

**SIZING UP YOUR SCHOOL GARDEN:
CONDUCTING A BASELINE SURVEY TO HELP WITH PLANNING**

Date _____ Survey conducted by _____

1. Describe the groups of people who want to start or improve a school garden, and why they are supporting efforts (i.e. teachers, parents, afterschool programs, community groups, students, district personnel):

2. Check the top 5 proposed priority uses for the garden:

- | | |
|--|--|
| <input type="checkbox"/> beautification | <input type="checkbox"/> social studies |
| <input type="checkbox"/> environmental education | <input type="checkbox"/> language and art |
| <input type="checkbox"/> nutrition education | <input type="checkbox"/> math applications |
| <input type="checkbox"/> wildlife/butterflies | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> science education | |

3. Who will use the garden and about how large are the groups?

4. Check the most common categories and times for garden use:

	daily	1-2 times a week	3-4 times a week
<input type="checkbox"/> during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> during lunch and recess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> before school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> summer school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> summer vacation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Describe how the garden is managed or will be managed in the future? (i.e. led by teachers, garden manager staff, teacher and staff team)

6. Describe Sunlight and Shade on the Garden:

In evaluating a possible garden site, consider the shadows produced by the buildings, fences, and trees around the site. What is the path of the sun? During the winter months when the sun is low, how much sun does your garden site receive?

	Full sun (6-8 hours)	Partial sun (4-6 hours)
Spring and Fall	<input type="checkbox"/>	<input type="checkbox"/>
Summer	<input type="checkbox"/>	<input type="checkbox"/>
Winter	<input type="checkbox"/>	<input type="checkbox"/>

7. Describe Water availability:

Water for your garden is the second biggest limiting factor. With our Mediterranean climate, where there is little rain for 6 to 7 months a year, the amount of consistent water your garden receives during the dry months will determine what type of plants will grow.

- We will not water our garden through the dry months.
 - For the summer, we will plant drought tolerant plants only.
 - We will leave garden beds fallow during the summer.

- We want to water our garden through the dry months.
 - We have volunteers who will water our garden during the summer.

The closest Water Spigot to our Garden Site is:

- 0- 25 feet 25-40 feet 40-60 feet 60-75 feet 75+ feet

Describe your Water Delivery system

- a. We plan to hand water:
 - with a hose and nozzle or wand.
 - with watering cans.
 - with oscillating sprinkler attached to a hose.

- b. We plan to have above ground irrigation. (check all that apply)
 - We have a water spigot which is dedicated for our garden's use.
 - We can leave a battery-operated irrigation timer on that spigot.
 - We have volunteers who have agreed to install this irrigation.
 - We have volunteers who will come by every two weeks to check the system for leaks, and to make sure it is working.

- c. We want to have buried in the ground irrigation. (check all that apply)
- We have the principal's permission and support.
 - We have the district maintenance department's permission and support.
 - We have a plan designed and know who will do it.
 - We can tie into existing irrigation plumbing.
 - We can tie into the school's water main
 - We want to install drip irrigation
 - We want to install spray irrigation.
 - We have the funds or will fund raise for labor and supplies.

8. Describe Soil Condition in your garden:

9. Describe the basic Planting Strategy for your garden:

- We have a garden design.
- We need help to create our garden design.

a. We want to plant into the ground:

Most urban soils have some toxins or waste products in them. Check your soil for toxins and heavy metals if you plan on eating what you grow. (Is your site near the school building? Has lead paint been used? Was there an underground fuel storage tank, which may have leaked? Were there insecticides or other toxins used? And while you're testing, test for which nutrients are present in your soil.) To locate a soil testing laboratory look in the yellow pages, ask your UC Cooperative Extension Advisor or refer to page 9 of the *East Bay Guide to Garden Resources*.

- We will have our soil tested by a laboratory for toxins, heavy metals and nutrients.
- We have examined our soil, and we know that our soil is:
 _____(clay, sandy, loamy, rocky)
- For compost, we will: (check all that apply)
 - Make our own compost from worms.
 - Make our own compost pile.
 - Collect leaves in the Fall, for leaf mulch.
 - Contact a local nursery for donations or purchase of compost.
 - Contact a local soil and landscaping company for donation or purchase.

- b. We will construct raised beds and garden boxes: (check all that apply)
- We need to build raised beds because:
 - Our school soil contains toxins.
 - We have only a paved surface for our garden.
 - We need to provide garden access to people who have limited mobility or are in a wheelchair.
 - Other _____
 - We have a design for our raised beds.
 - We need help to produce a design for raised beds.
 - We have a volunteer who has the tools and skills needed to build raised beds.
 - We have calculated the costs of building raised beds.
 - We have a plan for raising the money needed to build raised beds.
 - If our school soil contains toxins, we will line our raised beds with plastic to keep plants from growing into the ground.
 - We will put hardware cloth on the bottom to keep gophers out.

10. Describe how your garden fits into the school environment:

A lot of people, animals, and weather elements will move in and out of your garden. Who will see your garden? Is it windy? Does the water from the schoolyard drain through your garden? Is your garden close to the playground or P.E. classes? What moves through your garden environment? What moves out of your garden? Here are some things to consider.

a. Who will see your garden? A highly visible garden invites more interaction.

- The garden is visible only from one vantage point.
- The garden is visible from many areas of our school.
- Neighbors can see the garden.

b. What do you see from your garden? _____

c. What would you like to be looking at in your garden? _____

d. How does water flow through the garden site?

- The garden has a slope.
- Water creates erosion in parts of the garden.
- Water pools in parts of the garden.
- Trees or other objects block water from coming onto the garden site.
- The water table will flood the garden in the rainy season.

e. How does the air move around your garden?

Wind is periodic, (greater in some seasons than others). It is windiest in _____.

Buildings or trees block most wind.

Wind swirls around the corner of a building.

f. What is the foot traffic flow in, out and around our garden? A school garden is best located near where feet traverse, but not directly in the path or route. We want feet to take people to our garden, but not to trample it.

During different times of the day we have observed to see how feet flow near our garden.

Our garden site is on a path well traveled.

There are formal, paved paths near the garden.

There are tell tale signs of informal paths, such as bare dirt stretches near our garden.

The garden is in an isolated area.

The garden is this far from: the main entrance____ the office__ classrooms__

Other issues:_____

g. What is the vehicle access and flow to and around our garden?

Our site does not block emergency vehicle access.

Our site is accessible for deliveries of mulch, soil and equipment and supplies.

h. What is the noise level near the garden?

quiet location

normal school noise

loud street or machinery noise

11. Describe your Garden Equipment and Storage:

Having the appropriate tools and enough tools for a classroom of children is important so that the garden is easy to use by all. Equally important is having a secure storage facility near the garden. What tools and supplies do you need? Where and how will you get your tools, equipment and supplies?

We have a space to store tools, seeds, and other equipment which is:

close to our garden

secure

easily accessible

We have enough tools so an entire class can be in the garden at one time.

We have a plan to acquire tools and/ or storage.



12. Describe your Garden Funding possibilities:

Our resources for raising money include:

- parents and PTA
- neighbors
- staff
- local businesses
- local foundations
- grants
- fund raising activities (car wash, etc.)
- school district
- State Department of Education
- County Agriculture Extension Office
- County Offices
- Other _____

13. Describe how you will maintain your Garden:

% of Responsibility

- | | |
|---|-------------|
| <input type="checkbox"/> teachers with students during class time | _____ |
| <input type="checkbox"/> teachers with students after school | _____ |
| <input type="checkbox"/> each teacher will garden his/her box(es) | _____ |
| <input type="checkbox"/> teachers will work together in a garden committee to allocate responsibility | _____ |
| <input type="checkbox"/> an enthusiastic lead teacher | _____ |
| <input type="checkbox"/> periodic work days by parents | _____ |
| <input type="checkbox"/> garden manager | _____ |
| <input type="checkbox"/> school landscape/maintenance staff | _____ |
| <input type="checkbox"/> neighbors | _____ |
| <input type="checkbox"/> adopt a plot – parents volunteers maintain an assigned section of the garden | _____ |
| TOTAL: | 100% |

14. Describe Local Resources you have or can contact for information and support:

- Local gardens Colleges Garden Clubs
- Non-profit organizations, e.g. Sierra Club, Audubon Society.
- County Agriculture Extension Office Other _____

15. Describe the special Opportunities and Challenges of your garden site

- Trees, tree roots Weeds Garbage or debris Pests – gophers, etc.
- Vandalism Community use of school grounds Other _____

