

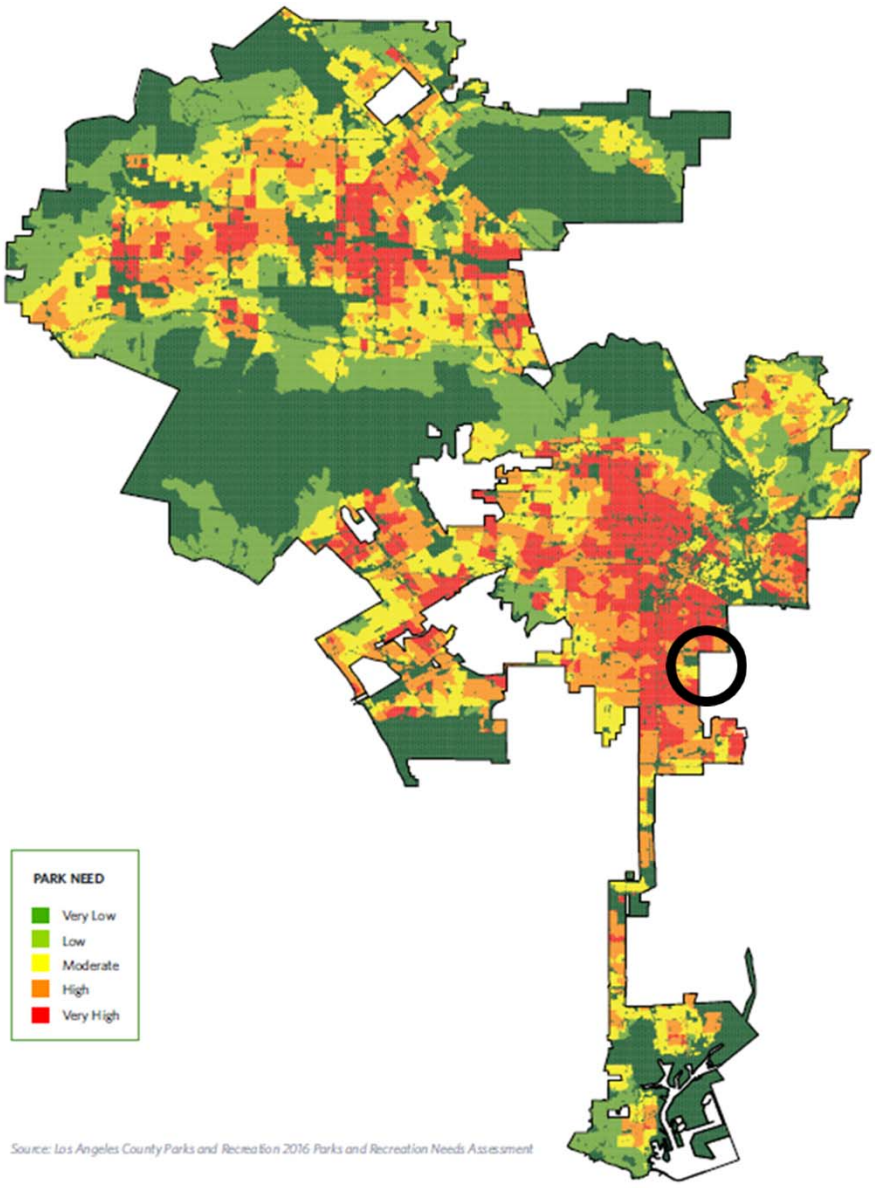
Quad
Plaza
Courtyard
Outdoor Classroom
Riparian Forest

CHARACTERS


UPTAKE OF CARBON
FOM THE ATMOSPHERE
HABITAT FOR ALL
TROPHIC LEVELS
DENSE NUTRIENT
SOURCE
LEAF LITTER CREATES
COVER AND INCREASES
SOIL FERTILITY
DEAD LIMBS ARE USED
AS NEST CAVITIES AND COVER
FOR INSECTS, REPTILES,
AND SO MUCH MORE!
DEEP ROOTS UPTAKE NUTRIENTS
FROM SUBSOIL AND MAKE IT AVAILABLE
TO THE REST OF THE ECOSYSTEM


YOURSELF
UR LEARNING LAB
Making Inferences
CHUPA CHUPS
MINI POPS

PLOT
PROBLEM



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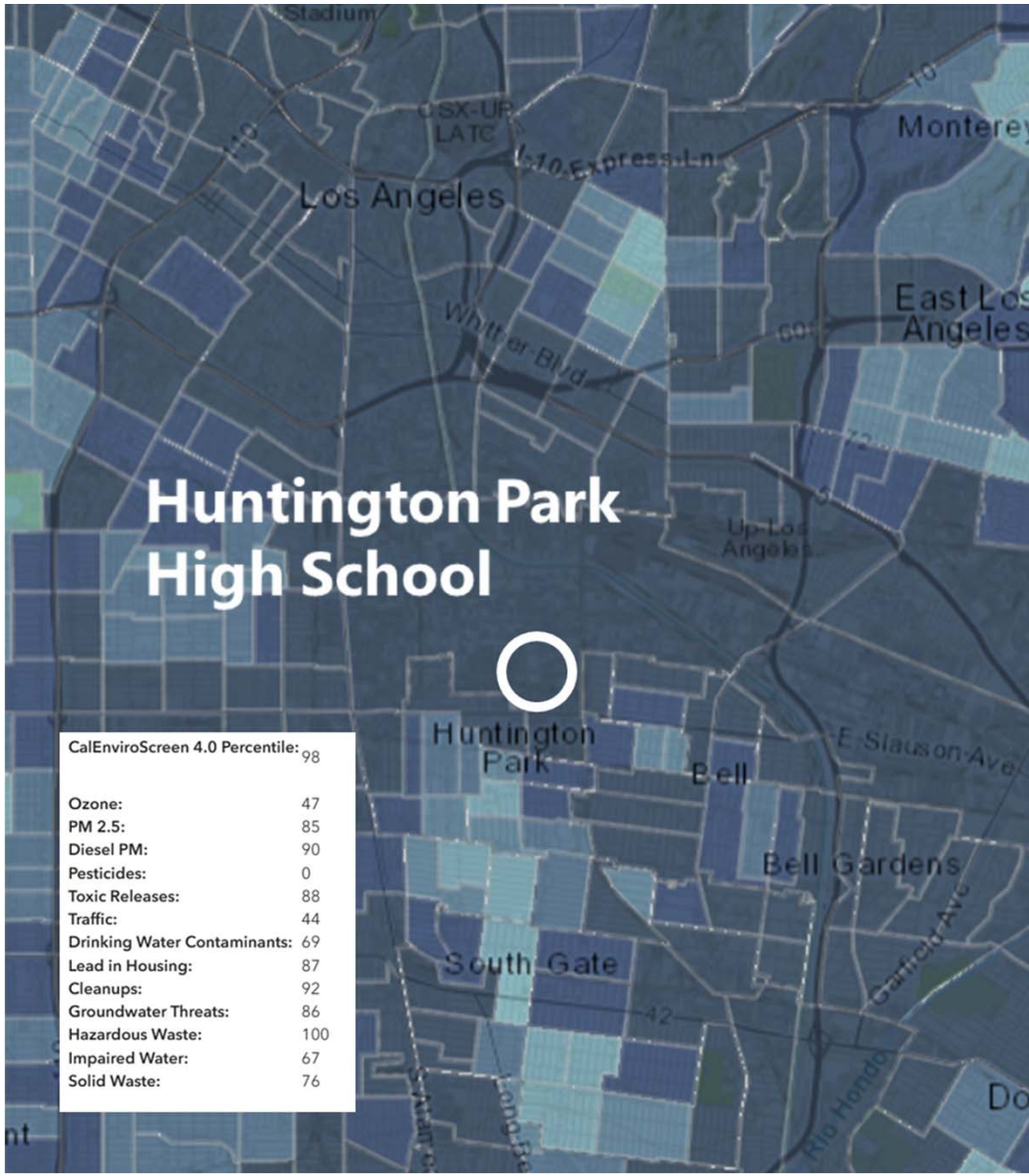
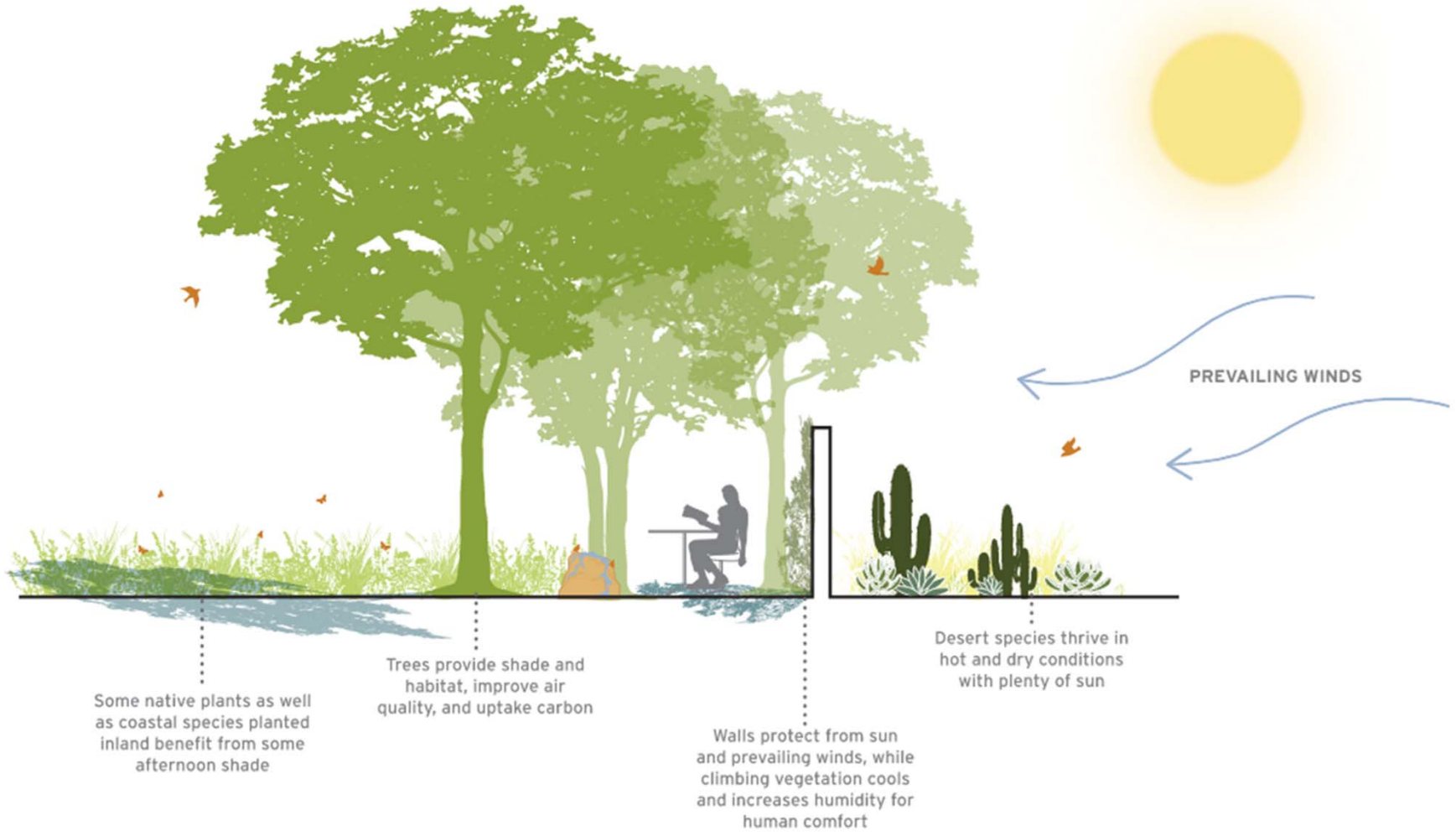
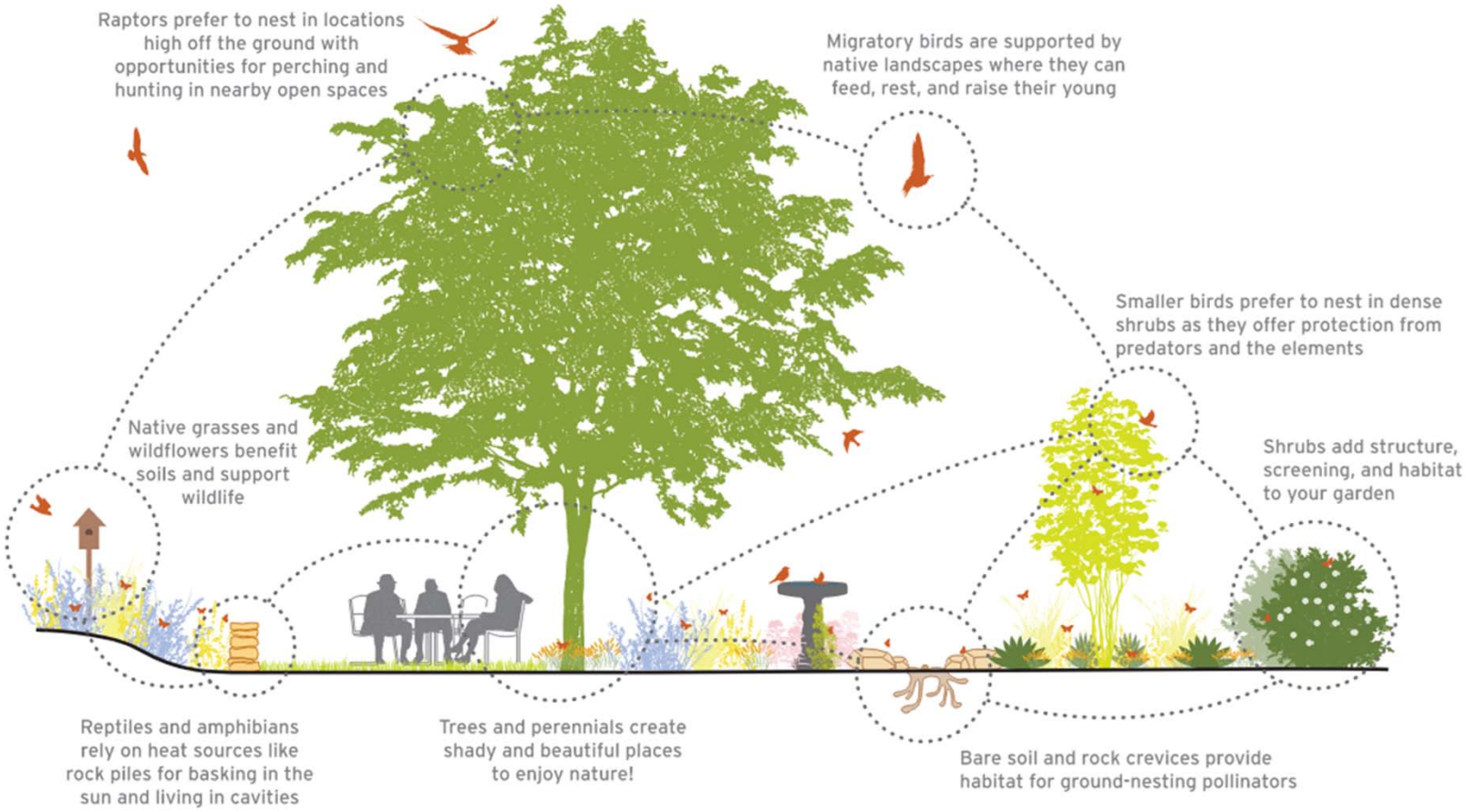



Partners Personnel
LA Fitness
Huntington Park High School
Gage Middle School
Huntington Park

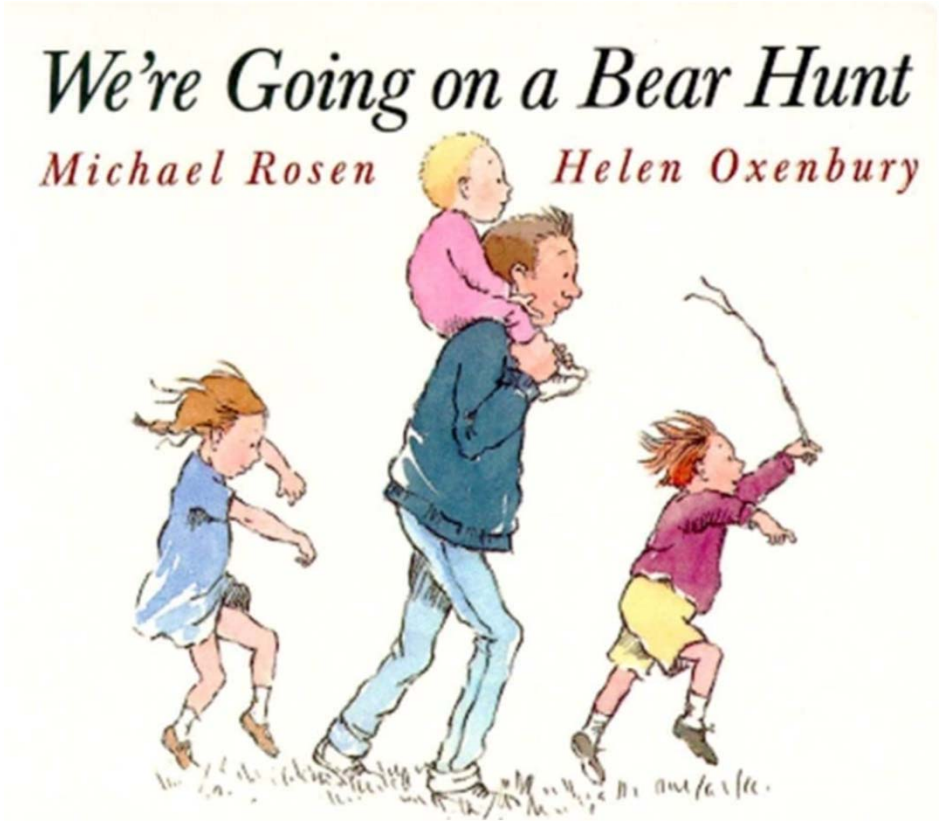
MICROCLIMATES



HABITAT STRUCTURE



RESOLUTION

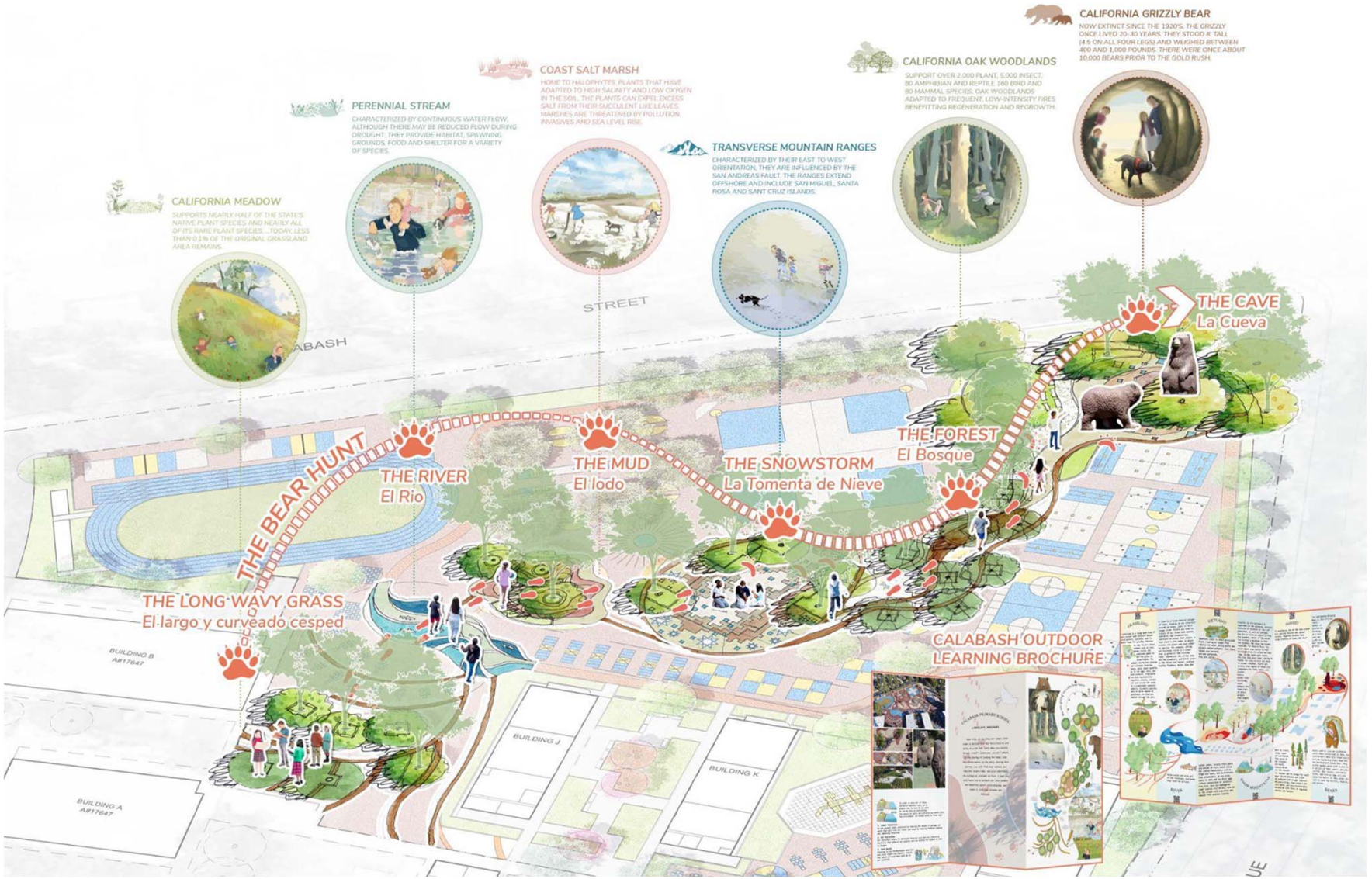

We're Going on a Bear Hunt
Michael Rosen
Helen Oxenbury


BEFORE

LEGEND

1 THE BEAR HUNT JOURNEY
- a THE LONG WAVY GRASS
- b THE RIVER
- c THE MUD
- d THE SNOWSTORM
- e THE FOREST
- f THE CAVE

2 OUTDOOR CLASSROOM
3 KINDER YARD
4 KINDER ENTRY/DROP OFF AREA
5 BUFFER LANDSCAPE
6 PLAY FIELD
7 OUTDOOR AMPHITHEATER


CALIFORNIA GRIZZLY BEAR
NOW EXTINCT SINCE THE 1920'S. THE GRIZZLY ONCE LIVED 20-30 YEARS. THEY STOOD 8' TALL (4.5 ON ALL FOUR LEGS) AND WEIGHED BETWEEN 400 AND 1,000 POUNDS. THERE WERE ONCE ABOUT 10,000 BEARS PRIOR TO THE GOLD RUSH.
CALIFORNIA OAK WOODLANDS
SUPPORT OVER 2,000 PLANT, 5,000 INSECT, 80 AMPHIBIAN AND REPTILE, 160 BIRD AND 80 MAMMAL SPECIES. OAK WOODLANDS ADAPTED TO FREQUENT, LOW-INTENSITY FIRES BENEFITTING REGENERATION AND REGROWTH.
COAST SALT MARSH
HOME TO HALOPHYTES, PLANTS THAT HAVE ADAPTED TO HIGH SALINITY AND LOW OXYGEN IN THE SOIL. THE PLANTS CAN EXPEL EXCESS SALT FROM THEIR SUCCULENT LIKE LEAVES. MARSHES ARE THREATENED BY POLLUTION, INVASIVES AND SEA LEVEL RISE.
PERENNIAL STREAM
CHARACTERIZED BY CONTINUOUS WATER FLOW, ALTHOUGH THERE MAY BE REDUCED FLOW DURING DROUGHT. THEY PROVIDE HABITAT, SPAWNING GROUNDS, FOOD AND SHELTER FOR A VARIETY OF SPECIES.
TRANSVERSE MOUNTAIN RANGES
CHARACTERIZED BY THEIR EAST TO WEST ORIENTATION, THEY ARE INFLUENCED BY THE SAN ANDREAS FAULT. THE RANGES EXTEND OFFSHORE AND INCLUDE SAN MIGUEL, SANTA ROSA AND SANT CRUZ ISLANDS.
CALIFORNIA MEADOW
SUPPORTS NEARLY HALF OF THE STATES NATIVE PLANT SPECIES AND NEARLY ALL OF ITS RARE PLANT SPECIES. ...TODAY, LESS THAN 0.1% OF THE ORIGINAL GRASSLAND AREA REMAINS.
STREET
ABASH
THE CAVE
La Cueva
THE FOREST
El Bosque
THE SNOWSTORM
La Tomenta de Nieve
THE MUD
El lodo
THE RIVER
El Rio
THE BEAR HUNT
THE LONG WAVY GRASS
El largo y curveado cesped
BUILDING B
A#17647
BUILDING J
BUILDING K
BUILDING A
A#17647
CALABASH OUTDOOR
LEARNING BROCHURE

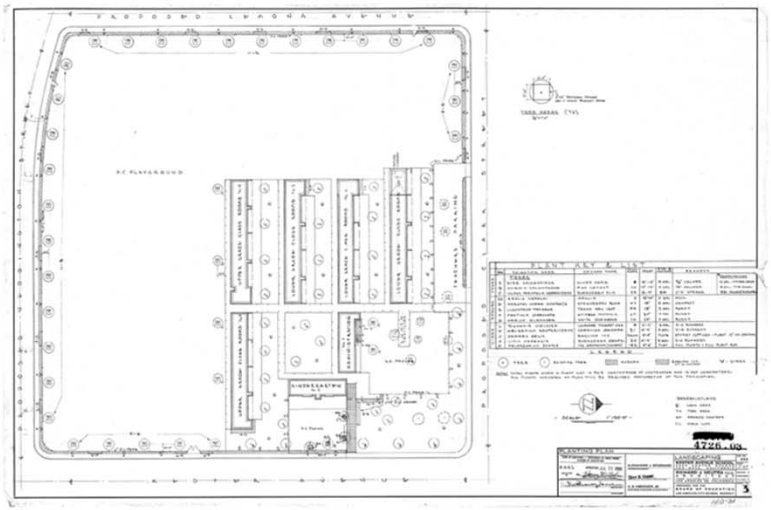

A B
C D
A B
C D

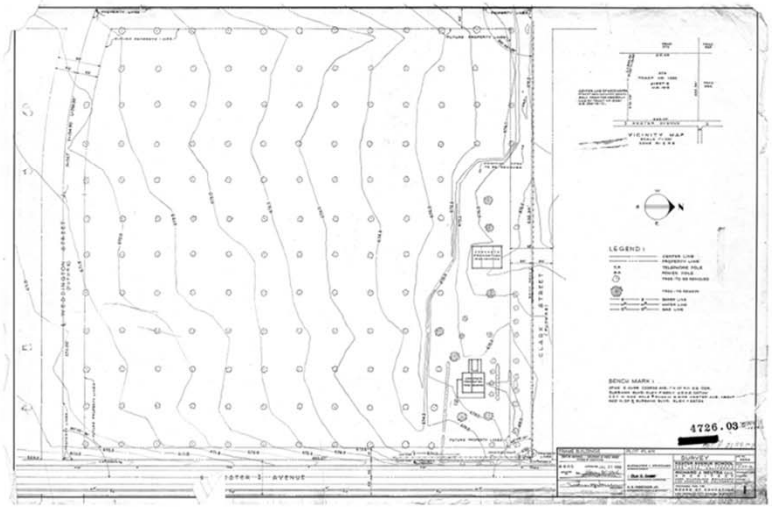
DESIGN NARRATIVE

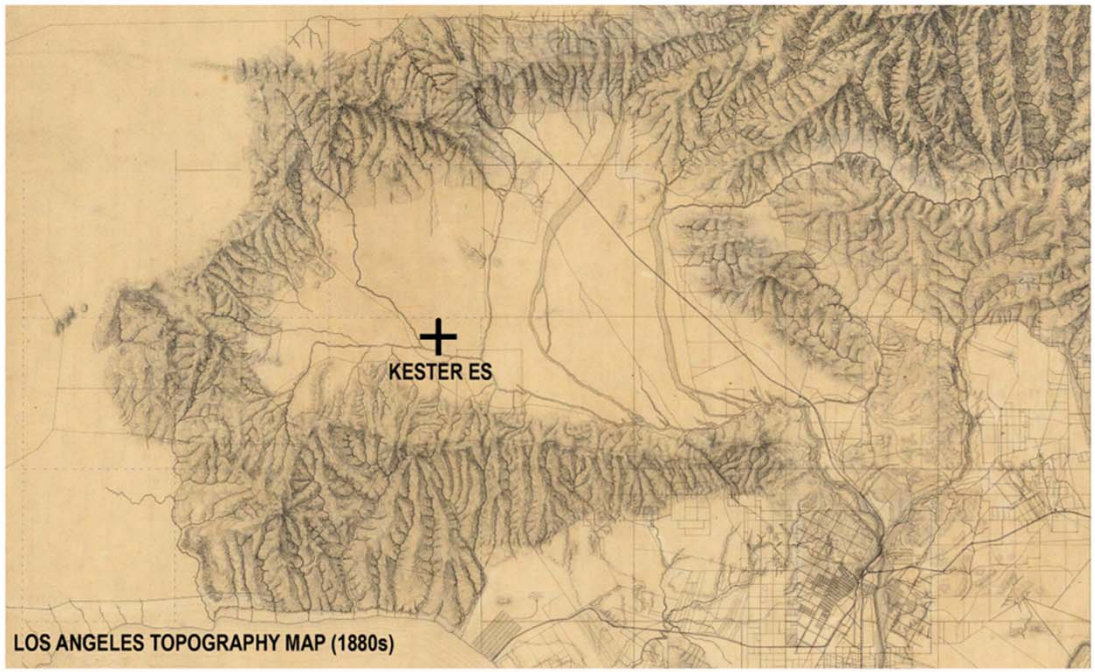
The outdoor environment at Kester Elementary School serves as a living canvas that intertwines the site's ecological history with its architectural heritage.

This design juxtaposes the organic, meandering forms of the pre-channelized Los Angeles River and its wetlands with the rectilinear, grid-based design language of Richard Neutra, who emphasized harmony between built environments and nature.

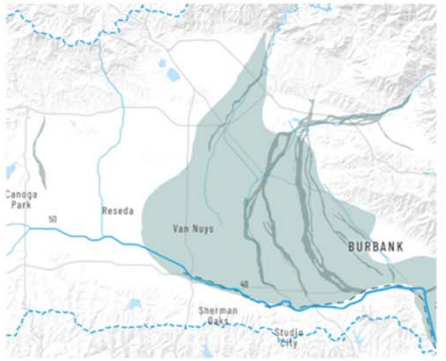
By overlaying organic patterns reminiscent of historical waterways onto the school's existing grid layout, the design aims to educate and inspire students about the importance of environmental stewardship and the interconnectedness of natural and built environments.



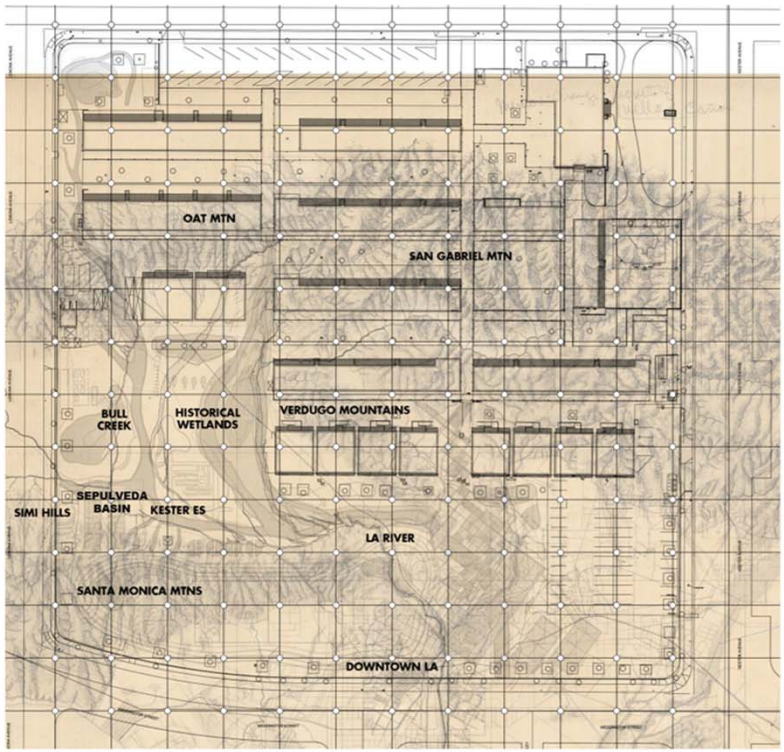


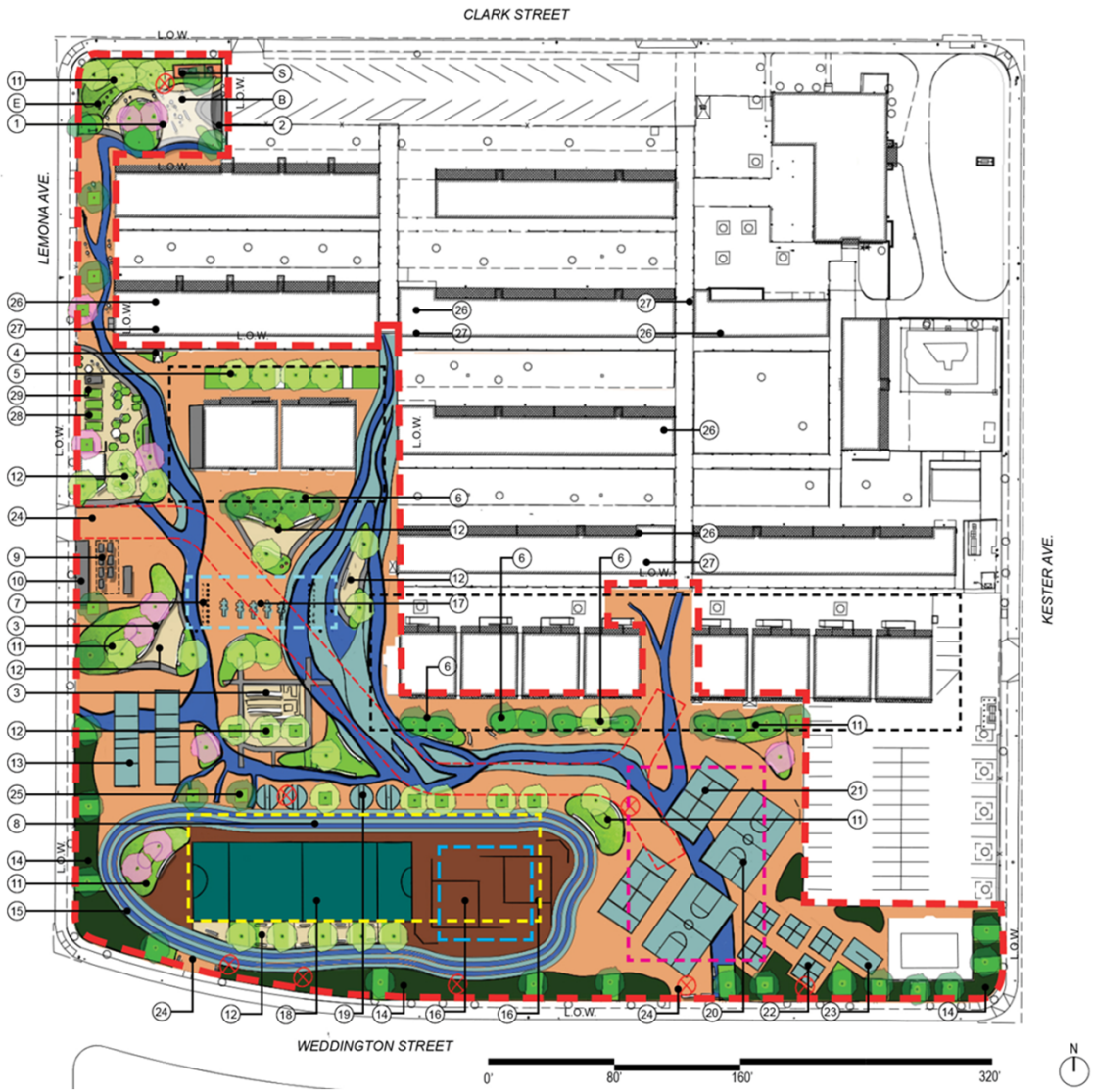


This aerial view of the 1938 flood from above Victory Blvd, shows breaches in paved levees in and below a sharp curve in channel alignment.
Source: USACE, 1938.




CLARK STREET
LEMONA AVE.
KESTER AVE.
WEDDINGTON STREET
OAT MTN
BULL CREEK
SAN GABRIEL MTN
HISTORICAL WETLANDS
SIMI HILLS
SEPULVEDA BASIN
KESER ES
ARROYO SECO
1938 FLASH FLOOD
LA RIVER
VERDUGO MTN
GRIFFITH PARK
LA RIVER CHANNELIZATION
DOWNTOWN LA
SANTA MONICA MTN
L.O.W.
0'
80'
160'
320'
N


OAT MTN
SAN GABRIEL MTN
BULL CREEK
HISTORICAL WETLANDS
VERDUGO MOUNTAINS
SIMI HILLS
SEPULVEDA BASIN
KESTER ES
LA RIVER
SANTA MONICA MTNS
DOWNTOWN LA



LAUSD REQUIREMENTS CHECKLIST:

- GREENING REQUIREMENT

REQUIRED WITHIN L.O.W.: 38,754 SF
PROVIDED WITHIN L.O.W.: 41,769 SF

- GENERAL PLANTING AREA
- TURF/ GRASS
- D.G.
- LID, PROVIDED: 9,096 SF
  REQUIRED: 7,400 - 10,520 SF

- TREES WITHIN L.O.W.

REQUIRED: 37 TREES

- EXISTING TREES, PROTECT-IN-PLACE: 39
- EXISTING TREES, TO BE REMOVED: 8
- PROPOSED TREES: 45

- PE STATION REQUIREMENT

FITNESS TESTING STATION (2 TESTING STATIONS)
- PACER FITNESS TRACK (1) = 1 PE
- 1/8 MILE RUNNING TRACK (1) = 1PE
- HORIZONTAL BARS (1)

INSTRUCTIONAL PE STATIONS (4 INSTRUCTIONAL STATIONS)
- BASKETBALL COURT (2) = 1 PE
- VOLLEYBALL COURT (2) = 1 PE
- PRIMARY DIAMOND/ KICKBALL (2) = 1 PE
- FOOTBALL/ SOCCER FIELD (1) = 1 PE

RECREATIONAL PE STATION (4 RECREATIONAL STATIONS)
- SQUARE HOPSCOTCH (4) = 1 PE
- FOUR SQUARE (5) = 1 PE
- TETHERBALL (4) = 1 PE
- HANDBALL COURT (2) = 1 PE

TOTAL PE STATION PROVIDED: 10 PE STATIONS

- OUTDOOR LEARNING ENVIRONMENT (OLE) (4,358 SF)

(B) TYPE B: OUTDOOR CLASSROOM - PERFORMANCE AREA
(E) TYPE E: LEARNING LAB - MICROFOREST
(S) SERVICE CONNECTOR

KEYNOTES

- LIMIT OF WORK (L.O.W.)
- FIRE LANE
- 60' X 60' PAVED OPEN SPACE
- PRE-K/KINDER DISPERSAL AREA
- 1-5 DISPERSAL AREA
- OLE DISPERSAL AREA
- NON-CERTIFIED BUILDING 20' OFFSET ZONE

(1) AMPHITHEATER
(2) OUTDOOR STAGE
(3) RETAINING WALL
(4) ADA ACCESSIBLE RAMP
(5) PROPOSED PLANTING AREA
(6) ENLARGED EXISTING TREE WELL
(7) PACER FITNESS TRACK
(8) TRACK/50 M DASH
(9) TRASH ENCLOSURE
(10) RELOCATED CONTAINERS
(11) BERM
(12) ACTIVITY STATION
(13) HANDBALL COURT
(14) LID (TYP.)
(15) 1/8 MILE RUNNING TRACK

MATERIALS

- AC PAVING WITH COLOR COATING, SR SUNBAKED CLAY
- AC PAVING WITH COLOR COATING, SR FAWN
- AC PAVING WITH COLOR COATING, SR TERRA COTTA
- AC PAVING WITH COLOR COATING, SR SAFETY BLUE
- AC PAVING SEAFOAM
- CONCRETE PAVING (BETWEEN AC PAVING AND DG)
- D.G.

(16) PRIMARY DIAMOND/KICKBALL
(17) AIRPLANE HOPSCOTCH
(18) SOCCER FIELD
(19) TETHERBALL
(20) BASKETBALL COURT
(21) VOLLEYBALL COURT
(22) FOUR SQUARE
(23) HORIZONTAL BAR
(24) PICK UP/DROP OFF AREA
(25) MULBERRY TREE
(26) RESTROOM
(27) DRINKING FOUNTAIN
(28) EXISTING RAISED PLANTER
(29) EXISTING SINK

BEFORE (CURRENT), GSY CALCS (PROVIDED IN GSY VIEWER)	AFTER (DESIGNED), GSY CALCS
CURRENT SCHOOLYARD SF: 233,033 SF	CURRENT SCHOOLYARD SF: 233,033 SF
CURRENT GREEN/NATURAL, SF: 38,611 SF	CURRENT GREEN/NATURAL, SF: 72,925 SF
CURRENT GREEN/NATURAL, %: 17%	CURRENT GREEN/NATURAL, %: 31.3%
CURRENT # OF TREES: 119	CURRENT # OF TREES: 156
CURRENT TREE SHADE, SF: 45,741 SF	CURRENT TREE SHADE, SF: 68,150 SF
CURRENT TREE SHADE, %: 19.6%	CURRENT TREE SHADE, %: 29.2%

P-22 STORY

P-22 was a famous mountain lion who gained celebrity status for living in Los Angeles's Griffith Park after crossing two major freeways, the 101 and 405. His story became a symbol of wildlife conservation and led to public support for building the Wallis Annenberg Wildlife Crossing, which is intended to connect isolated habitats. After living in the city for about a decade, he was euthanized in December 2022 due to age, disease, and injuries from a car collision.

Journey to Griffith Park: P-22, initially from the Santa Monica Mountains, crossed the 405 and 101 freeways to find a new home in Griffith Park, a relatively small territory for a mountain lion.

Urban celebrity: He became a local icon, known as the "Brad Pitt of the mountain lion world," with his life documented through doorbell cameras and radio collars. His presence, living in proximity to humans, captivated the public.

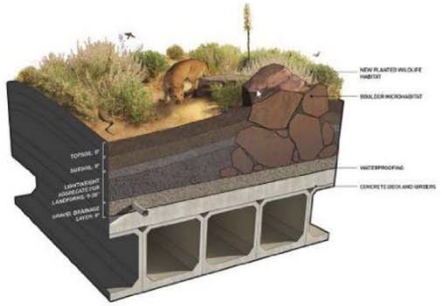
Inspiration for conservation: His unique story raised awareness about the challenges urban wildlife face, particularly habitat fragmentation caused by freeways. This inspired the movement to build the Wallis Annenberg Wildlife Crossing, the world's largest wildlife overpass, to help other animals travel safely between mountain lion populations.

Later life and death: P-22's health declined, and he was captured in December 2022 after an encounter with a car. An examination at the San Diego Zoo revealed he had multiple illnesses and injuries, leading authorities to humanely euthanize him.

Legacy: P-22's legacy continues through efforts like the Wallis Annenberg Wildlife Crossing and public awareness campaigns. His story is remembered through events, museum exhibits, and murals, with people continuing to support his cause and celebrate his life.

KESTER AVE. ELEMENTARY

Cougars



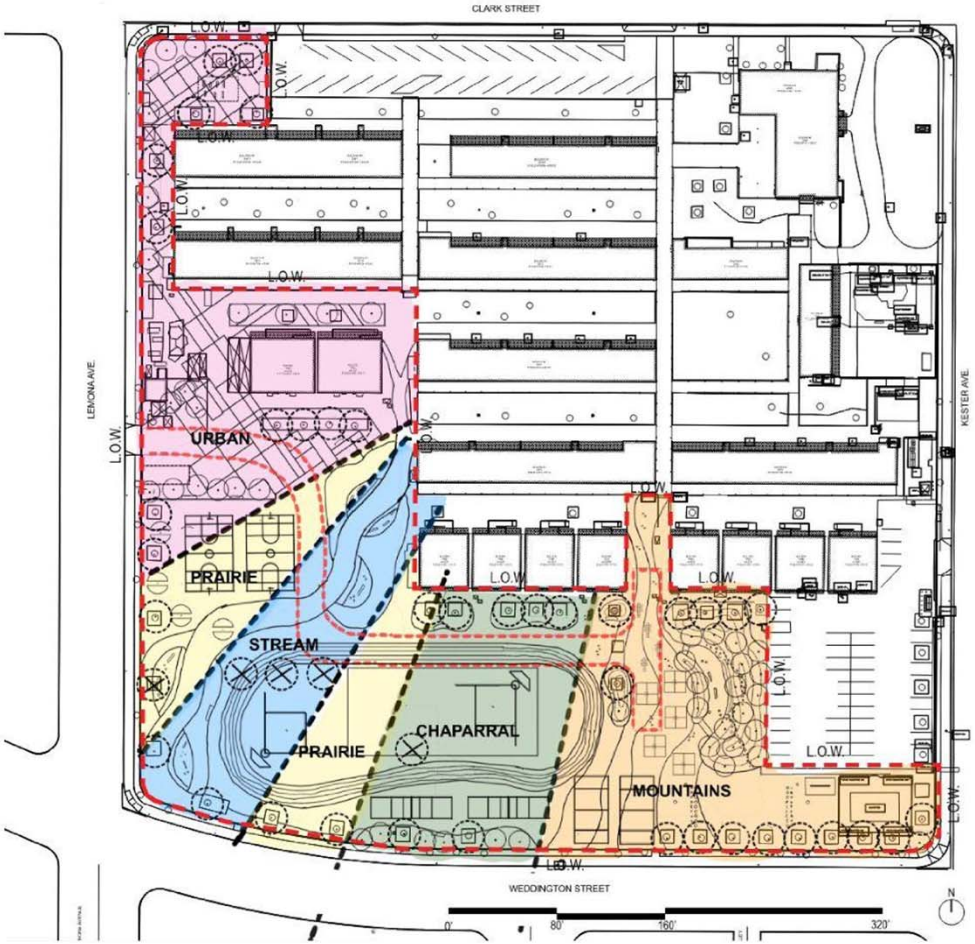
"COUGAR PATH"

Our elementary school landscape design is inspired by the mountain lion, a symbol of resilience and ecological balance in Southern California. At the heart of the story is P-22, the iconic cougar who crossed two major freeways to reach Griffith Park. His journey highlights the challenges wildlife face in navigating fragmented habitats and inspires our design's central theme: reconnection.

The site features a stream-inspired learning corridor, designed as a dry arroyo that mimics natural water flow and riparian ecosystems. This space serves as both stormwater infrastructure and an outdoor classroom, guiding students through the story of water and its role in sustaining life. Native plants like mulefat, sycamores, and rushes support biodiversity and create daily sensory experiences.

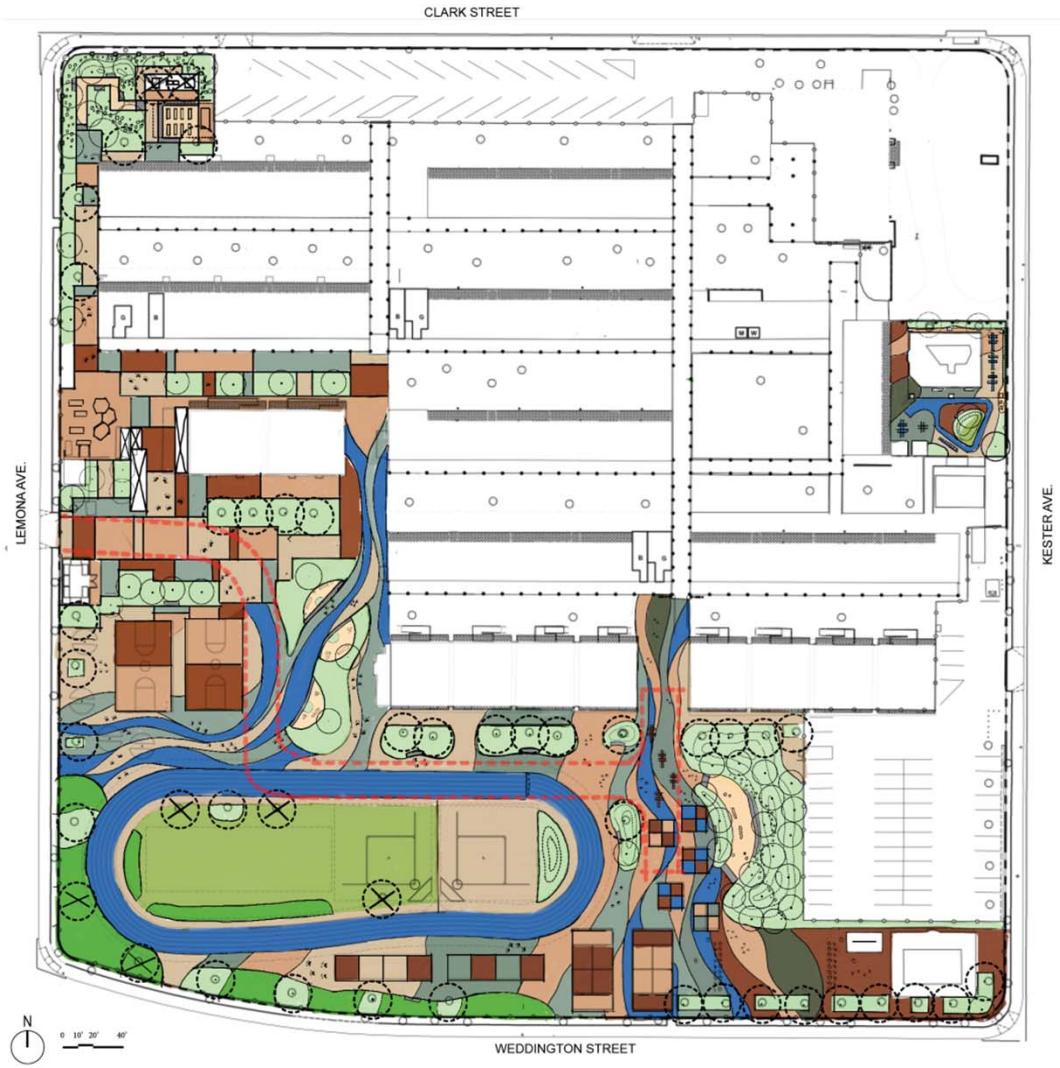
Surrounding the stream, the planting zones reflect local foothill ecologies—coastal sage scrub, chaparral, and oak woodland—bringing ecological restoration into the learning environment. Shaded paths curve through the site like wildlife corridors, encouraging movement, exploration, and reflection.

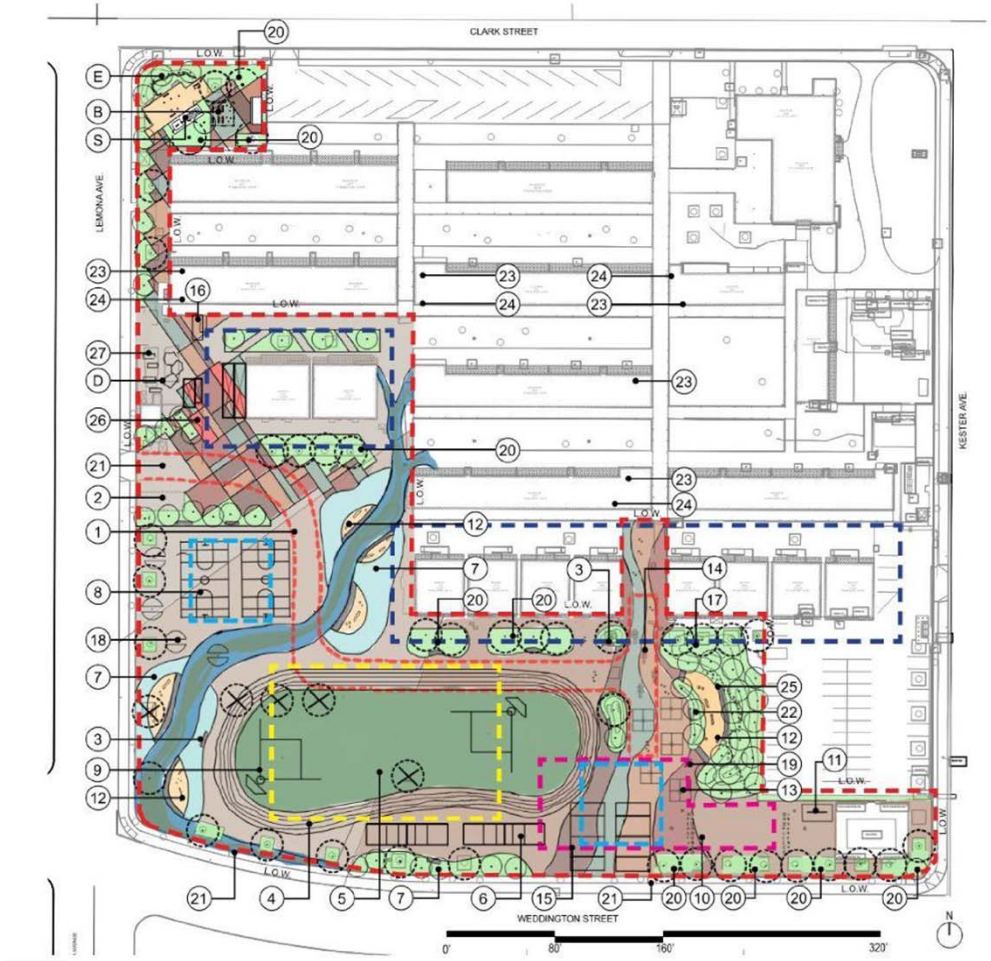
This landscape tells a living story—of mountain lions, like P-22, navigating an urban world, and of students growing in a space where nature is both teacher and companion. It's a tribute to ecological resilience, wildlife connectivity, and the importance of designing with nature in mind.



The landscape design is organized into a series of ecozones that mirror the natural habitats a mountain lion moves through in Southern California. Starting in the mountains, students journey through chaparral, prairie grasslands, and a riparian stream zone, each representing a key ecological system the cougar relies on for survival. The path culminates in an urban zone, symbolizing the interface where wildlife and city life meet—just as P-22 did. This sequence helps students understand ecological transitions and the importance of habitat connectivity.

- MOUNTAINS
- CHAPARRAL
- PRAIRIE
- STREAM
- URBAN


CLARK STREET
LEMONA AVE.
KESTER AVE.
WEDDINGTON STREET
N
0 10' 20' 40'



LAUSD REQUIREMENTS CHECKLIST:

• GREENING REQUIREMENT

REQUIRED WITHIN L.O.W.: 38,754 SF
PROVIDED WITHIN L.O.W.: 50,504 SF

- GENERAL PLANTING AREA
- TURF/ GRASS
- D.G.
- LID, PROVIDED: 7,460 SF
  REQUIRED: 7,400 - 10,520 SF

• TREES WITHIN L.O.W.

REQUIRED: 37 TREES

- EXISTING TREES, PROTECT-IN-PLACE: 43
- EXISTING TREES, TO BE REMOVED: 5
- PROPOSED TREES: 47

• PE STATION REQUIREMENT

FITNESS TESTING STATION
- PACER FITNESS TRACK (1) = 1 PE
- 1/8 MILE RUNNING TRACK (1) = 1PE
- HORIZONTAL BARS (1)

INSTRUCTIONAL PE STATIONS
- BASKETBALL COURT (2) = 1 PE
- VOLLEYBALL COURT (2) = 1 PE
- PRIMARY DIAMOND/ KICKBALL (2) = 1 PE
- FOOTBALL/ SOCCER FIELD (1) = 1 PE
- HANDBALL COURT (2) = 1 PE

RECREATIONAL PE STATION
- SQUARE HOPSCOTCH (4) = 1 PE
- FOUR SQUARE (5) = 1 PE
- TETHERBALL (4) = 1 PE

TOTAL PE STATION PROVIDED: 10 PE STATIONS

• OUTDOOR LEARNING ENVIRONMENT (OLE) (8,475 SF)
- (B) TYPE B: OUTDOOR CLASSROOM - PERFORMANCE AREA
- (D) TYPE D: LEARNING LAB - RAISED PLANTER AREA (EXISTING)
- (E) TYPE E: LEARNING LAB - MICROFOREST
- (S) SERVICE CONNECTOR

KEYNOTES

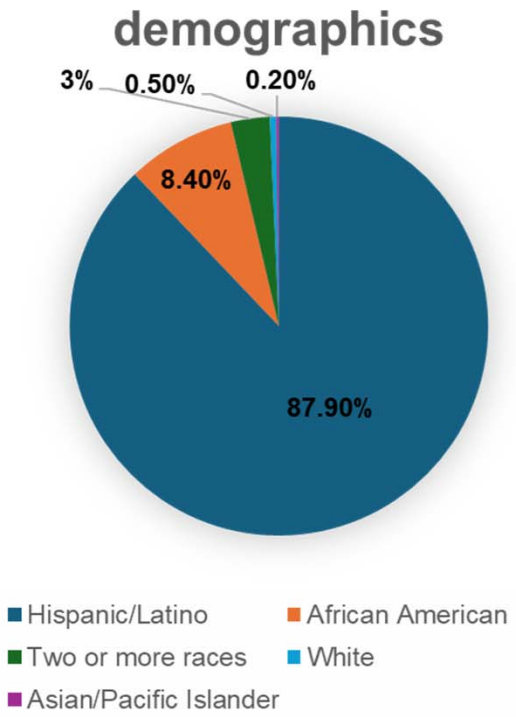
- LIMIT OF WORK (L.O.W.)
- FIRE LANE
- 60' X 80' PAVED OPEN SPACE/OLE DISPERSAL AREA
- PRE-K/KINDER DISPERSAL AREA
- 1-5 DISPERSAL AREA
- NON-CERTIFIED BUILDING 20' OFFSET ZONE
- (1) FIRELANE
- (2) TRASH ENCLOSURE
- (3) DECORATIVE WALL
- (4) 1/8 MILE TRACK + 50M DASH
- (5) FOOTBALL/SOCCER FIELD
- (6) HANDBALL COURT
- (7) LID PLANTER
- (8) BASKETBALL
- (9) KICKBALL
- (10) PACER TEST
- (11) HORIZONTAL BAR
- (12) ACTIVITY STATION
- (13) FOUR SQUARE
- (14) AIRPLANE HOPSCOTCH
- (15) VOLLEYBALL COURT

MATERIALS

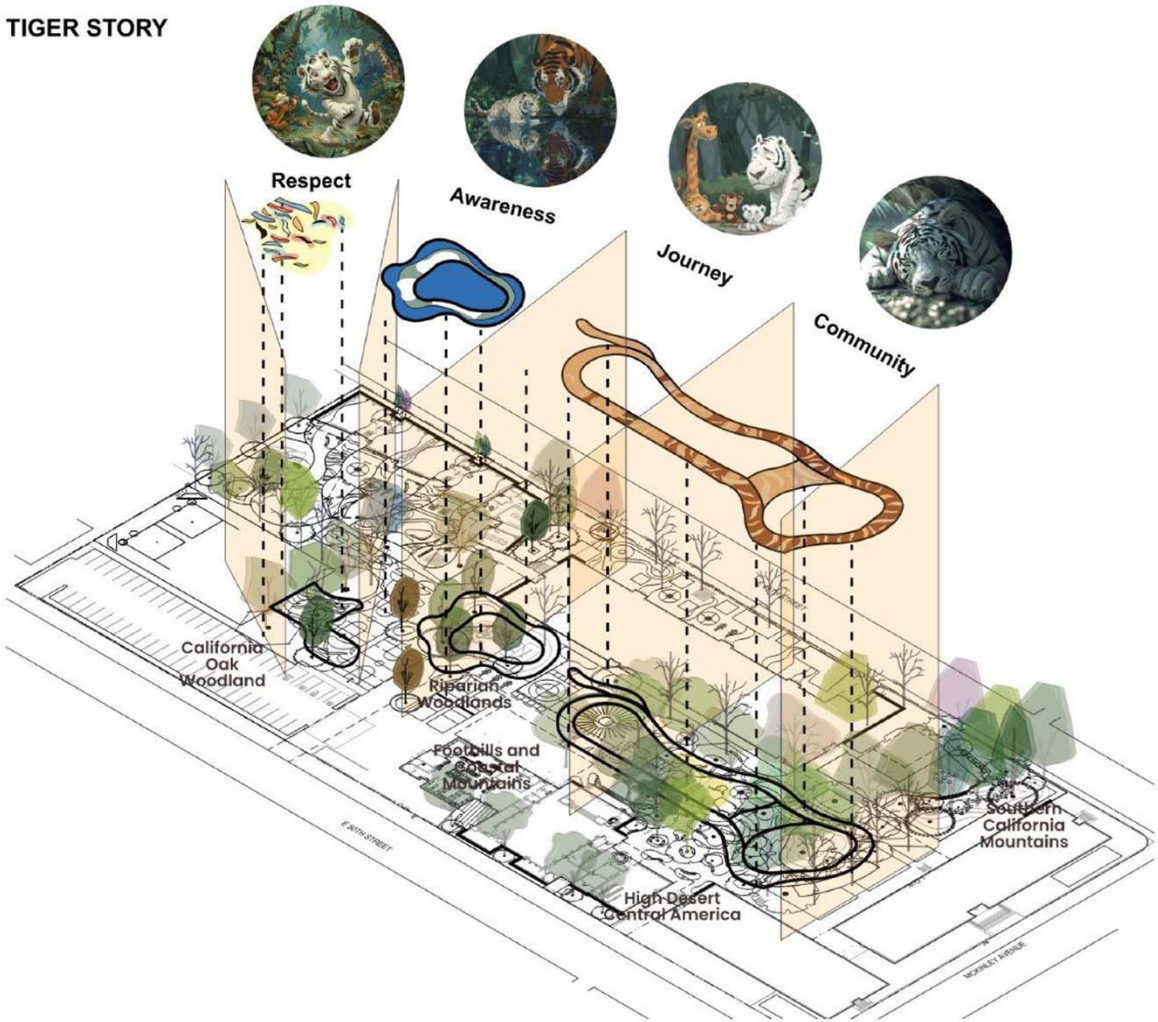
- AC PAVING WITH COLOR COATING, SR SUNBAKED CLAY
- AC PAVING WITH COLOR COATING, SR SANDSTONE
- AC PAVING WITH COLOR COATING, SR TERRA COTTA
- AC PAVING WITH COLOR COATING, SR SAFETY BLUE
- AC PAVING SEAFOAM
- AC PAVING WITH COLOR COATING, SR PAPRIKA
- AC PAVING WITH COLOR COATING, SR KHAKI
- AC PAVING WITH COLOR COATING, SR IRISH CREAM
- CONCRETE PAVING (BETWEEN AC PAVING AND DG)
- D.G.
- (16) ADA ACCESSIBLE RAMP
- (17) BERM
- (18) TETHERBALL
- (19) COUGAR PRINT
- (20) ENLARGED EXISTING TREE WELL
- (21) PICK UP/DROP OFF AREA
- (22) MULBERRY TREE
- (23) RESTROOM
- (24) DRINKING FOUNTAIN
- (25) AMPHITHEATER
- (26) EXISTING CONTAINER
- (27) EXISTING SINK

BEFORE (CURRENT), GSY CALCS (PROVIDED IN GSY VIEWER)	AFTER (DESIGNED), GSY CALCS
CURRENT SCHOOLYARD SF: 233,033 SF	CURRENT SCHOOLYARD SF: 233,033 SF
CURRENT GREEN/NATURAL, SF: 38,611 SF	CURRENT GREEN/NATURAL, SF: 80,660 SF
CURRENT GREEN/NATURAL, %: 17%	CURRENT GREEN/NATURAL, %: 34.6%
CURRENT # OF TREES: 119	CURRENT # OF TREES: 160
CURRENT TREE SHADE, SF: 45,741 SF	CURRENT TREE SHADE, SF: 70,260 SF
CURRENT TREE SHADE, %: 19.6%	CURRENT TREE SHADE, %: 30.2%


FORTY NINTH
STREET SCHOOL
750
PARTNERSHIP
Welcome·Bienvenidos
Home of the Tigers


demographics
3%
0.50%
0.20%
8.40%
87.90%
Hispanic/Latino
African American
Two or more races
White
Asian/Pacific Islander

TIGER STORY

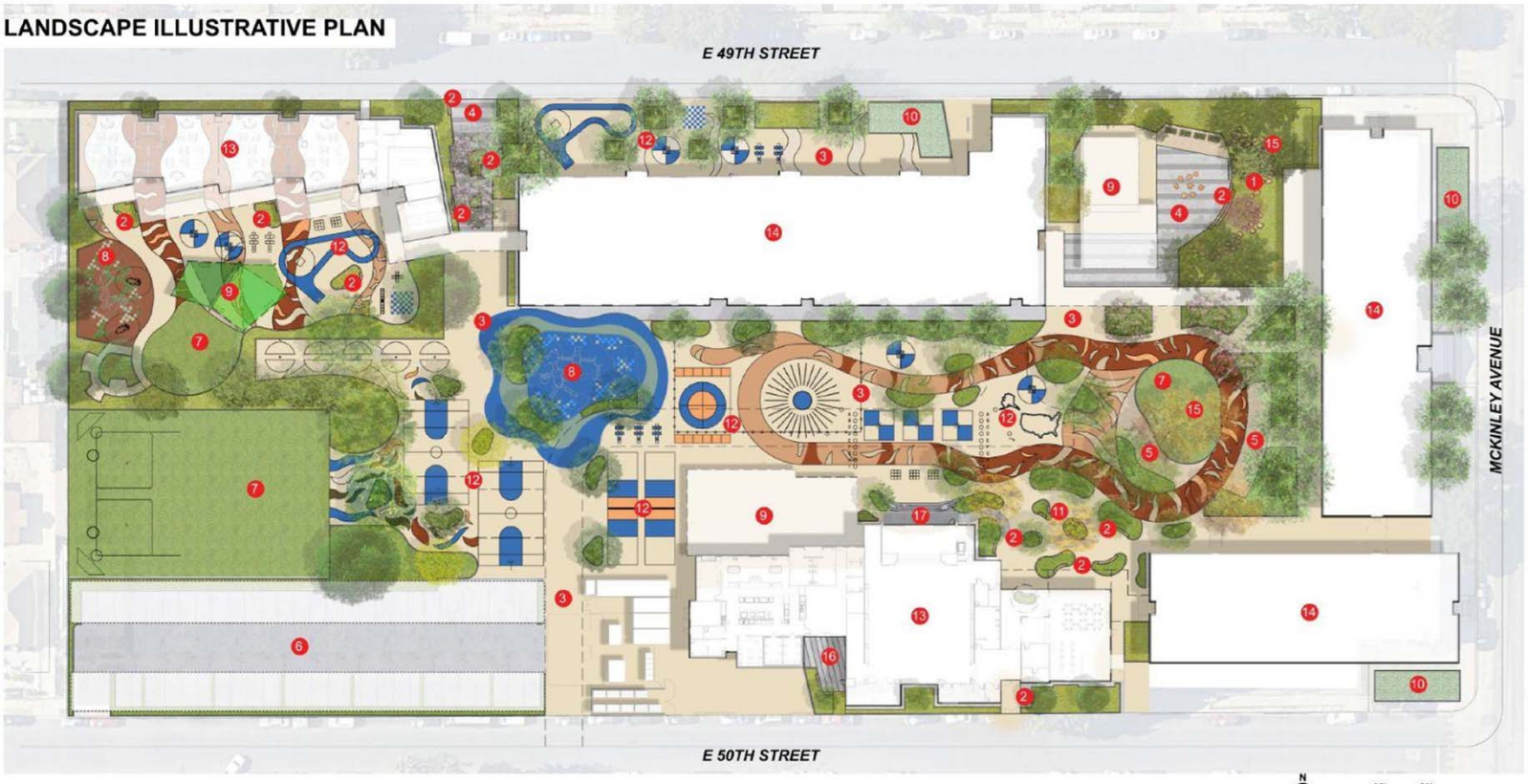


EL TIGRE QUE PERDÍO SUS RAYAS

Cuento infantil para desarrollar la personalidad

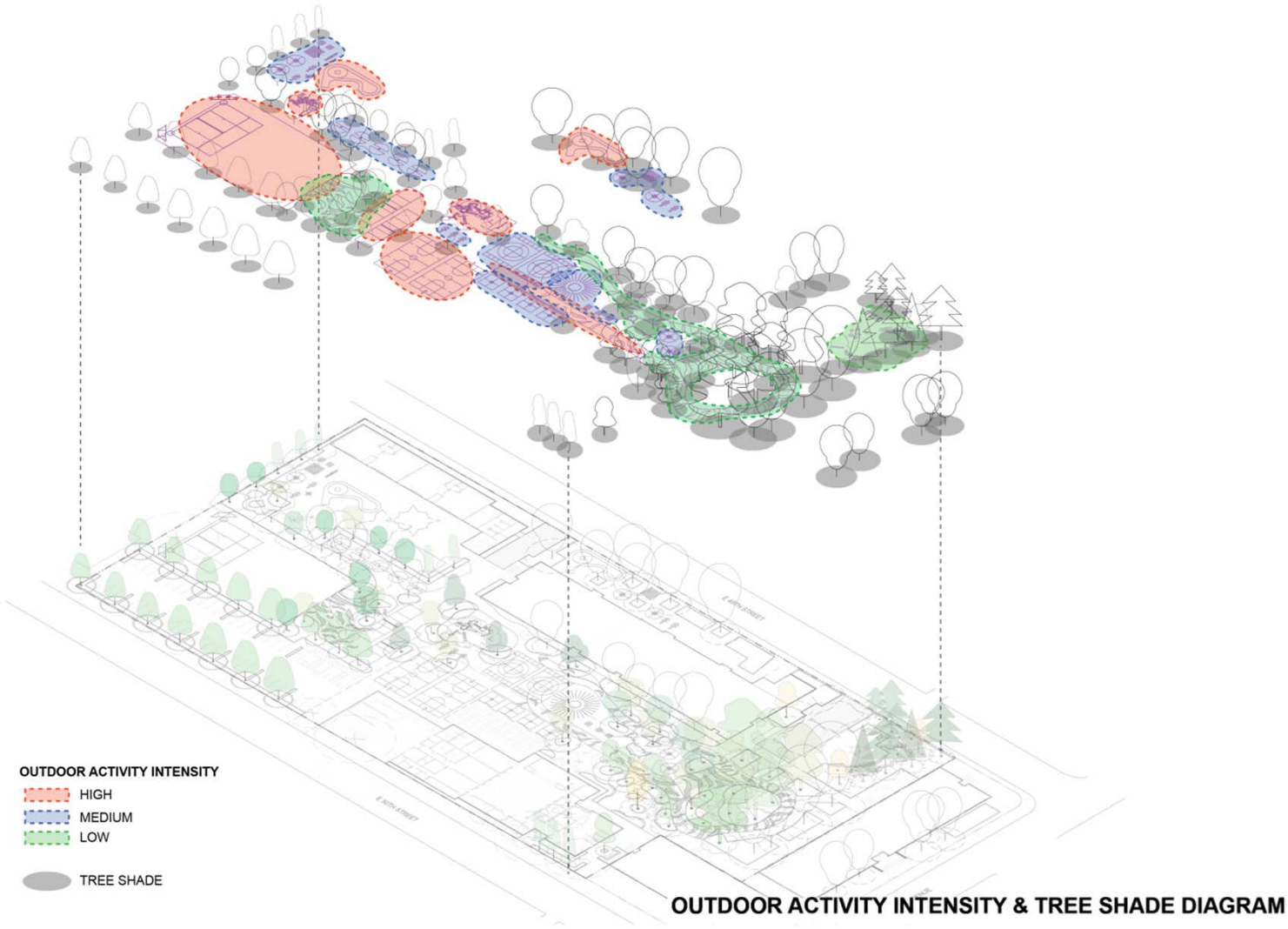
One day a tiger woke up without his stripes, going all around he felt lost saying he wasn't a tiger because a tiger has stripes. He tried to be a monkey, but he couldn't climb trees like they did. Then he tried to be a giraffe, but his neck wasn't that long. He thought maybe it could be a lion, but he didn't have a nice mane. A wolf couldn't be either because it didn't know how to howl, nor an elephant because it didn't have a trunk. An old tiger had been watching his spiral all day when he told him come here let's go to the river, the older tiger took the younger one to see his reflection, telling him he had looked everywhere for his stripes except looking within himself. The old tiger told him it doesn't matter if you have stripes or not that is not what makes you a tiger but what's within and how you feel that does.

LANDSCAPE ILLUSTRATIVE PLAN



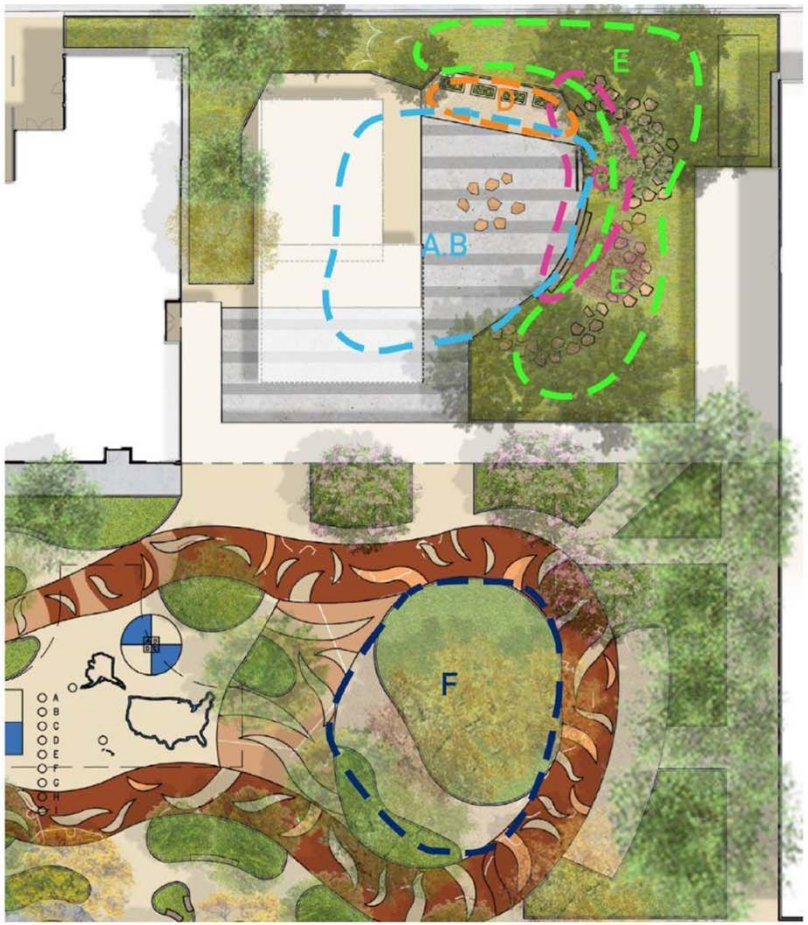
LEGEND

1. OUTDOOR LEARNING AREA
2. C.I.P. CONCRETE SEATING
3. AC PAVING WITH COLOR COATING
4. PERMEABLE PAVER
5. DG PAVING
6. PARKING LOT
7. GRASS FIELD
8. PLAY STRUCTURE
9. SHADE STRUCTURE
10. BIOSWALE PLANTER
11. OUTDOOR READING GARDEN
12. OUTDOOR PE AREA
13. PROPOSED NEW BUILDING
14. EXISTING BUILDING
15. BERM
16. FACULTY OUTDOOR DINING AREA
17. STAGE
18. RELOCATED STORAGE CONTAINER



OUTDOOR ACTIVITY INTENSITY & TREE SHADE DIAGRAM

NORTHEAST OUTDOOR LEARNING - "FOREST" AREA



N 10' 20' SCALE: 1"=20'

A Type "A" Outdoor Classroom - Group Learning Area

B Type "B" Outdoor Classroom - Performance Area

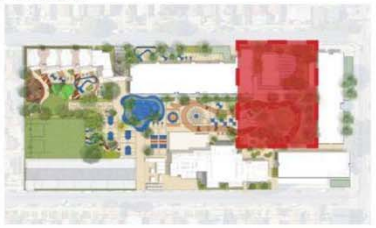
C Type "C" Learning Lab - Habitat Planting Area

D Type "D" Learning Lab - Raised Planter Area

E Type "E" Learning Lab - Micro Forest

F Type "F" Learning Lab - Active Play Area

KEY PLAN




© Practice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KINDERGARTEN & EX. OAK TREES

KEY PLAN


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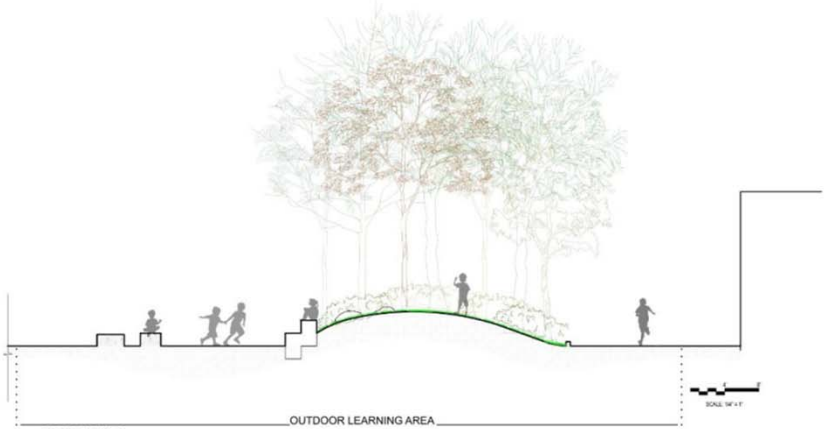
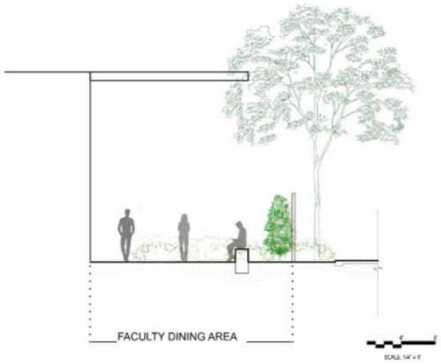
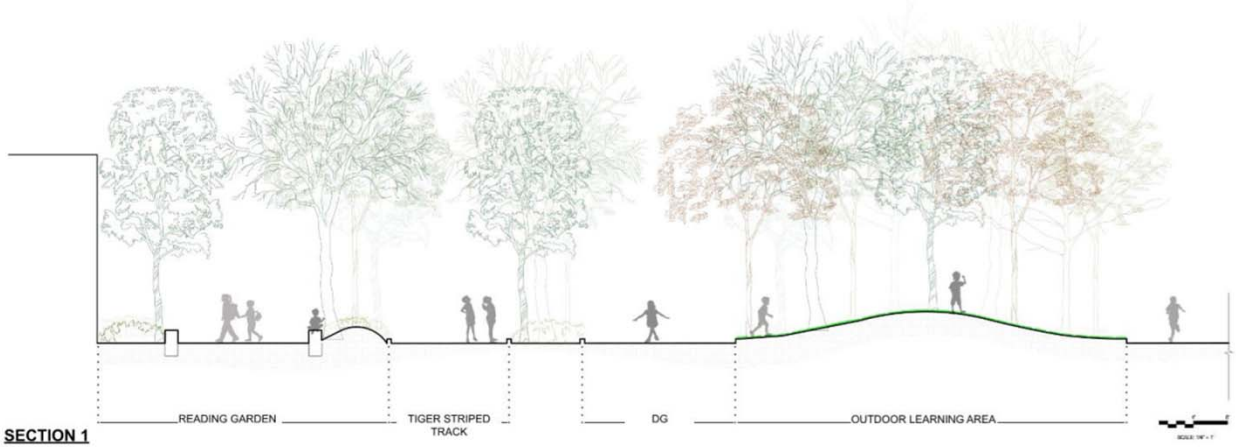
LANDSCAPE SECTIONS



SECTION 2



SECTION 3

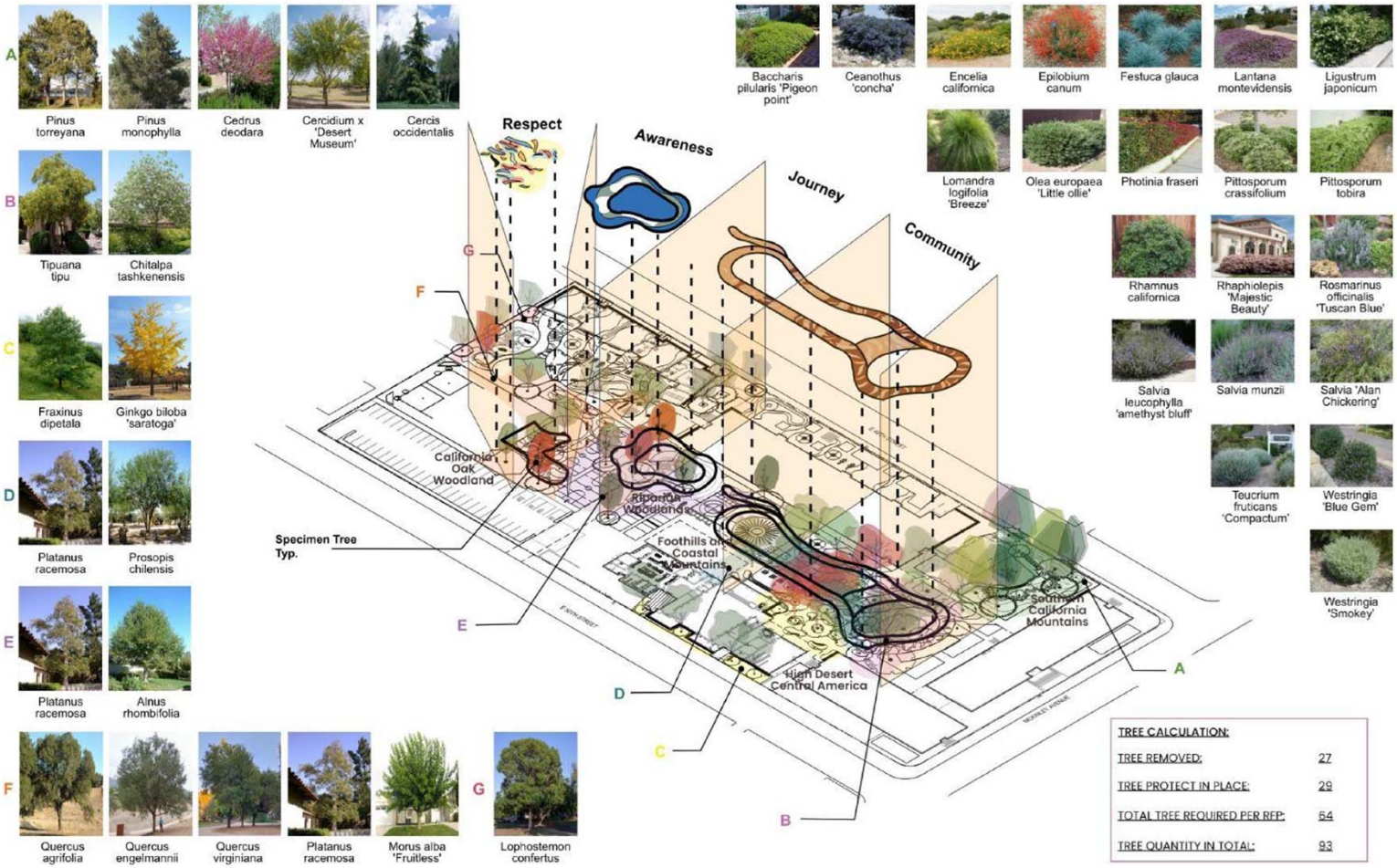


SECTION 1

KEY PLAN


© Practice

PLANTING MATERIAL + TREE CALCULATION



TREE CALCULATION:	
TREE REMOVED:	27
TREE PROTECT IN PLACE:	29
TOTAL TREE REQUIRED PER RFP:	64
TREE QUANTITY IN TOTAL:	93

Design a Green Schoolyard

- Chose a prompt/scenario
- Review list of schoolyard elements to include
- What story can you tell or will you tell?
- Use creative storytelling to guide the creation of outdoor learning environments

Call to Action

Call to Action

1. Engage with Landscape Architects on your projects as your partner in creating engaging and inspiring learning environments
2. Observe students playing and learning outside in a natural setting; incorporate what you observe into your project design.
3. Engage with instruction regarding nature-based and outdoor learning.