

05

APPENDIX

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



CASTRO ELEMENTARY SCHOOL
GREENING INDEX ANALYSIS | APRIL 2024





CASTRO ELEMENTARY SCHOOL

SITE PHOTOS | MARCH 2023



CASTRO ELEMENTARY SCHOOL
SITE PHOTOS | MARCH 2023



MISTRAL ELEMENTARY SCHOOL
SITE PHOTOS | MARCH 2023



MISTRAL ELEMENTARY SCHOOL

SITE PHOTOS | MARCH 2023



CASTRO/MISTRAL ELEMENTARY SCHOOL
SITE PHOTOS | MARCH 2023



CASTRO/MISTRAL ELEMENTARY SCHOOL
SITE PHOTOS | MARCH 2023



1	Seating areas are sheltered from sun, rain, and wind	
2	Multiple seating areas for different group sizes and activities, with at least one space for large school functions	
3	Learning and gathering areas are accessible and comfortable to students of all relevant ages and abilities	
4	Visual screening between campus and neighboring areas; planting buffers nearby noise	
5	Tree canopy will eventually cover 30% of school property	
6	Forest or grove setting	
7	Natural materials (mulch, decomposed granite, stone, etc.) are accessible for physical interaction	
8	Shaded, comfortable lunch area	✓
9	Existing shaded spaces are programmed to encourage use	✓
10	Heat island effect mitigated by painting asphalt with lighter, more reflective colors	
	TOTAL SCORE: PHYSICAL COMFORT	2

SCORING GUIDE:

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



ADDITIONAL NOTES

Lacks seating in general.

K-yard lacks trees and seating.



1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for conflict resolution, and emotional & physical regulation are adjacent to classrooms	✓
3	Use zones on campus are laid out and defined to minimize conflict	✓
4	Opportunities for student horticulture	✓
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	
7	Therapeutic interventions are accessible to the whole school population	
8	Student creations are used or on display	
9	Space for art production and/or performance	
10	ELEMENTARY: Space for messy play in a managed/controlled space (eg. mud table) MIDDLE: Spaces for socializing in various group sizes	
	TOTAL SCORE: MENTAL WELL-BEING	3

SCORING GUIDE:

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



ADDITIONAL NOTES

Spaces between classrooms are used for conflict resolution.



1	Areas with varied topography	✓
2	Environment is explicitly designed to change with climate & weather conditions over time, and for student engagement	
3	At least one natural structure provides an outdoor “destination”	
4	Areas for native wildlife habitat	
5	Variety of tree types (deciduous/evergreen, small/large)	
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a “Confidence Course”)	
	TOTAL SCORE: EXPLORATION & DISCOVERY	1

SCORING GUIDE:

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



ADDITIONAL NOTES

*Cal-IPC (California Invasive Plant Council) works to stop the spread of invasive plants across California. They lists invasive plants on their website: <https://www.cal-ipc.org/plants/inventory/>



1	Facilitate and support student understanding of their environment through data collection, informed observations and guided learning	✓
2	Outdoor learning garden provides opportunities for students to participate in every stage of gardening (seeding, planting, harvesting, composting)	✓
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	
4	Outdoor learning garden is shaded for comfort	
5	There is an outdoor space suitable for classroom instruction	
6	District’s maintenance staff is familiar with Bay-Friendly and other sustainable maintenance practices	
7	School organizes community maintenance days	
8	Native plant garden or native planting throughout outdoor areas increases local ecological literacy	
9	Educational signage and/or artwork makes cultural references to local community	
10	Green infrastructure* is visible through signage and/or design	
	TOTAL SCORE: OUTDOOR LEARNING	2

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



ADDITIONAL NOTES

Outdoor learning garden is lacking amenities. It could use a little fence.

There are stormwater planters but no signage.

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



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

SCORING GUIDE:

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



ADDITIONAL NOTES



1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	
2	Natural features define and reinforce distinct outdoor spaces	
3	School entry reflects greening and sustainability objectives	✓
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	✓
6	Movement between outdoor spaces is fluid	✓
7	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	✓
8	Gathering spaces for small groups in a natural setting	
9	Outdoor learning garden is secure but visible through gates, fencing and/or planted screens	
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	✓
	TOTAL SCORE: STUDENT SAFETY & EXPERIENCE	5

SCORING GUIDE:

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









ADDITIONAL NOTES




Drop-off/pick-up areas need shade and seating.

Children will sit under the stairs on the play structure for quiet play.

CASTRO SUMMARY: SCHOOL GREENING SCORES




SCHOOLS	SCORE						
MARIANO CASTRO ES	18/60 NEEDS WORK	2/10	3/10	1/10	2/10	5/10	5/10

RANKING LEGEND:

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




GREEN SPACE (SF PER STUDENT)	SHADED SPACE (SF PER STUDENT)	SHADED SPACE: TREE CANOPY (SF PER STUDENT)	OPEN SPACE: SCHOOLS (SF PER STUDENT)	OPEN SPACE: CITY PARKS (SF PER STUDENT)
299	97	113	669	2,927

RANKING LEGEND:







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

SHADED SPACE: TREE CANOPY (SF, % TOTAL SPACE)
18,133 (12%)

RANKING LEGEND:

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

Transfer scores from category assessment pages

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

CASTRO GREENING PRIORITIES*



PHYSICAL COMFORT

- 1 - More trees, planting and natural materials throughout campus
- 2 - Forest or Grove Setting
- 3 - Increase shaded seating, especially around play areas
- 4 - Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop
- 5 - Enhance existing teacher patio



MENTAL WELL-BEING

- 1 - Quiet areas for individual and small groups
- 2 - Space for art production and/or performance
- 3 - Art table or maker space which doubles as a social opportunity/work space Spaces between classrooms are used for conflict resolution
- 4 - Provide prominent display board for student art



EXPLORATION & DISCOVERY

- 1 - Nature Play and natural areas that are available to students during recess (including kinder yard)
- 2 - Diversify planting and tree palette, including native plants & habitat gardens (i.e. butterfly garden)



OUTDOOR LEARNING

- 1 - More amenities for outdoor learning garden (seating, shade, teaching tools and protection)
- 2 - Shaded outdoor spaces/seating for reading during breaks, including area adjacent to library
- 3 - Signage at stormwater planters



OPERATIONS & SUSTAINABILITY

- 1 - Choose plants that can be maintained without intense manicuring (i.e. right plant, right place)
- 2 - Provide proper maintenance training to district maintenance staff (i.e. Rescape)



STUDENT SAFETY & EXPERIENCE

- 1 - Add natural features that define and enhance schoolyard
- 2 - Level field to make it more practical for lawn games/ active recreation

**The following greening opportunities were determined by the metric score assessments and meetings with the principal, staff and community conducted in September-December 2023.*