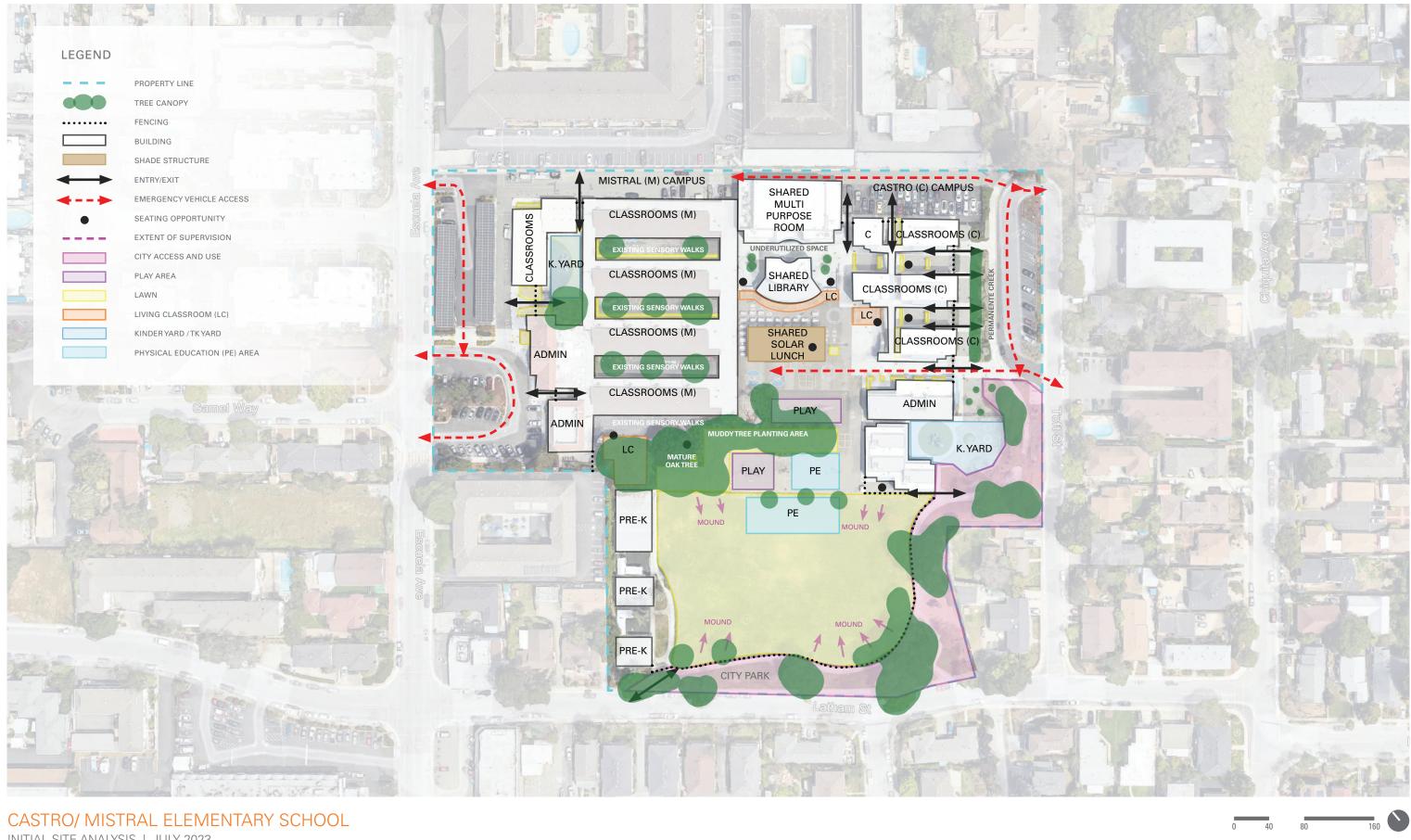
# () b

APPENDIX

- 02 GREENING SCORE BY SCHOOL
- **03 ADDITIONAL RESOURCES**

# 01 GREENING INDEX & SITE PHOTOS BY SCHOOL



# INITIAL SITE ANALYSIS | JULY 2023



GREENING INDEX ANALYSIS | APRIL 2024













CASTRO ELEMENTARY SCHOOL SITE PHOTOS | MARCH 2023













CASTRO ELEMENTARY SCHOOL SITE PHOTOS | MARCH 2023

MVWSD OUTDOOR LEARNING & GREENING STANDARDS







MISTRAL ELEMENTARY SCHOOL SITE PHOTOS | MARCH 2023







MVWSD OUTDOOR LEARNING & GREENING STANDARDS







MISTRAL ELEMENTARY SCHOOL

SITE PHOTOS | MARCH 2023

MVWSD OUTDOOR LEARNING & GREENING STANDARDS













CASTRO/MISTRAL ELEMENTARY SCHOOL SITE PHOTOS | MARCH 2023













CASTRO/MISTRAL ELEMENTARY SCHOOL SITE PHOTOS | MARCH 2023

## MISTRAL METRIC CHECKLIST: PHYSICAL COMFORT

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

SCORING GUIDE:

0-3  $\checkmark$ 's = NEEDS WORK | 4-7  $\checkmark$ 's = ADEQUATE | 8-10  $\checkmark$ 's = EXCELLENT



ADDITIONAL NOTES Redwood garden is not accessible/shaded from wind or rain.



#### MISTRAL METRIC CHECKLIST: MENTAL WELL-BEING

1	Quiet, semi-private spaces for contemplation	
2	Outdoor spaces for conflict resolution, and emotional & physical regulation are adjacent to classrooms	$\checkmark$
3	Use zones on campus are laid out and defined to minimize conflict	$\checkmark$
4	Opportunities for student horticulture	$\checkmark$
5	Planting and materials engage all five senses	
6	Therapeutic interventions: sensory wall, walkway, auditory features	$\checkmark$
7	Therapeutic interventions are accessible to the whole school population	$\checkmark$
8	Student creations are used or on display	$\checkmark$
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	6

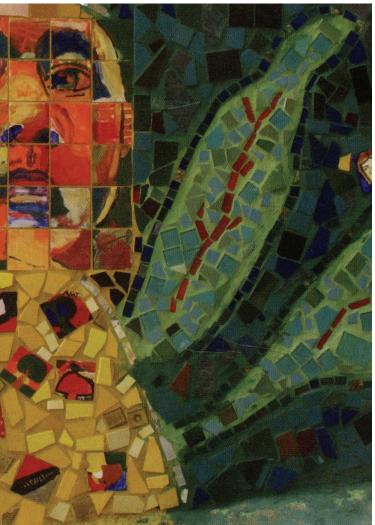
#### ADDITIONAL NOTES

Outdoor areas for movement/conflict resolution exist but can be enhanced.

No messy play.

#### SCORING GUIDE:

0-3  $\checkmark$ 's = NEEDS WORK | 4-7  $\checkmark$ 's = ADEQUATE | 8-10  $\checkmark$ 's = EXCELLENT



(

#### MISTRAL METRIC CHECKLIST: EXPLORATION & DISCOVERY

1	Areas with varied topography	$\checkmark$
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"	$\checkmark$
4	Areas for native wildlife habitat	
5	Variety of tree types (deciduous/evergreen, small/large)	$\checkmark$
6	Diverse planting palette without Cal-IPC-identified invasives species*	
7	ELEMENTARY: Nature play opportunities (informal play with natural materials) MIDDLE: Outdoor Science Laboratory	
8	ELEMENTARY: Nature play area compliments the traditional play structures and opportunities MIDDLE: Discovery Path connects distinct spaces around the campus	
9	ELEMENTARY: Movable/flexible play elements MIDDLE: Customizable outdoor space with movable furnishings	
10	ELEMENTARY: Nature play elements allow for vestibular movement MIDDLE: Natural areas with opportunities for physical challenges (e.g. a "Confidence Course")	
	TOTAL SCORE: EXPLORATION & DISCOVERY	3

SCORING GUIDE:

0-3  $\checkmark$ 's = NEEDS WORK | 4-7  $\checkmark$ 's = ADEQUATE | 8-10  $\checkmark$ 's = EXCELLENT



ADDITIONAL NOTES

Would love a butterfly garden.

\*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/

## MISTRAL METRIC CHECKLIST: OUTDOOR LEARNING

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)	$\checkmark$
3	Outdoor learning garden has seating, water, secure storage, and an appropriate number of raised beds	
4	Outdoor learning garden is shaded for comfort	$\checkmark$
5	There is an outdoor space suitable for classroom instruction	$\checkmark$
6	District's maintenance staff is familiar with Bay-Friendly and other sustain- able maintenance practices	
7	School organizes community maintenance days	$\checkmark$
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	$\checkmark$
10	Green infrastructure* is visible through signage and/or design	
	TOTAL SCORE: OUTDOOR LEARNING	5

#### SCORING GUIDE:

0-3  $\checkmark$ 's = NEEDS WORK | 4-7  $\checkmark$ 's = ADEQUATE | 8-10  $\checkmark$ 's = EXCELLENT



#### ADDITIONAL NOTES

No water, secured storage, or # of raised beds.

Redwood garden works for lots of events.

Kinder teacher in charge of school maintenance days and PTA.

Signage is great but there is opportunity for more.

\*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.

#### MISTRAL METRIC CHECKLIST: OPERATIONS & SUSTAINABILITY

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

SCORING GUIDE:

0-3  $\checkmark$ 's = NEEDS WORK | 4-7  $\checkmark$ 's = ADEQUATE | 8-10  $\checkmark$ 's = EXCELLENT



#### ADDITIONAL NOTES

Library has outside seating but not used.

"Garden Committee" and Recology to help children compost.

PTA - helps funding & stewardship.



## MISTRAL METRIC CHECKLIST: STUDENT SAFETY & EXPERIENCE

1	Natural features define and reinforce the schoolyard boundary with public shared-use areas	$\checkmark$
2	Natural features define and reinforce distinct outdoor spaces	$\checkmark$
3	School entry reflects greening and sustainability objectives	$\checkmark$
4	Waiting areas for pickup and dropoff have suitable amenities (shelter, seating, adequate visibility)	
5	Site exiting and accessibility requirement are maintained	$\checkmark$
6	Movement between outdoor spaces is fluid	$\checkmark$
7	Recreation is encouraged in supervised areas of campus are easily accessible from school buildings	$\checkmark$
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	$\checkmark$
10	Loose materials are not sharp or heavy and tripping hazards are mitigated	
	TOTAL SCORE: STUDENT SAFETY & EXPERIENCE	7

SCORING GUIDE:

0-3  $\checkmark$ 's = NEEDS WORK | 4-7  $\checkmark$ 's = ADEQUATE | 8-10  $\checkmark$ 's = EXCELLENT



ADDITIONAL NOTES

Drop Off needs better amenities.

Learning garden can be enhanced.

#### MISTRAL SUMMARY: SCHOOL GREENING SCORES

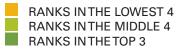
SCHOOLS	SCORE	- <u>`</u> ,		Q			
GABRIEL MISTRAL ES	33/60 ADEQUATE	5/10	6/10	3/10	5/10	7/10	7/10

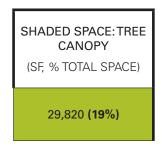
RANKING LEGEND: NEEDS WORK:

0-3 √′s 4-7 √′s ADEQUATE: 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)
227	140	48	483	2,112

RANKING LEGEND:





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

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

# MISTRAL GREENING PRIORITIES\*

# 🌣 PHYSICAL COMFORT

- 1 Increase shaded seating, especially around play areas
- 2 Provide protected eating and learning spaces between building wings
- 3 Paint blacktop to alleviate heat, including educational/playful striping to activate blacktop
- 4 Redesign whole k-yard to serve more diverse purposes/more active recreation (ex: nature play, obstacle course, sensory elements), and utilize the space more efficiently
- 5 Seating area next to plants along fire lane (might need a fence/divider from vehicle area)

#### OUTDOOR LEARNING

- 1 Shaded outdoor spaces/seating for reading during breaks, including area adjacent to library
- 2 Enhance and expand redwood garden (i.e. Wind/ rain shelters, water, secured storage, raised beds and improved accessibility)
- 3 Improve educational signage

# MENTAL WELL-BEING

- 1 Quiet areas for individual and small groups
- 2 Area for messy play
- 3 Bright/colorful elements for sensory stimulation
- 4 Water element for sound

#### 🔍 EXPLORATION & DISCOVERY

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

#### 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)



- 1 More amenities and shade for pickup/drop-off
- 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.

#### STUDENT SAFETY & EXPERIENCE