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The Urban Plan: A Learning Experience Between Oakland Tech High School Seniors & Graduate Students at the UC Berkeley College of Environmental Design

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The Urban Plan:
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Oakland Tech High School
Seniors & Graduate Students at
the UC Berkeley College of
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Corby Hannah and Heather Hood

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The Urban Plan:
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UC Berkeley College of Environmental Design*

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The University-Oakland Metropolitan Forum is a partnership of the University of California at Berkeley; California State University, Hayward; Mills College; Holy Names College; the Peralta Community College District; and the Oakland community.

University of California at Berkeley
Institute of Urban and Regional Development



The Urban Plan

A Learning Experience Between
Oakland Tech High School Seniors
and
Graduate Students at the UC Berkeley
College of Environmental Design

Document updated by Corby Hannah and Heather Hood

Fall 1997

The *University-Oakland Metropolitan Forum* encourages faculty members to design assignments for graduate classes and studios that will result in valuable information and ideas for the Oakland community. The Forum may propose topics, bring teachers and students in contact with decision makers and users of the work, and/or support presentation and publication of the final designs and reports. This is one of those reports. The ideas expressed in this document are those of the students and do not necessarily represent the official position of the Forum.

The University Oakland Metropolitan Forum is a partnership dedicated to using the resources of the colleges and universities to enhance the quality of life in the Oakland region. Participating institutions of higher education include Holy Names College, Mills College, California State University, Hayward, Peralta Community College District, and the University of California at Berkeley. The Forum is broadly representative of the community, with over 1700 persons involved at this time, and provides settings for nonpartisan analysis, discussion, and leadership on critical issues facing Oakland. Task forces are formed to follow through on more specific issues and projects.

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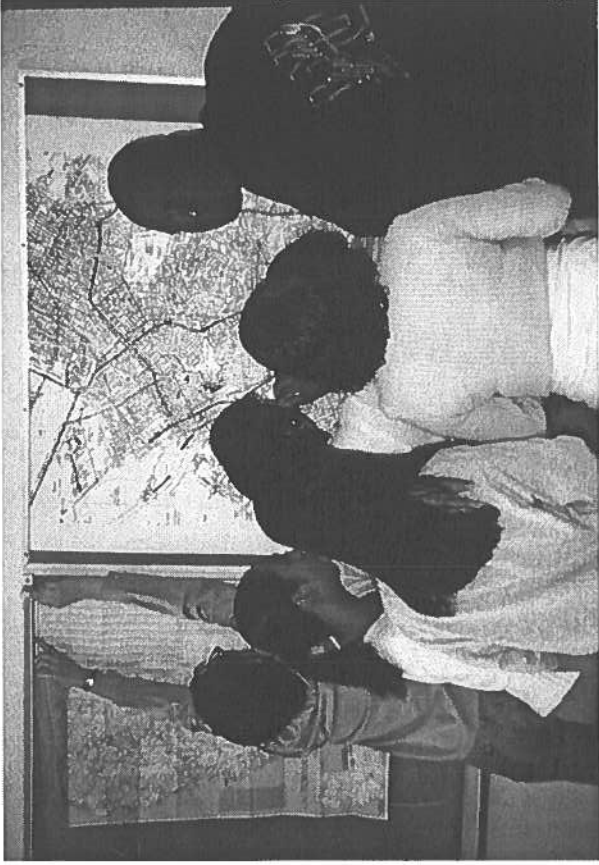
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<u>Contents</u>	<u>Page</u>
Intro and Philosophy of the Urban Plan	1
Background	2
How the Urban Plan Works	3
The Curriculum	4
Part 1: Introduction / Pre-class Assignment	5
Part 2: Community/Politics/The Neighborhood	9
Part 3: MacArthur Neighborhood Plan	15
What it Takes to Do the Urban Plan	22
Budget / Potential Funders / Contacts	
Conclusion and Advice	23
List of Participants	25

Appendices

Appendix A	Introductory Flier
Appendix B	Meeting Agenda
Appendix C	Daily Lesson Plan / Schedule Worksheet
Appendix D	Regional & Neighborhood History
Appendix E	Social Equity & Related Issues
Appendix F	Design Issues
Appendix G	Census Data
Appendix H	Sample Role Play Script
Appendix I	Walking Tour Packets
Appendix J	Community Opportunities /Goals Worksheet
Appendix K	Land Use Icons
Appendix L	Financial Worksheet
Appendix M	Community Checklist



Introduction and Philosophy of the Urban Plan

The Urban Plan is a program designed by University of California at Berkeley graduate students in the Department of City and Regional Planning in order to share their knowledge of relevant planning issues and skills with high school students. The program emerges from the philosophy that if people are taught to think in integrated ways about a broad range of urban environmental issues, they will be better equipped to partake in the planning process affecting their communities. Consensus-building and complex decision making are necessary in a democratic planning process.

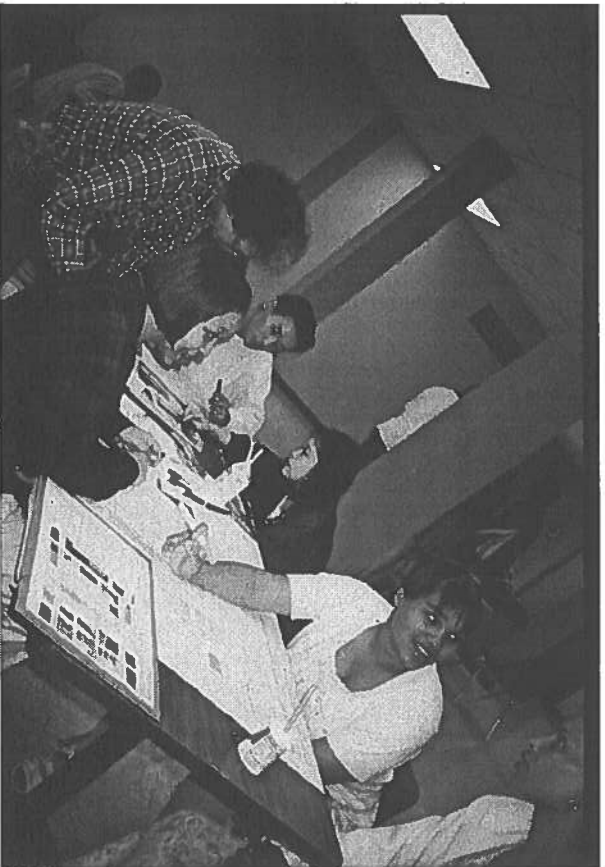
It is no wonder that urban planners and other people organizing around planning issues have traditionally had such a difficult time getting people to come to community meetings. Most people do not know what urban planning is. It is also no wonder that disenfranchised communities are the least organized and least capable of resisting the building of projects in their

neighborhoods. Often, they are disconnected from the power structures that make the decisions allowing for such building.

High school students seem ripe for learning how planners think and how the decisions that effect their surroundings are made. This principle is based on two assumptions. First, teenagers are famous for their boundless (often restless) energy. They have opinions about how 'things' are and an ability to manipulate situations to their advantage. This energy can be directed towards constructive, fruitful projects. This can in turn provide the confidence to engage the world of adults into which they are graduating.

Second, the way that most schools in the United States impart wisdom and skills is through subjects which separate the world into categories. Classes in math, science, history, English, foreign languages, sports and music or art are examples. It is rare that these categories are integrated or connected in curriculums. Also, it seems rare that the subject matter is made relevant to the students' immediate lives. The Urban Plan seeks to teach students a way to think about the connections between the traditional subjects by focusing them on relevant, personal and even controversial issues.

While the program is directed towards teaching the high school students, inevitably, the graduate students learn as well. One important lesson they learn is that planners need to communicate ideas so that non-planners can understand what they are saying. Most often, city planning schools do not teach students how to communicate to various audiences and constituencies or to adjust their methods for differing levels of understanding. It may be that this lack of training contributes to some of the ineffectiveness of city planning. The Urban Plan helps graduate students develop communication skills relevant to their careers as future planners.



Background

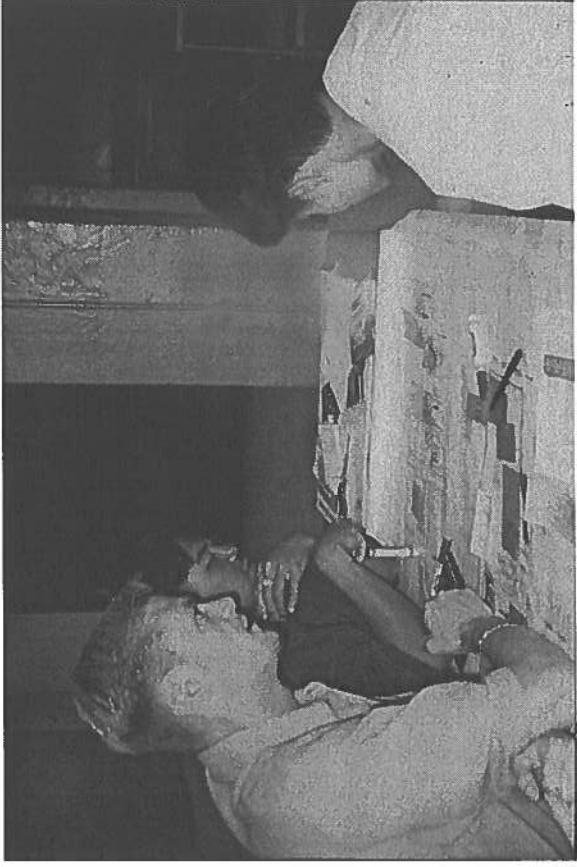
The Urban Plan model originates from the Urban Land Institute, a national organization focusing on real estate and economic-related issues. Several years ago, Berkeley students from the Haas School of Business and the Department of City and Regional Planning appropriated the model to teach at McClymonds High School in Oakland. Though the original inspiration to do so is difficult to trace, it stemmed from a desire to give and to create bridges between the University and the community.

The Center for Real Estate and Urban Economics at the Haas School of Business sponsored the program in the first three years. However, for the past two years the program has been funded by the University-Oakland Metropolitan Forum through a service learning grant from the University's AmeriCorps program and a HUD community development grant designed to connect the University's research and service efforts to the needs of the City of Oakland.

With help from the University and from the University-Oakland Metropolitan Forum the student organizers of the Urban Plan have been fortunate to obtain funding and institutional support. Even so, each year there is always concern about funding and sponsorship. It remains our hope that the program will receive continued support.

This document provides an overview of how the program has worked with Oakland Tech High School and University of California students. It is intended to be used by educators interested in doing similar projects and by students lobbying for fun learning projects in their high schools.





How The Urban Plan Works

The Relationship Between the Schools and Other Contributors

Oakland Technical High School has a program called the Health & Bioscience Academy. It brings together students interested in health-related issues. Patricia Clark, a teacher and Director of the Health Academy, is the high school contact who organizes the scheduling, rooms and equipment for the Urban Plan. The program does not necessarily need to be health-oriented. It could be part of many classes and/or academies such as: math, engineering, history, social studies, politics and society, construction, business and even art.

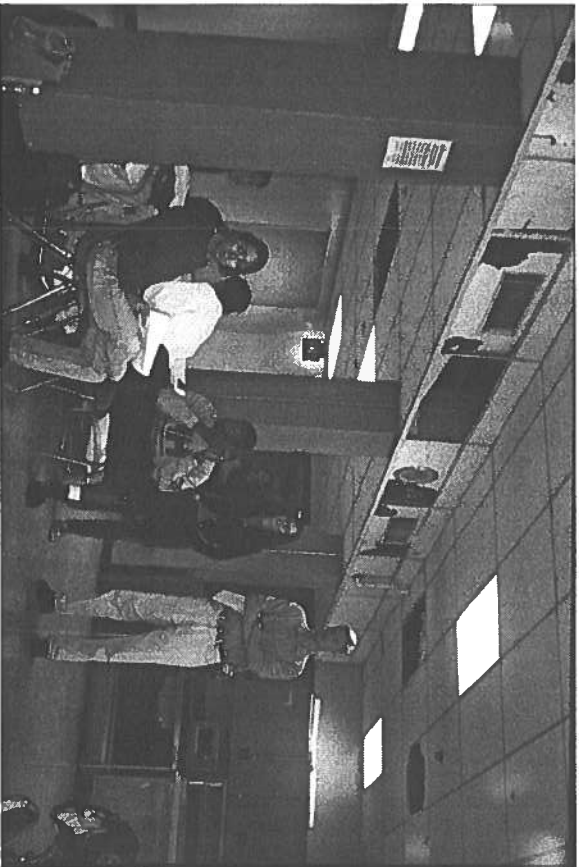
The connection between Oakland Tech and the University is crucial to the success of the program. All of the other elements evolve from this dynamic. There are other elements that make the program complete. Each year, the Urban Plan becomes more elaborate as it expands and is refined.

This year's program also benefited from various contributions:

- Basemap of MacArthur BART station area (Kaplan/McLaughlin/Diaz)
- Land use icons (Shelley Poticha of Calthorpe Associates)
- Historical background materials of the MacArthur BART area (Lynne Horiuchi)
- Van to transport graduate students (Michael Mennies)
- Breakfast en route to Oakland Tech (Noah's Bagels on College Avenue)
- Funding and institutional support (Victor Rubin of University-Oakland Metropolitan Forum)
- Departmental sponsor for course credit (Professor Michael Southworth)

Oakland Tech High School Students

The Health Academy hosts the Urban Plan at Oakland Tech High School. Its aims are twofold: to connect students with one another who are interested in math, science, and health with the appropriate courses and to prepare students for post secondary education or for high quality entry level jobs in the health field. Currently two-thirds of Oakland Tech students go to two- or four-year colleges. The Urban Plan graduate students encourage the students to go to college and to be proud of their interests in whatever path they pursue. Through the Health Academy, students are exposed to role models and current thinking in health-related fields, and they are taught 'systems thinking'. The Urban Plan approach works well with this approach and with the Health Academy Director's intention to instill the students with attitudes of participatory citizenship.



UC Berkeley Graduate Students

At the start of the spring semester, the Urban Plan coordinators hold a meeting to introduce the University students to the program. Potential participants are then briefed on the different options for involvement depending on individual coursework, scheduling, and previous commitments.

About the Curriculum

The Urban Plan is structured so that each day builds upon what has gone before. By the end of the program students have amassed a body of knowledge that they showcase in the Final Presentation.

The curriculum is divided into three parts. In Part One, topics such as “community mapping” and “Oakland history” provide a foundation in general planning terms and concepts along with a historical background of the area. Part Two involves an actual physical survey of the MacArthur BART area and an assessment of the neighborhood by student teams. In Part Three, students

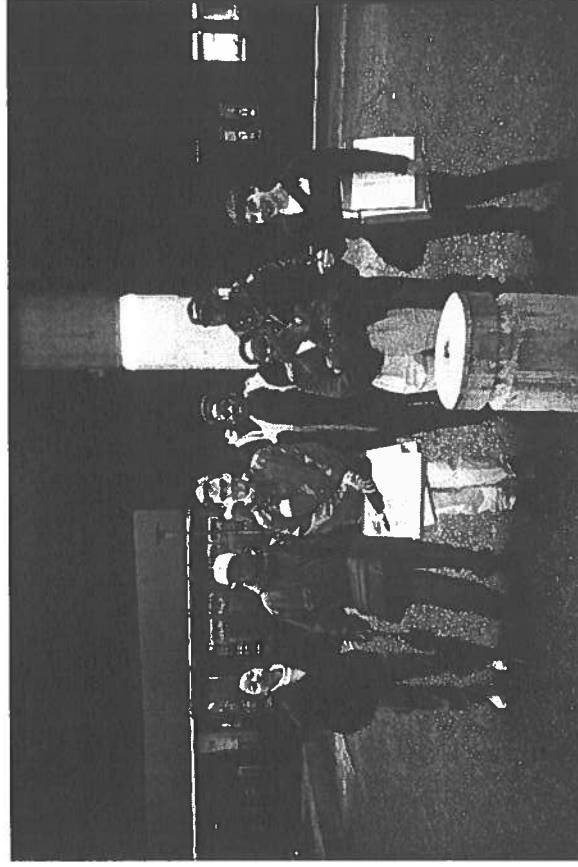
use their observations and creative vision to design a plan for the MacArthur BART area. Once complete, the students present the plan to a jury of City officials and planning professionals. The program concludes with a debriefing session in which the high school students are surveyed about their opinions of the program, and their suggestions for its improvement.

The Curriculum

I. Introduction	
Day 0	History Treasure Hunt
Day 1	Introduction & Community Mapping
Day 2	Community & Oakland History
II. Community, Politics, & the Neighborhood	
Day 3	Budgeting
Day 4	Economic Development
Day 5	Political Interests
Day 6	Walking Site Tour
Day 7	Site Analysis Team Presentations
III. MacArthur Neighborhood Plan	
Day 8	Charette
Day 9	Charette / Financial Feasibility
Day 10	Design Plan
Day 11	Finalizing Plan
Day 12	Final Presentations
Day 13	Debriefing / Realizing the Plan

Part One. Introduction

The first section of the Urban Plan includes three lesson plans designed to familiarize the students with the importance of history and the role it plays in the development of cities and communities. Prior to the first class, students are asked to speak to an elder in their family or community about their life in Oakland. This is the History Treasure Hunt. On Day 1 and Day 2 the students get the opportunity to place themselves on a map of Oakland and talk about their neighborhood or community. Later, the graduate students give a brief history lesson on Oakland to provide background for the analysis of the MacArthur BART area.



Day 0 Pre-Class Assignment

1. History Treasure Hunt

Lesson Objective

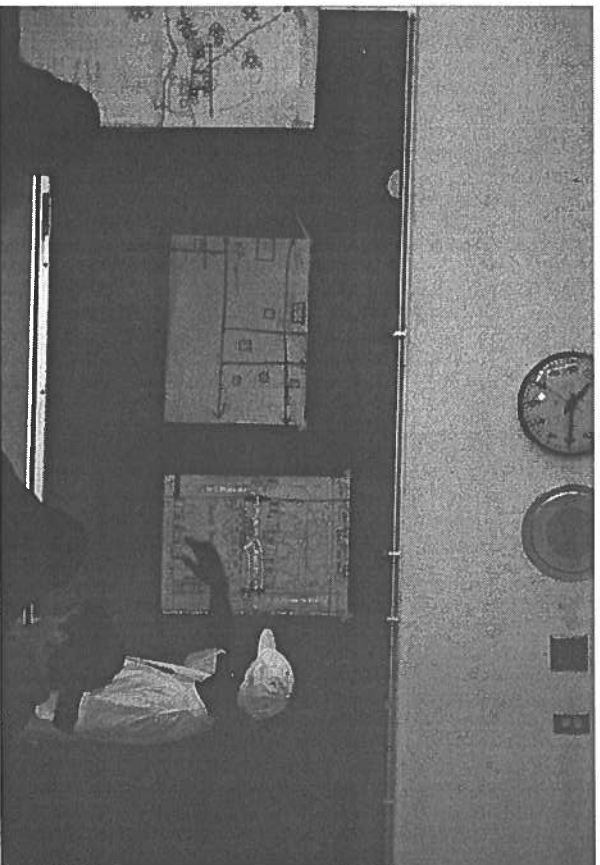
- Introduce students to the impacts of history on the physical environment and to community identity.
- Create a dialogue between the youth and elders regarding the formation of their neighborhoods and communities.

Procedure

Students are asked to identify an elder in their family, a neighbor, or someone from their local community to ask about local history and their experiences in Oakland. (Sample questions are provided in the Appendix D.) Students should prepare a brief write-up (report) of the interview for use in the first class. The students should also be encouraged to bring in memorabilia or a picture of the person interviewed to represent the story or research that was done.

After completing this exercise students should have:

1. Uncovered an element of Oakland history that is relevant to them and related to the physical development of the city.
2. Created a dialogue and personal linkage with an elder family member or an elder from their neighborhood.



2. Community Autobiography (1 hour)

Lesson Objective

- Introduce and familiarize students with ideas of neighborhoods and communities
- Make connections between the spatial aspects and social, economic and political aspects of a neighborhood

Materials

- 24" x 36" newsprint sheet for each student
- Markers and pencils

Procedure

We began this part of the day's lesson by introducing to the class the idea of a neighborhood. Using personal experiences, several UCB students described their individual neighborhoods and then proceeded to draw a cognitive map of how they perceived it.

After breaking up the class into smaller groups, we handed out newsprint, markers and asked students to draw an image of their own neighborhood. A UCB student was assigned to each group and facilitated a discussion amongst students. Students were asked to draw boundaries, focal points, landmarks, streets, etc. We then asked students to overlay their drawings with more spatial relationships delineating social networks and typical travel routes through the neighborhood. After more group discussion, several students presented their drawings to the larger class. This provided an opportunity to discuss broader issues of neighborhoods, both physical and social.

Day 1 Introduction & Community Autobiography

1. Introduction (15 minutes)

For the first fifteen minutes, each of us introduced ourselves by describing the places we hung out as teenagers. This was different than a formal introduction because we felt that few of the students would know, nor care, about our academic interests. The goal of this style of introduction was to be informal and establish a rapport with the seniors.



Procedure

We begin as a continuation of the prior day's activities, following up on and concluding the general discussions about neighborhood and community. Next we ask students to place dots on a map of Oakland to show where they live. This allows the students to identify with their neighborhood and where it fits into the geography of Oakland. After everyone has finished it is interesting to see the broad geography from which students come.

This exercise is followed by the History Timeline. A timeline is created to show significant past events in world, national, and local history to present times. Students have the opportunity to locate themselves on the timeline and see where they fit in the fabric of history.

In conjunction with the History Timeline, the graduate students provide a brief (15-30 min), but slightly more detailed overview of Oakland and local neighborhood history. (See Appendix D.)

Day 2 Oakland History & Planning Definitions

1. Oakland History (30-45 min)

Lesson Objective

- Familiarize students with the historical context within which the city of Oakland developed.
- Demonstrate the cause and effect relationship between historical events and spatial form.

Materials

- Map of Oakland
- Markers and pencils
- Dots for Oakland map
- Camera and film
- Timeline

2. Planning Definitions (30-45 min)

Lesson Objective

- Introduce students to the field of urban planning
- Provide students with planning-related knowledge necessary for future parts of the exercise including the Walking Tour, Site Analysis and Design Charette

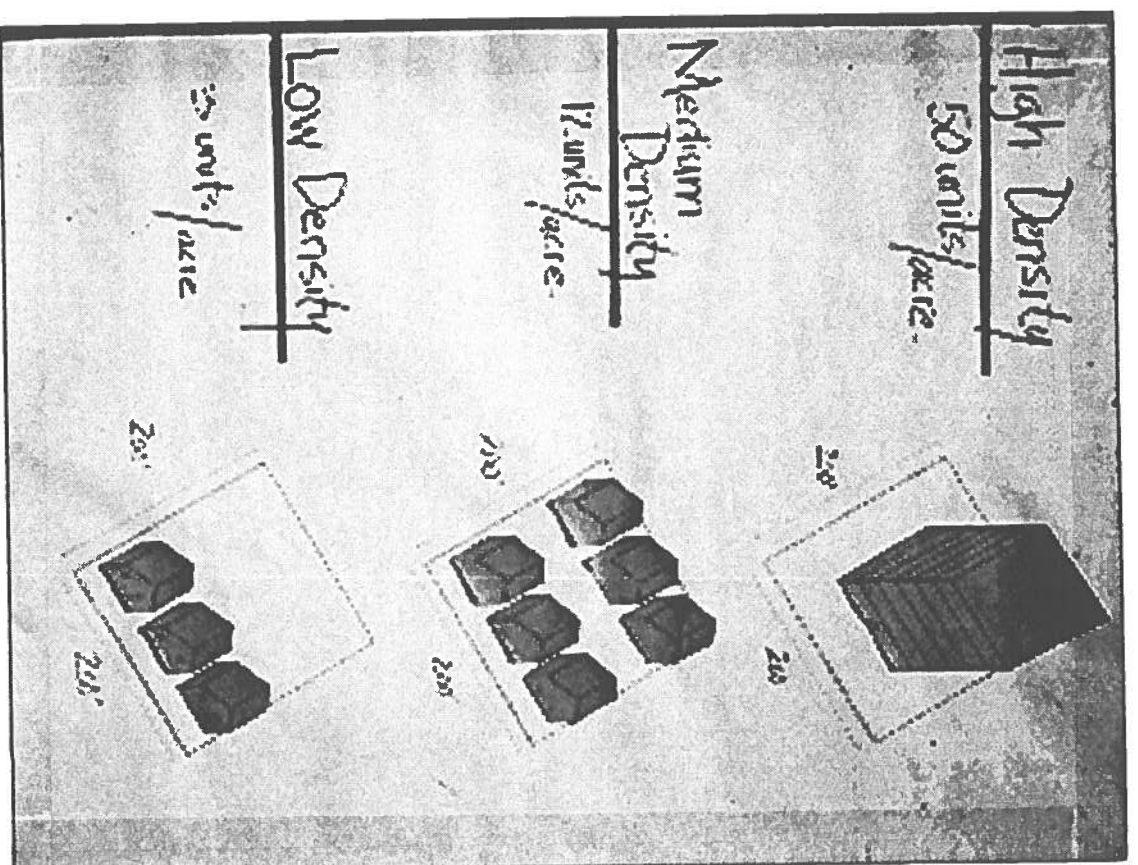
Materials

- Slide projector
- Handout of definitions
- Presentation board with land use icons and photographs illustrating different land uses
- Presentation board illustrating how to measure density
- Samples of UCB students' work including site analysis maps and illustrative plans

Procedure

Several UCB students put together a presentation which served as an introduction to the field of urban planning. This included describing the various professions involved in the planning process; the relationship between public, non-profit, private and community groups; and the concept of an 'urban plan' as a tool for creating change in the physical environment.

The second half of this presentation included a slide show illustrating different land use categories using images from the MacArthur neighborhood. Site analysis, density, amenity, infrastructure, and other concepts were then introduced using presentation boards for illustrative purposes.



Part Two. Community, Politics, & the Neighborhood

Day 3 Economic Development & Budget

1. Economic Development (1.5 hours)

Lesson Objective

- Provide an overview of economic disparities and their impacts to neighborhoods and communities
- Explain the concept of the income multiplier and how it effects a local economy
- To consider different interests involved in the development process
- To discuss how a bank determines risk
- Investigate causes, effects, and potential solutions

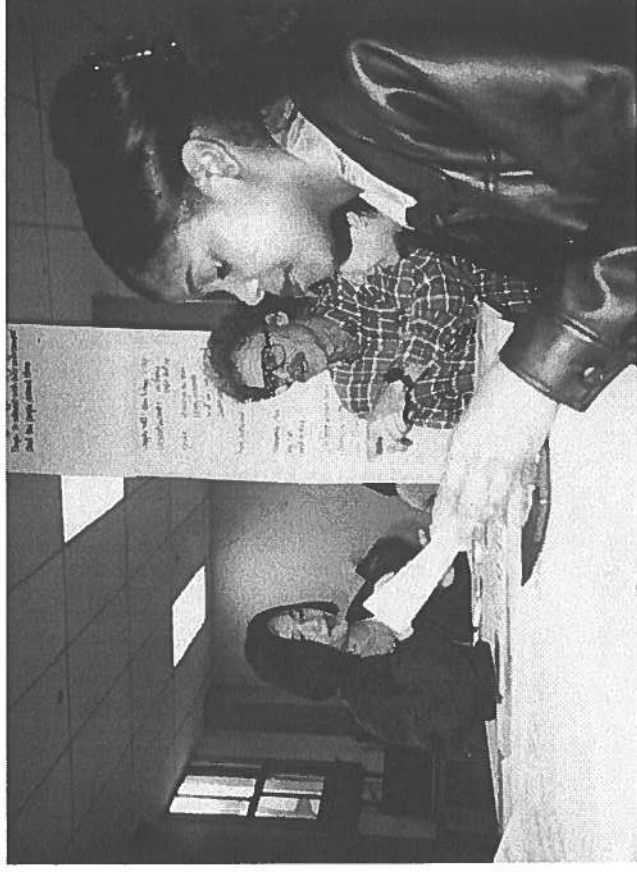
Materials

- Relevant articles / graphic displays/ handouts

Procedure

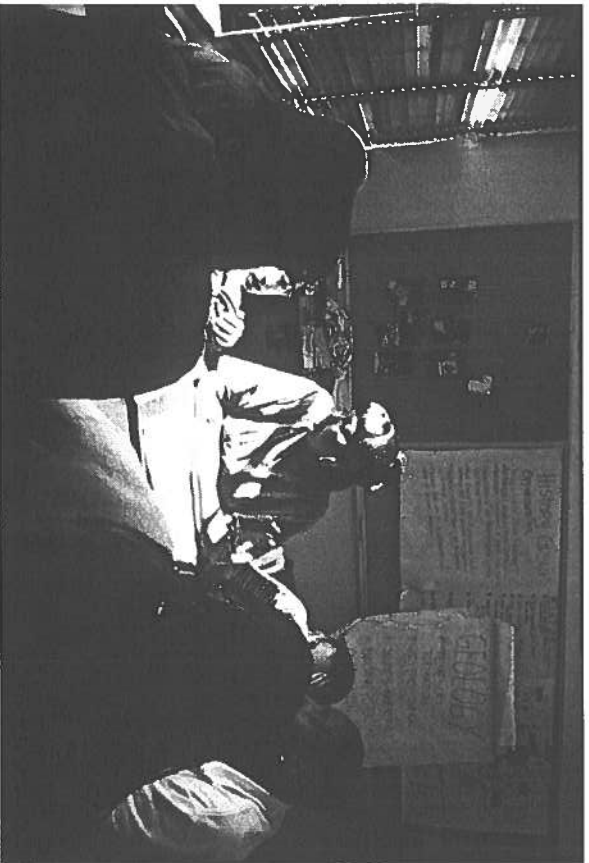
This activity is designed to highlight the economic conditions and factors that impact neighborhoods. We discuss the series of events that often initiate urban neighborhood decline, and the resulting hardships and impact on quality of life that distressed communities must then endure. We conclude with a discussion of strategies that can be used to reverse this process and tangible examples of local attempts at economic development.

The exercise begins by asking students about their perceptions of the distribution of goods and services in poor versus wealthy communities and the implications of this phenomenon. We followed with a discussion of the reasons for disinvestment in distressed communities and gave a brief presentation on the locational decisions made by retail and commercial entities. We concluded with discussions of the Raiders stadium deal, and the downtown ice rink as examples of local attempts at economic development.



A key goal of this activity is to explain the multiplier effect of circulating capital locally. The concept was used to explore the trade-offs between national chain stores and locally-owned businesses. A diagram was used to show the flow of capital (e.g., how much money goes to employees, national headquarters, sales tax, etc.). Several questions were posed to the students to illustrate the concept of multiplier effect using concrete examples. For example:

- *Where do most people in your neighborhood buy groceries?*
- *What are the benefits of having a supermarket in your neighborhood?*
- *What do you think happens to the money you spend at a supermarket?*
- *How could you get those benefits, but keep more money in the local economy?*



Procedure

This activity consisted of a guided class discussion where a role-playing scenario was presented and discussed amongst the class. (See Appendix H.) After breaking into small groups, students participated in a role-playing activity using roles assigned to them.

Students were asked to discuss this particular community issue from the point of view of their assigned role. In the end, the student representing the decision-maker chose a solution based on the group discussion and presented it to the larger class.

Upon completion of the role-play and decision-maker presentation, it is important to debrief and discuss the conflict of interests inherent in local planning and decision-making. It is also important to note the importance and influence of public participation in this process. If possible, provide real world examples where teens or youth have had a direct impact or are currently involved in planning or governing. (Example: the Oakland Kids First! initiative)

After completing this exercise, students might be asked to think about the following questions:

- *What types of issues stimulate large political debates?*
- *Is political debate positive or negative? is it necessary?*
- *Why is public participation important?*
- *How are these disputes resolved?*
- *How would you work to resolve a conflict in your neighborhood?*

Day 4 Politics and Interests

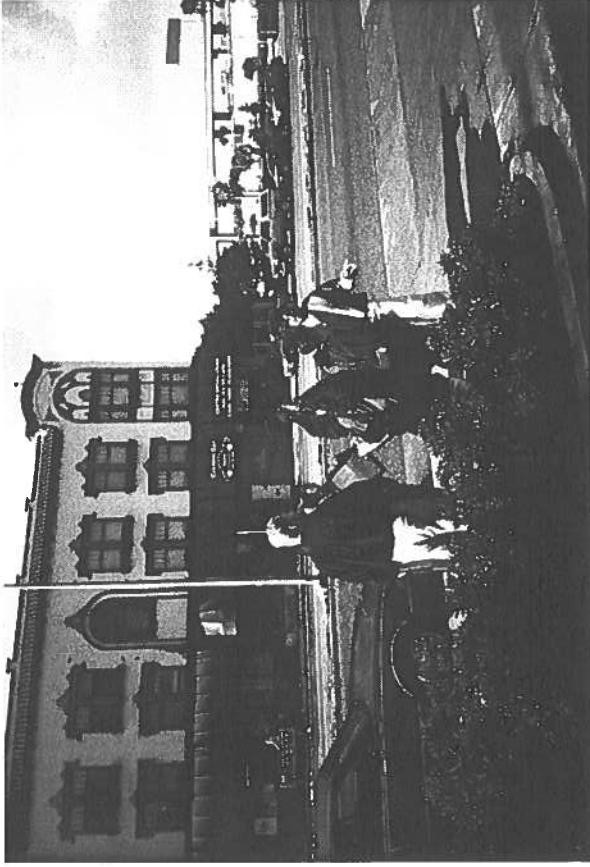
1. Role-Playing Activity (2 hours)

Lesson Objective

- To work towards a consensus-building effort when conflicts arise
- To actively apply a role-playing exercise to a MacArthur BART neighborhood issue

Materials

- Role-playing cards describing different roles to be played during group exercise
- Markers and Newsprint



Materials

- 11" x 17" site map for each student, mounted on one side of a piece of cardboard
- 11" x 17" worksheet for specific group subject mounted on other side of cardboard
- pens, pencils and name tags
- 1 disposable box camera per group
- variable equipment, depending on group (maps, photographs, charts or equipment to assist the teaching and gathering of information) See Appendix I.

Procedure

For the Field Trip, Site Analysis, and Presentation activities, we subdivided further into the following five subject teams:

1. **History** - physical, cultural, demographic
2. **Natural Features** - geology, hydrology, habitat, seismicity, vegetation, etc.
3. **Land Use** - identification of formal and informal activities
4. **Built Form** - density, building height, architectural style, views, dominant forms, etc.
5. **Transportation** - pedestrian, auto, BART, local/regional, intensity and variety of use, etc.
6. **Public Health** - all factors of the built and social environments that impact community health

Day 5 Walking Site Tour

1. Walking Tour of MacArthur BART Station Area (1.5-2 hours)

Lesson Objective

- To introduce methods and issues of site analysis
- To look critically at an urban landscape
- Team formation and group work
- Making connections between gathered information and opportunities / constraints
- Develop skills in field research and gathering data

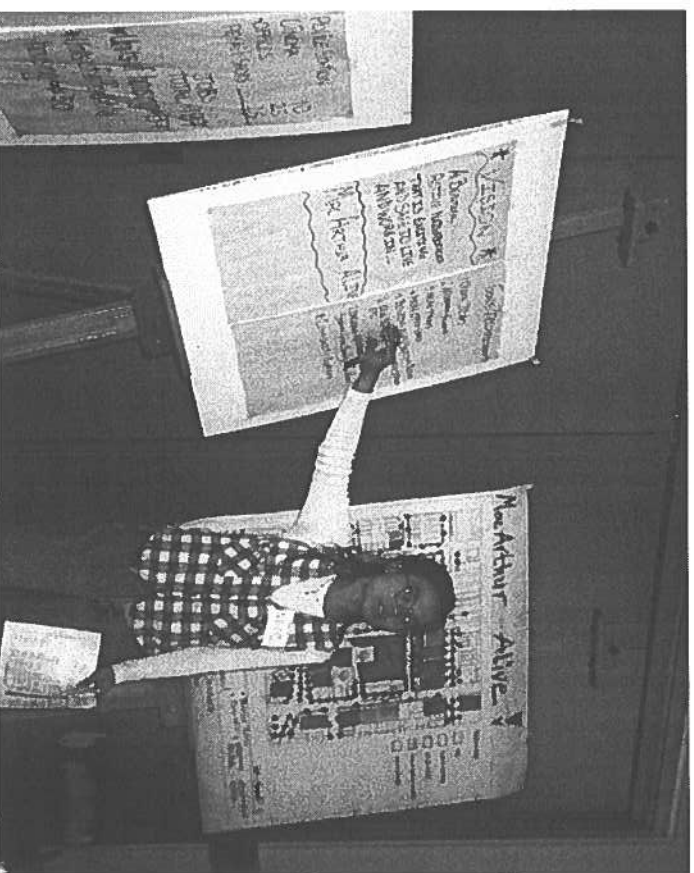
To take advantage of our personal areas of expertise, one or two graduate students assumed leadership of each team. For example, the transportation group was led by graduate students concentrating in Transportation Planning. Leadership duties during the three days of these activities included:

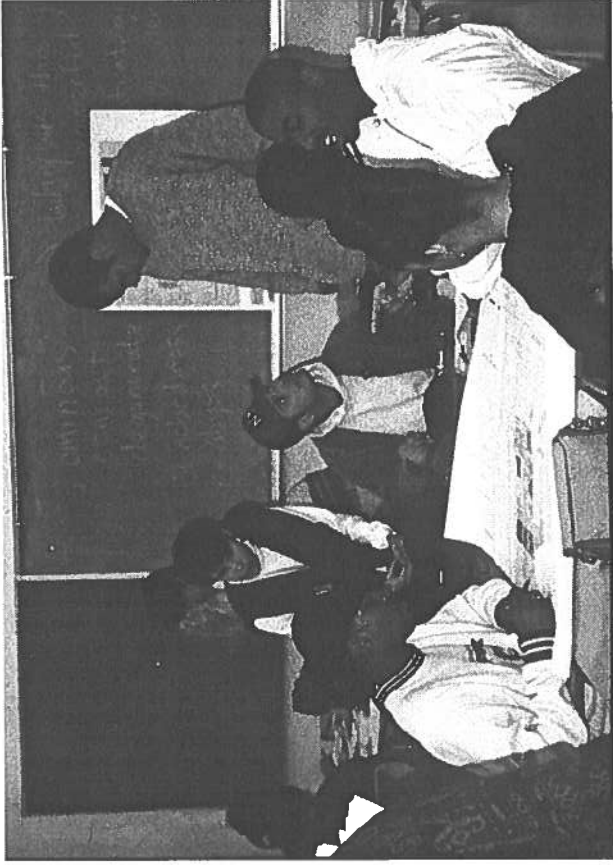
- Designing and teaching an orientation lesson on site analysis in preparation for the Field Trip. This included making a worksheet handout for each student member of that team and obtaining any supplemental materials necessary to teach the lesson (checking out maps from libraries, etc.)
- Facilitating the student's analysis during the Field Trip by touring the entire site and gathering information
- Ensuring that the objectives of the Field Trip were accomplished in an efficient and safe manner
- Assisting with the synthesis and comprehension of information
- Helping the students prepare a graphic and oral presentation of their findings to the rest of the class

The Urban Plan classes were taught during the first and second periods of the school day. Some students and graduate students went directly to the site (MacArthur BART station) and other graduate students and students walked from the high school campus. As the students arrived, they were each assigned a number, 1 through 5. When everyone had arrived, the activity began by forming groups. All students assigned number 1 were in the History group, 2's in Land Use, etc. This method accelerated the group formation process and increased diverse interaction between students.

Each team walked around the site, gathering information about their subject. Specific team activities varied, and examples of the student's worksheets and leader's scripts are included in Appendix I. Each group had one disposable box camera and was required to complete the roll of photographs. Information gathering was accomplished at a very rapid speed. Teams were permitted about 1 hour to complete the area survey, and the students then walked with the graduate students back to campus.

After the activity, all worksheets and maps were collected for storage, and completed rolls of film were taken to be developed.





Procedure

The session began with a very brief introduction. One student from each team informally described what his or her group had done on the Field Trip. Then a graduate student explained the purpose and procedure of the day's event, focusing on the following points and related activities:

- To combine and understand the information gathered on the Field Trip
- To interpret the information and translate it into a set of opportunities and constraints
- To graphically represent the findings on the large basemap
- To prepare a 10 minute graphic and oral presentation for the following day

Teams worked together during the rest of the session, drawing and writing their conclusions and arranging their photographs. Students were busy and engaged in their work, attempting not only to present accurate and analytical findings, but also to prepare attractive displays.

Day 6 Site Analysis

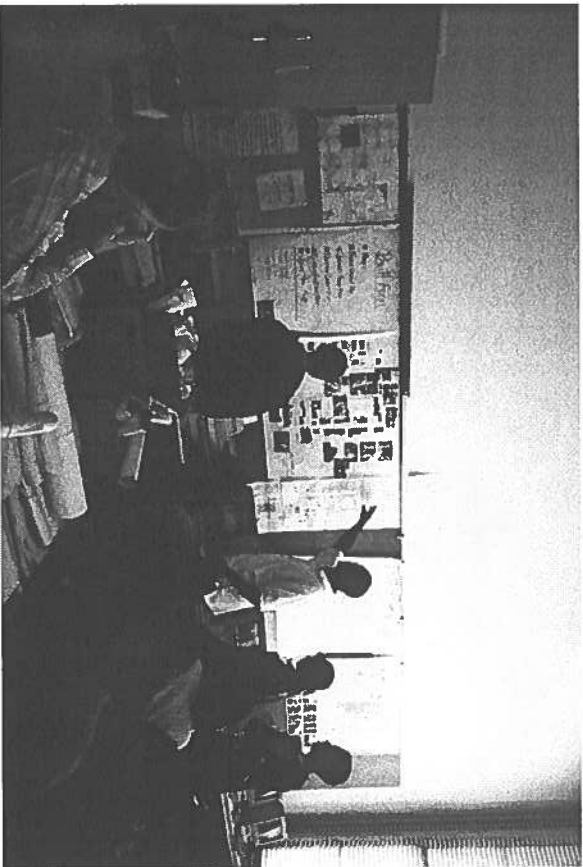
1. Site Analysis Activity (2 hours)

Lesson Objective

- Preparation of verbal and graphic information

Materials (items for each site analysis team)

- Maps and worksheets from Field Trip
- Developed photographs
- 36"x48" basemap of MacArthur BART station area (1"=50')
- Markers and newsprint
- Tape
- Scissors



Day 7 **Team Presentations**

1. Site Analysis Presentation (1 hour)

Lesson Objective

- Presentation of verbal and graphic information
- Communicating and summarizing abstract ideas
- Outlining opportunities and constraints

Materials

- Presentation materials from Day 6

Procedure

This activity was designed to imitate a professional presentation that might occur in any design-related field. The session began by pinning each team's maps and additional sheets on the walls of the room in the pre-established

presentation order. A graduate student gave a brief introduction to the presentation, reviewing the importance of site analysis and previewing the day's schedule. The student teams then presented their findings to each other. Each team was given 10 minutes to present, emphasizing what they found and the design implications of their findings.

Student presentations were very impressive, showing the tremendous amount of information that had been gathered and interpreted in a very short time. Presenters were efficient in communicating both their observations and the meaning of those observations.

2. Visioning (1 hour)

Lesson Objective

- To discuss issues relating to the site analysis
- To develop a list of goals based on site analysis issues
- To arrive at decisions based on consensus building
- Develop names for the design teams

Materials

- 11" x 17" base map of MacArthur BART station area
- Opportunities, Constraints & Goals Worksheet (Appx J)

Procedure

After the site analysis presentations, we assigned students to their final groups for the remainder of the exercise. We made sure there were site analysis experts (history, natural factors, land use, built form, and transportation) on each of the five teams. This way the design teams were more likely to have a balanced approach in developing their plan.

Each design team developed a list of opportunities and constraints based on the site analysis presentations. From this list they generated goals that would guide them in developing the MacArthur Neighborhood Plan.

Part Three. MacArthur Neighborhood Plan Exercise

The third and final part of the Urban Plan focuses primarily on the work of small 'design' teams of Oakland Tech students who are given the task of creating specific plans for the MacArthur BART neighborhood area. This section consists of a financial feasibility analysis, the development of plan details using a design charette format, and lastly, a final presentation to the entire class and invited jurors.



Materials (items for each design team)

- 36" x 48" base map of MacArthur BART station area (scale: 1"=50')
- Packet of land use icons (scale: 1"=50')
- Scissors
- Tape
- Markers

Procedure

Students immediately formed into their assigned design teams. There was at least one graduate student assigned to each design team. Design teams discussed each goal, its relative importance and consideration in developing the overall plan. After all goals were scrutinized, discussed, and debated, a more refined list was drafted. This list became the basis for the development of a draft plan.

Graduate students then showed each team how they were to proceed in developing the draft plan. This included an explanation of all land use icons provided in the packet and how they were to be applied on the base map. Most land use icons were sized to represent one half acre. (See Appendix K.) Students then applied land use icons on their maps using their refined set of goals as a basis for making decisions. In some instances, design teams were encouraged to create their ideal neighborhood before referring to their goals. Others outlined opportunities and constraints on the base map before using the land use icons.

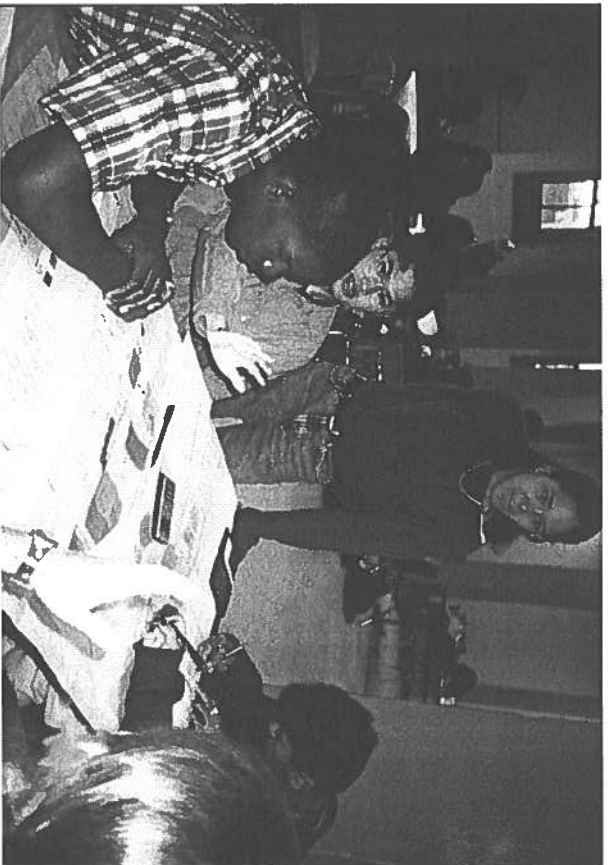
Day 8 Charette

1. **Charette** (2 hours)

Lesson Objective

- Prioritize goals developed on Day 7
- Develop a draft plan by the end of the day
- Check to see that goals have been addressed in draft plan

Few teams were able to fill up their base maps with icons. Being the first day in developing the plan, there was a lot of discussion, debate and compromise in each group. This was expected and encouraged. Those groups that were able to finish spent a few minutes critiquing their draft plan by using the list of goals developed earlier in the day.



Procedure

After students formed into their design teams, a graduate student explained the concept of financial feasibility using a financial worksheet. (See Appendix L.) *NOTE: Costs, profits, and tax benefits do not correspond to actual dollar amounts, but have been tailored to meet the goals of the financial feasibility exercise.*

Several high school students were needed to calculate the financial feasibility of their draft plan. Typically, one student counted the total acreage of each land use. Using the financial worksheet, another student filled in the column titled 'Acres'. Then with each land use, a 'Per Acre Cost' was calculated in the column provided. This represented the cost of construction of a particular land use, piece of property, or other associated costs.

Day 9 Charette / Financial Feasibility

1. Financial Feasibility (2 hours)

Lesson Objective

- Calculate cost, profit and tax benefit of draft plan
- Revise draft plan for financial feasibility

Materials (items for each design team)

- Financial Worksheet
- Calculator
- 36" x 48" base map of MacArthur BART station area (scale: 1"=50')
- Packet of land use icons (scale: 1"=50')
- Scissors
- Tape
- Markers

In the adjacent column, a 'Per Acre Profit' was calculated which represented the profit to the developer for each land use. It was pointed out to the students that certain land uses do not generate a profit, including affordable housing (a percentage of the total housing if the students wanted to include it), and civic uses (community center, day care, park, etc.) Other costs or expenditures such as for land or for the retrofit of a historical building also do not normally generate a financial profit.

Lastly, a 'Per Acre Tax Benefit' was calculated to show the total tax benefit to the City of Oakland that would be generated over the lifetime of a particular land use. Similar to 'Per Acre Profit', certain land uses would generate little or no tax benefit to the city.

After each of the columns were added up, a 'Total City Contribution' was calculated by subtracting the 'Total Profit' from the 'Total Cost'. This is the amount that the City of

Oakland would have to provide as a partner in the development of the plan. (This figure does not include upfront costs which the city would have to provide in initiating the development process.) The amount of Total City Contribution' was then compared to the Total Taxes' generated from the plan. The comparison between the two was one way to assess the financial feasibility of each plan.

Students then had to decide if they wanted to lower the city's total contribution. They could decide to lower the total costs by eliminating land uses that generated little or no profit. Alternatively, they could increase the acreage of land uses that generated large profits as a way to offset costs. Students quickly figured out that certain land uses were more advantageous than others from a financial perspective. However, this would have to be balanced with the social benefits of providing community-serving land uses.

Based on initial calculations of the Financial Worksheet, each group revised their plan to address financial considerations. Each group approached this part of the exercise differently. They now had to consider financial cost, social benefit, and goals collectively.





Day 10 Design Plan

1. Charette (2 hours)

Lesson Objective

- Check goals against financial feasibility
- Make revisions to plan

Materials (for each design team)

- Financial Worksheet
- Calculator
- 36" x 48" base map of MacArthur BART station area (scale: 1"=50')
- Packet of land use icons (scale: 1"=50')
- Scissors
- Tape
- Markers

Procedure

After each design team revised their plan for financial feasibility, it was then checked against the goals developed on Days 7 and 8. The task for each design team was now to evaluate their plan, make changes where appropriate, and work towards the development of a final plan to be presented on Day 12.





housing to be included; the number of jobs created (each acreage of land use generates a certain number of jobs per acre); and the replacement of 609 existing BART parking spaces.

2. Presentation Preparation (1 hour)

Lesson Objective

- Review final plan
- Work on final presentation
- Script out final presentation
- Discuss what makes a good presentation

Materials

- Newsprint
- Markers

Day 11 Finalizing Plan

1. Wrap Up (1 hour)

Lesson Objective

- Make final calculations using financial worksheet
- Finalize Plan

Materials

- Same as Day 10

Procedure

This was the day when each team had to make final decisions regarding the plans they had worked on for the preceding several days. After individual teams had finalized their plans, each team made final calculations using the financial worksheet provided. This would represent the numbers to be presented to jurors at the final presentation. At this time, decisions were also made regarding the amount of affordable

Procedure

The second half of the day involved getting each team ready for the final presentation. After team plans were finalized, students reviewed their final plans for the main ideas. Some groups decided to synthesize their list of goals into a few main points, while others based their approach on the opportunities and constraints that existed in the neighborhood. The important idea was to develop a strategy that jurors would find unique, comprehensive, and financially viable. Several groups focused on the bottom line: the total amount of money the city would have to contribute. Other strategies highlighted neighborhood-serving benefits, including new jobs, affordable housing, social services and street improvements.

After decisions were made regarding strategy and approach, each team scripted their presentations including who would present and what they would say. Additionally, each group used newsprint to visually communicate their main ideas.

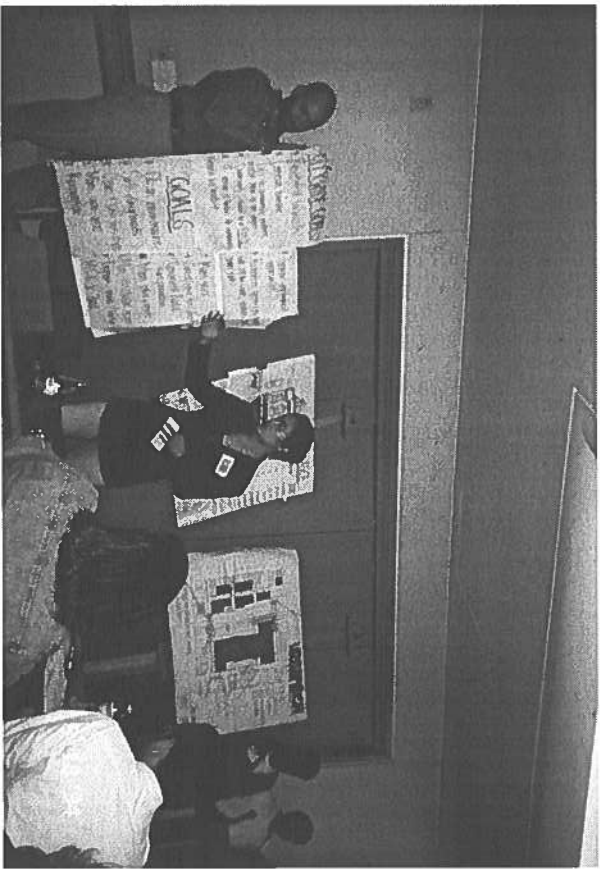
Day 12 Final Presentation (2 hours)

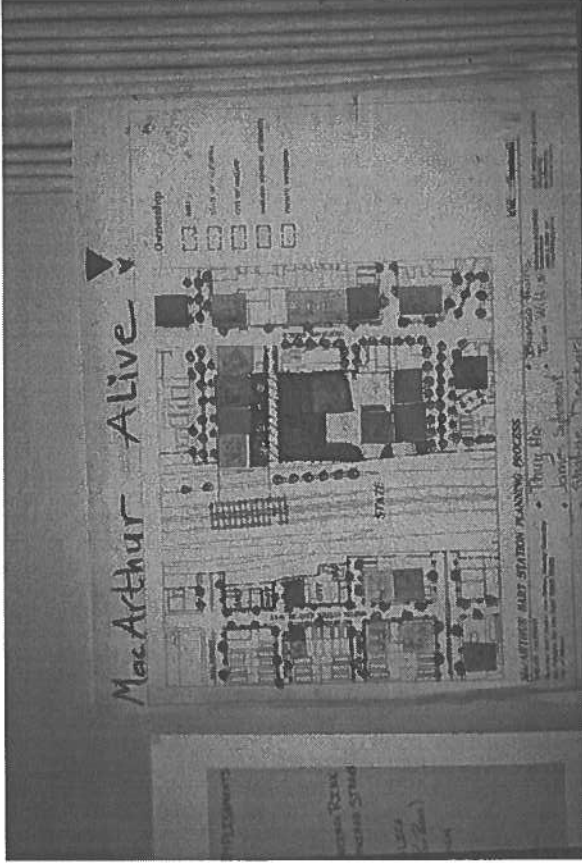
The plan exercise culminated with presentations of each design team's final plan at Oakland City Hall. The audience included the class, parents, City staff, and invited jurors. The students were encouraged to invite family and friends and we collectively distributed over 100 postcard invitations.

The nature of the event was one of seriousness and celebration. The City of Oakland's Life Enrichment Agency provided access to a City Council hearing room and supplied \$500 worth of catered food. Two local newspapers also attended, lending a sense of excitement to the occasion.

Many of the jurors were affiliated with the UC Berkeley, College of Environmental Design. This year, they included:

- Jane Brunner, Councilwoman, City of Oakland
- Carlos Castellanos, Spanish Speaking Unity Council (MCP, UCB, '96)
- Mary Corley, Urban Land Institute and one of the original organizers of the Urban Plan in 1994 (MCP, UCB '94)
- Harrison Fraker, Dean, College of Environmental Design, U.C. Berkeley
- Mirtha Garcia, Community and Economic Development Agency, City of Oakland (MCP, UCB, '96)
- Lynn Horiuchi, Turning Leaves, MacArthur neighborhood activist and PHD Student in Architecture, UCB





felt it important to show the students that planning is performed by a wide variety of professionals in various fields and agencies.

2. Survey and Closing Game (1 hour)

Lesson Objective

- Survey student opinion about the Urban Plan program
- Improve retention of terms and concepts while having fun
- Reward students with small prizes and certificates

Materials

- Surveys for students
- Pencils for surveys
- Candy or snacks
- Prizes (tickets to movies, Oakland A's, Waterworld, etc.)
- Course completion Certificate

Procedure

We distributed surveys to solicit student feedback about the program. Several of the suggestions mentioned by students are included in the Conclusions segment of this document.

We kept the students' attention by telling them we would conclude with the game, prizes, and the awarding of certificates for completion of the course. In the game we quizzed the students about various planning terms, concepts, and items of local history. Correct answers to the more difficult questions were rewarded with prizes such as movie and baseball tickets. For less difficult questions we handed out candy and snacks. We also handed out candy for completing the survey, or just because it was a fun thing to do.

This day was about FUN !

Day 13 Debriefing / Realizing the Plan

1. Guest Speakers (45 min)

Lesson Objective

- Reinforce elements of the Final Presentation
- Provide time for interaction with planning professionals

Materials

- Presentation materials as needed by guest speakers

Procedure

We invited two speakers from the panel of judges, Carlos Castellanos, Spanish Speaking Unity Council, and Mirtha Garcia, Community and Economic Development Agency, City of Oakland, to come speak to the students about the real world applications of the planning and design process, and to discuss the roles and responsibilities of their current jobs. We

What It Takes To Do The Urban Plan

Budget

copying: book	\$300
copying: maps and icons	80
copying: fliers and invitations	20
40 markers	40
pad of 24" x 36" paper	10
5 disposable cameras	75
film developing	75
food/snacks for 5 meetings	100
food for final presentation	500
miscellaneous	300
TOTAL	\$ 1500

This budget is representative of what it took to run the Urban Plan program for the Spring of 1997. The supplies supported about 40 Oakland Tech students. This budget does not include in-kind time associated with the graduate student volunteers or graduate student coordinator.

Contacts

1. Patricia Clark, Oakland Technical High School
510-524-0734
2. UC Berkeley, Department of City and Regional Planning
510-642-3256
3. Victor Rubin, University-Oakland Metropolitan Forum
510-642-5118
4. Jack Sylvan, Student Coordinator, UC Berkeley
510-548-1928
5. Shirl Buss, Coordinator Education Roundtable, MASF
412-333-8766

Potential Funders

Wherever projects such as the Urban Plan are implemented there are usually a variety of sources for financial support.

Following is a brief list of suggestions:

Local Sources of Support in the Bay Area

1. Institute of Urban and Regional Development, UCB
2. Coleman Advocates for Youth, San Francisco
3. Urban Strategies Council, Oakland
4. Kellogg Foundation, California

National Sources of Support

1. American Institute of Architects, local or national chapter
2. American Planning Association, local or national chapter
3. Do Something PO Box 2409 JAF NYC, NY 10116
4. Urban Land Institute

Conclusion

The Urban Plan works well in providing high school students the opportunity to engage the environment around them and in providing them the skills and confidence to participate in shaping it. The program can be adapted to different kinds of high schools and students. The success of the program will always depend upon the level of interest and commitment of the teachers and the students.

There are some key ingredients that make the program work well:

1. The building of a relationship between the Urban Plan graduate school teachers and Oakland Tech students.
2. A high ratio of grad student teachers to Tech students allows for individual attention and opportunities for informal discussion and mentoring.
3. Focusing on issues relevant to students and their communities helps keep students engaged.
4. A nearby target site for the design plan.
5. A format to know and analyze a place and a situation in terms of what it is, what is desirable and undesirable, what can be done (opportunities or challenges), what the framework is (constraints), and how to deal with it imaginatively. This format can be translated into all aspects of problem-solving and life.
6. Use of the team approach for both the teachers and the students.
7. Demonstrating connections between research, interpretation, decision-making and design. The variety of ways for students and teachers to participate: each gets an opportunity to offer unique perspectives and talents.

8. The variety of mediums used to teach: video, maps, cards, markers, icons, role-play, site visits, photographs, writing, calculating and presentation.

9. The diversity of jurors who attend the final presentation. Most are members of local government and community organizations. They serve as first hand informers and as role models.

So far, the program has been taught by University of California, Berkeley students to Oakland Tech High School students. While it has been improving because of growing familiarity between the two institutions and amongst the high school and city planning graduate students, the program could be further refined. This document assists the grad student teachers and eliminates the need to take valuable time to find and/or recreate information and ideas.

The following list outlines ways the program might be improved:

1. Design a course manual specifically for students and provide a schedule for the program so that students understand the process and know what to expect.
2. Allow time for debriefing after every session to gauge progress and comprehension, and for questions.
3. Make sure the class structure and schedule allows for consistency of attendance by the same students. (No change from class period to class period.)
4. Allow two hours each day for each session. Establish grading criteria and procedure in a manner that creates student commitment without undermining the relaxed nature of the program.
5. Show slides of what was accomplished in previous Urban Plan programs.

6. Ask former students (from Oakland Tech) whom the students might know to come for the introduction to describe the former year.
7. Allow more than two hours for the site visit. A considerable amount of time is lost in getting students to and from the site.
8. Begin planning earlier between graduate students and teachers at Oakland Tech to determine the appropriate fit for the Urban Plan into the Health Academy curriculum and the personality of each year's class.

Possible ways to encourage and help the students to think about and be familiar with their options for college:

1. Teach to high school juniors rather than seniors in order to present choices about college or vocational training earlier in their educational career.
2. Have a 'buddy' system between graduates students and Tech students or allow time (informal or formal) to let Tech students ask questions about graduate student teachers and/or related professions.
3. Have information about programs in the area which are related to the Urban Plan and the students' interests so that when they have questions, the information is handy.
4. Include a second field trip activity to the University of California at Berkeley College of Environmental Design. The high school students would better comprehend the context of city planning, the university environment and the background of the graduate student teachers. Such a visit would also offer a perspective on city planning as an educational and/or professional career.

5. Have a picnic or other group activity in a nearby public space (such as Lake Merritt in Oakland) during or after the program.

These suggestions are listed as ways to refine the Urban Plan program. It will be a good program as long as it stays true to the primary goals and philosophies as previously stated. We hope that the Urban Plan program will continue to be improved each time it is exercised and that it inspires similar programs in other schools.

The best of luck to you!



1997 Urban Plan Participants

Oakland Technical High School Seniors

Monsour Al-Sabur
Ama Barnes
Taranpreet Bhatia
Janice Bridges
Dalila Calcote
Lisa Cardosa
Catherine Chong
Kong Chong
Jessica Clark
Aubresia Clifton
Naisha Cunningham
Shatae Deckard
Denny Dip
Lisa Do
Stephen Dunmon
Aziza Gaines
Noemi Garcia
Shawnee Gibbs
Shawnelle Gibbs
Caron Gugssa
Senh Ha
Christopher Haley
Bianca Harris
Maurice Henderson
Shana Helms
Kendolyn Hindsman
Thuy Ho
Taynesha Knox
Nancy Lac
Anthony Lam
Steven Liu
Chrystine Lo
Davy Luu
Hao Luu
Samantha Means
Cedric Mosely

San Ngay
Linda Nguyen
Linh Pham
Kim-Oanh Phu
Tamika Powell
Anisa Presley
Tyrone Proctor
Marjory Quito
Beatriz Ramirez
Maria Rios
Stephanie Wilson
Pamela Risho
Lawrence Rogers
Veronica Rojas
Meay Saechao
Edith Sibrian
Brienne Smith
Najee Spearmon
Anna Stuart
Naimah Sumler
Robin Suzukawa
Somchith Syhabouth
Ngoc Ta
Robin Terra
Nicole Thompson
Dennis Tomlinson
Hai Tran
Sonia Vallederos
Ramsey Venner
Akiala Walker
Iesha Williams
Jerre Williams
Taia Williams
Holly Wilson

UC Berkeley Graduate Students

Autumn Alvarez
Jesse Blout *
Natalie Bonnewit
Kevin Brown
Becky Davis
Francesca Giambetti
Kevin Griffith *
Corby Hannah
Heather Hood *
Micha Hoy
Jeff Juarez
Nashua Kalil *
Jenny Kassan *
Rick Lewis
Julie Lieberman
Marisa Lopez
Jeff Olson
Alexander Quinn

* Indicates prior participant

Appendix A

Flier for Initial Graduate Student Meetings and for Introducing the Urban Plan to Prospective Schools



Volunteer for the Urban Plan!

We need people to help us work with Oakland High students. Anyone can join in for one day or several. We have created detailed lesson plans for each day and need additional graduate students to make sure that all the students get the help that they need. Most of the time students will be working in small groups and graduate students will serve as a resource helping them deal with planning and design issues that come up in their group.

The classes are all 8:30 - 10:30. See the attached schedule for dates and sign up.

Rides are available every class day at 8:00 at the fountain across from Café Strada.

What is The Urban Plan?

The Urban Plan is an exercise that involves graduate students working with high school students to create change in their environment. This year we will be assisting Oakland Tech High School students in creating development plans for the area surrounding the MacArthur BART station.

During the first part of the exercise we will teach high school students about the different aspects of the development process. We will cover all aspects of the development process including community planning, urban design, and project finance. During the second part we will each work with small teams of high school students in creating specific plans for the MacArthur BART area. In the final session, students will present their plans to the larger community.

For More Information Contact:

Rick Jacobus (rjacobus@ced.berkeley.edu)

Appendix B

Meeting Agenda



Meeting Agenda

Sunday, February 11th

- I. Bagels, Juice, waiting for late arrivals, etc. (10 Minutes)
- II. Review last year's Urban Plan Curriculum (20 Minutes)
- III. Playing the game to see how it works (30 minutes)
- IV. Revising the curriculum
 - Brainstorm new ideas/ revisions
 - Walking Tour
 - Homework assignments
- V. Sign Up/Scheduling
(two people take responsibility for each teaching session)
- VI. Announcements

Next Meeting:
Sunday, February 18th
10:00 AM • DCRP Lounge

- Review and Revise Curriculum Outlines
(Each group should bring copies of the completed form)
- Logistical preparation

Appendix C

**Daily Lesson Plan Worksheet /
Schedule Worksheet**



Daily Lesson Plan

Day #: _____ Date: _____

Coordinators: _____

Topic: _____

General Lesson Goal:

Number of helpers needed:

Supplies/handouts needed:

Start Time	Activity Description	Helper Instructions

The Urban Plan - Schedule

Day# 1	Day# 2	Day# 3	Day# 4	Day# 5	Day# 6
<p>Date: _____</p> <p>Coordinators: Michael David Heather</p> <p>Schedule: Introduction Community Autobiography</p> <p>Helpers: 1</p>	<p>Date: _____</p> <p>Coordinators: Lisa, Kaori Susan, Jenny, Heather</p> <p>Schedule: Ideal Place Planning Definitions Team Sign-ups</p> <p>Helpers: 1</p>	<p>Date: _____</p> <p>Coordinators: Susan Michael Tim Evy</p> <p>Schedule: Field Trip</p> <p>Helpers: 1</p>	<p>Date: _____</p> <p>Coordinators: Susan Michael Tim Evy</p> <p>Schedule: Site Analysis</p> <p>Helpers: 1</p>	<p>Date: _____</p> <p>Coordinators: Susan Michael Tim Evy</p> <p>Schedule: Present Site Analysis Regroup Intro. to The Game</p> <p>Helpers: 1</p>	<p>Date: _____</p> <p>Coordinators: Jenny Heather Kirsten</p> <p>Schedule: Roles and Process Role Play</p> <p>Helpers: 1</p>
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
<p>Tools Lesson Plan 18x24/Student 2 Markers/Student Video and Monitor</p>	<p>Tools Lesson Plan Boards with Icons Sample Plans</p>	<p>Tools Lesson Plan Cameras Maps, etc.</p>	<p>Tools Lesson Plan Blank Site Maps Markers and other supplies</p>	<p>Tools Lesson Plan Game kits 3 18x24/group</p>	<p>Tools Lesson Plan Role Play Handouts</p>

The Urban Plan - Schedule

Day# 7	Day# 8	Day# 9	Day# 10	Day# 11
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Coordinators: Michael	Coordinators: Michael Jessie, Kevin, Rick	Coordinators: Michael	Coordinators: Michael Lisa?	Coordinators: Heather
Schedule: The Game	Schedule: Finance The Game	Schedule: The Game	Schedule: The Game Presentation Preparation	Schedule: Presentation
Helpers: 1	Helpers: 1	Helpers: 1	Helpers: 1	Helpers: 1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
Tools Lesson Plan 6 slides??? Tape, Etc.	Tools Lesson Plan Finance Handouts and Worksheets Tape, Etc.	Tools Lesson Plan Tape, Etc.	Tools Lesson Plan Presentation Supplies	Tools Lesson Plan Prizes Easel Tape, Etc.

Appendix D

Regional & Neighborhood History



The Urban Plan History Treasure Hunt

How many of you have walked down MacArthur Blvd and wondered what people were doing 30 years ago? Maybe you have not thought about what was going on in Oakland during the 60's or what people were doing fifty years ago, but everyday that urban history can be reflected in the space we live. The first part of understanding the urban space is in how it was created. To do so, we want you to ask an elder -your grandparent, neighbor, older person you know or meet- about their stories as a resident.

First, find an elder and ask him or her to take the time to answer your questions about his or her experience in Oakland. Below is a suggested questionnaire for the people/person you interview.

- When did you move to Oakland?
- What were your first impressions of Oakland when you first moved here?
- Where did you go in the city for groceries? For shoes? For work? And to see friends?
- How did you get around?
- What did you do for fun?
- What was your neighborhood?
- What major event changed the area where you live?
- What major event changed Oakland during the time you lived here?
- What is your favorite part of the city now?
- What would make Oakland a better city to live in?

Second, write what they said so you will remember it when we come to class next Tuesday, (the 25th).

Third, pick something that interests you about the elder's story and find out more about it. If you went to the Oakland History Room at the Main Library, for example, you could find lots of information without looking too hard. See suggested places to do research on the back page.

Fourth, bring in some kind of memorabilia to represent the story or research you have done. This could be an old postcard, a photocopy of an old map, a picture of the person you interviewed.... anything.

Bring your story and the memorabilia to class Tuesday and plan to tell what you found out to the class.

Brief History of the Area

Just 10 blocks to the north of the MacArthur BART is the locus of Ohlone Native American settlement in the area, along the banks of Temescal Creek, now buried under the freeway, but visible west of Old Grove Street (Martin Luther King, Jr. Way) in the backyards of 47th Street.¹ The Creek and the neighborhood are named after an Ohlone vernacular structure, a sweat house or *temescal*, which the Spanish may have found along the creekbanks. The creek was doubt lined by a riparian corridor and was also a water source for later Hispanic settlement at 51st and Telegraph. Temescal was also the center of Vicente Peralta's land, "Encinal de Temescal" which was inherited from his father, Don Luis Maria Peralta, and was part of the 1820 land grant, "El Rancho de San Antonio".² Vicente Peralta's adobe was built on the block bounded by 55th and 56th Streets between Telegraph Avenue and Vicente Street. He eventually was forced to cede to the invasion of American settlers, selling all but 700 acres in 1853.

An American farmer, Josiah Lusk, settled in MacArthur BART area, supplying the fresh produce market. A romantic historical vision of the area is evoked by his surplus harvest of raspberries in 1865, which inspired Lusk to experiment in canning. Lusk continued to raise raspberries and started a cannery in 1868 which was to produce 7,000 cans of preserves daily, involved the cultivation of 350 acres, and employ 150 people by 1874. It was located on Evoy Avenue (40th Street) between Telegraph and San Pablo Avenues. In 1877, Lusk's Manufactory of Preserved Fruits was moved to a seven-acre site at the corner of Telegraph Road (Claremont Avenue) and Clifton. The J. Lusk Canning Company continued as a predominant economic interest in the area through the 1880s, employing between 600 to 800 persons.³ The presence of Italian gardens is noted in an 1888 description of the women's dormitory at the Lusk cannery: "...the dining room is supplied with fresh vegetables from the company's gardens, where an Italian gardener is constantly employed...."

The subdivision of the land had begun earlier; rapid new development probably coincided with the development of transportation lines; the first horsecar line in 1869 which departed from First Street, ran along Broadway and terminated at 40th Street near the Lusk farm. The Oakland City Directory of 1874 noted, "The benefits of such improvements is very great, a population of several hundred persons having been drawn to the vicinity of Temescal through influence of the Oakland Railroad."⁴ The horsecar line was extended in 1873 to Berkeley when the College of California occupied its new country campus. A steam dummy line was built between Berkeley and Temescal in 1875 establishing Temescal as a transfer point. A narrow gauge line was built in 1885 and was supplanted by a steam dummy until the line was replaced by electric cars in 1892. Part of the railroad contract was paid by the Lusk Company which had a spur to their factory and sent goods via the railroad to downtown Oakland.⁵

One of the first electric trolley lines in the United States ran down Grove Street in 1889. Paul Groth has noted the proliferation of "two-story Cubics", a two-story contractor's

¹Groth, Paul, Oakland as Cross-Section of America's Urban Cultural Landscapes. Berkeley, 1980, p. 39.

²Judd, Diane Reinbolt, Early Days in Temescal. Oakland, 1980, p. 2.

³Op cit, p. 5-6.

⁴Op cit, p. 7.

⁵Op cit, p. 10.

vernacular residence dressed up with mass-produced classical features such as porch columns or capitals—"built for no-nonsense but gracious living made possible by advanced heating, plumbing, food supply and transportation".⁶ These residences were built between 1890 and 1920 when Oakland's population tripled from 49,000 to circa 150,000, partially in response to a flood of people displaced by the 1906 San Francisco earthquake. Numerous streets along the streetcar lines of Telegraph, Shafter, and Grove are still occupied by these street-car suburb residences. It is these single-family and duplex structures which give the neighborhood its suburban/urban identity of graciously landscaped turn-of-the-century homes.⁷ During this time, the Temescal population was transformed. Italians migrated from West Oakland or immigrated from Italy and settled in the area as did people who were displaced by the 1906 earthquake.

From 1920 through the pre-war period, Oakland enjoyed steady growth, and downtown Oakland provided a convenient civic and urban commercial focus for the area. Ethnic and racial minorities took pride in independent commercial and community districts in which each group had established. The Temescal area remained a working and middle-class suburb populated by a sizable Italian and Irish community. Sacred Heart Church, located at the corner of 'Old' Grove Street (MLK Jr. Way) and 40th Street, served as the parish church, catholic school, and community center for the Italian community. It was also associated with the establishment of St. Joseph's Home for the Deaf and the convent of the Sisters of the Holy Names on 41st Street.⁸

Then as now, the neighborhood was well served by public transportation. Telegraph Avenue was the main street car corridor through Temescal to Berkeley, and a line of small businesses were built on both sides of the street. Grove Street, now Martin Luther King Jr. Way, remained essentially residential with occasional corner stores with more commercial activity at the intersections of major arterials. The Key Route line ran from the Oakland Ferry wharf down 40th Street and crossed San Pablo Avenue, Adeline Street, Grove Street, Telegraph Avenue, Broadway, and Piedmont Avenue street car lines. (See Exhibits 14 and 15).⁹

The slope down from the top of the Oakland hills across an alluvial plain to the Bay is expressive of class hierarchy in Oakland. Prior to World War II, the flatland areas closest to the industrialized Bay shore and railroads were mixed working-class neighborhoods of Italians, Portugese, Mexicans, Eastern Europeans, other recent migrant groups, and blacks. In the areas farther inland such as Temescal, the demographic profiles of the neighborhoods tended to be more affluent middle-class, native-born and second generation white ethnic. The Bay hills have historically been the residence of the East Bay corporate and financial elite.

In the 1930s, the Southern Pacific Key Route ferryboats dominated Bay area transportation, carrying 19,653,782 passengers as well as cars between San Francisco and the East Bay in 1930. In the same year, the Key Route system carried 7,732,246 commuters.¹⁰ These were all served by a network of electric trains and streetcars. The

⁶Groth, Paul, AC 15, check p. no.

7

⁸Sacred Heart Church

⁹The corner stores probably marked street car stops. Need to check in oral histories. Check Groth.

¹⁰Bagwell, Beth, Oakland The Story of a City, Oakland, 1982, p. 223

Draft Proposal for A Specific Plan for the Development of
The MacArthur BART Station - Appendix
A History of the MacArthur BART Area
October 27, 1995

Key Route line on 40th Street provided connections to the Southern Pacific ferry lines, the Oakland Railroad Station on San Pablo Avenue, the streetcar lines on San Pablo Avenue, Grove Street (MLK Jr. Way), Telegraph, Broadway, and Piedmont Avenue.

The East Bay was a major Californian industrial center which provided factory work for blue collar workers who lived in flatland neighborhoods. Emeryville and West Oakland were associated with military and maritime related industry. With good transportation and a solid industrial base, Oakland maintained its position as the focus of East Bay urban life and as one of California's chief industrial centers.¹¹

In the years 1933 through 1936, the construction of the two bridges that have come to symbolize the Bay area, the Golden Gate Bridge and the Bay Bridge, oriented the area transportation toward automobile links, even though automobile traffic was limited to 6 lanes on the upper deck and the lower deck provided two tracks for interurban trains and three truck lanes.¹² MacArthur Boulevard was developed as a direct cross town connection to the Bay Bridge. With the construction of the two bridges, inter-urban connections in the metropolitan Bay area were established.¹³

With the onset of World War II, military-related industries, particularly the shipyards, contributed to a boom which constituted a second gold rush. Oakland's population increased by a third from 302,163 in 1940 to 400,935 in 1945. The increase in population strained public services, created a severe housing shortage, and generally disrupted life in Oakland neighborhoods. The balanced race relations observed in the flatlands neighborhoods was turned upside down by the migration of wartime workers into the East Bay. The African American population of Oakland grew from 8,462 in 1940 to 37,327 during this period, resulting in increased racism. West Oakland increasingly became an African American ghetto, as the community had to absorb the southern migrant worker population. At the same time, increased population provided new business opportunities for African American entrepreneurs.

The post-war era brought on an migration of whites from the urban city to the suburbs enabled by FHA and veterans' loan programs. This outmigration was exacerbated in the Temescal area by the construction of the Route 24 freeway and the BART lines and stations. The BART lines and the freeway created massive linear relocation while the MacArthur BART Station removed homes on a 15.2 acre site.¹⁴ The physical cuts across the West MacArthur neighborhoods tore apart a cohesive community and dispersed its members. Much community effort was spent fighting against relocation or for compensation.

See the analysis of the 1990 census data in Appendix E for information about the contemporary community.

¹¹Johnson, Marilyn S., The Second Gold Rush. Oakland and the East Bay in World War II, Berkeley, 1993, p. 25.

¹²Bagwell, op. cit., p. 230.

¹³Development of MacArthur Boulevard, 1937 - 1952 Check Oakland History Room for connection with Bay Bridge; call Morten Jensen.

¹⁴Check Sanborns. Material from Sylvia.

Regional Transportation Systems and Growth

The development of the MacArthur Bay Area Rapid Transit (BART) Station, currently being proposed by BART officials, constitutes a major development project in the North Oakland neighborhood surrounding the station. Its development also has major local and regional implications that are tied to a complex interrelationship of agencies, jurisdictions, physical design, and intermodal transportation linkages. The West MacArthur Neighborhood Council proposes the development a specific plan encompassing a transit village concept within one-quarter mile of the MacArthur BART Station to ensure that development in this area will go forward with minimal delay yet in a way that is compatible with the existing neighborhoods.

Regional Transportation Profile

The area is well served by transportation. The popular name for the freeway interchanges in the area, the MacArthur Maze, connects a number of freeways: Routes 880, 80, 580, 980 and 24. This interchange dominates the transportation system in the area both in scale and volume. Although freeway exits and entrances are difficult for the occasional traveler to find for lack of signage, access and egress from the freeways are convenient to the area.

The MacArthur BART Station constitutes the second large transportation infrastructure in the area. The below grade parking lot occupies nearly all of a large area bounded by two principal arterial roadways, Telegraph Avenue and MacArthur Boulevard, and a secondary arterial street, 40th Street, that will soon become more prominent with its connection to the Emeryville/Oakland big-box shopping center. The MacArthur BART Station as a transfer station provides for area residents a wide array of direct travel options to San Francisco, Contra Costa County and south to Fremont. This is complimented by a network of AC Transit lines that are heavily used in the area. A new private bus service is being offered by Emeryville merchants. Taxi service is available at the station, and the Fremont train from the MacArthur Station links the Oakland Airport to bus service at the Coliseum station. Amtrak Stations at Jack London Square and in Emeryville are not easily accessible from MacArthur BART Station.

Walking and bicycling are less well served. Although there are some bike paths in the area, there are no adequate storage places in the station for bicycles. Caltrans does provide a bus/bicycle van service to San Francisco which stops at the MacArthur BART Station. Access by walking is unappealing from the south and west. The station is lacking wheelchair access curb cuts on the south side, and wheelchair access on the station platform is exposed to the elements. There are also no stores, minimal amenities at the station, and minimal beautification of the area surrounding the BART Station.

The Cumulative Effects of Development in North Oakland

A series of development projects for North Oakland are currently in various stages. The development of MacArthur BART is in the preliminary planning stage. In addition to the MacArthur BART development proposal, there are a number of large and ongoing development proposals within one mile of the MacArthur BART Station.

- Emeryville - Kaiser

Draft Proposal for A Specific Plan for the Development of
 The MacArthur BART Station, Appendix
 Regional Transportation Systems and Growth
 October 27, 1995

- Emeryville/Oakland Mall - The Catellus super retail (big box) development
- Emeryville -Sybase
- Emeryville - Chiron
- Oakland - Old Merrit College
- The Vern's Site

These developments within a one-mile area cross or are located near or at the borders of the cities of Oakland, Emeryville, and Berkeley. The cumulative impacts of these developments have not been studied. The evaluation of impacts has been processed project by project on an individual basis within each jurisdiction without much coordination and in some cases with considerable friction between jurisdictions. See Exhibit 9, Map of New and proposed Development in Emeryville

It is the cumulative effects of all these projects which concern the neighborhoods of North Oakland, particularly the related land use and transportation issues:

- Housing and housing densities
- Residential and commercial relocation
- Traffic congestion
- Public transportation
- Parking
- Neighborhood preservation
- Social equity
- Safety

All of these issues are important to the development of the MacArthur BART as well because it is a regional transportation hub and a transfer station on the BART system that will serve the new and proposed developments.

Proposed projects in close proximity to the BART Station will generate

Development	Square Footage
Kaiser	2,718,500
Catellus	1,000,000
Chiron	2,000,000
Park Avenue Office Space	560,000
Sybase	500,000
MLK Jr Plaza	128,880
Vern's site	43,675
Total	6,951,055

Catellus

Catellus Corporation project, the East Bay Bridge big-box mall project, is now partially built. This development is generally bounded by San Pablo Avenue, 40th Street, I-580, Hollis and Halleck Streets. The successful Pak-n-Save grocery store is the anchor of the auto-oriented retail space fronting on San Pablo Avenue and bounded by Emery Street on the west. The area bounded by Emery Street on the east and Hollis on the west is now nearly built out and occupied by auto-oriented large discount retail shopping enterprises: CompUSA, OfficeMart, SportsMart, and Home Depot. The area west of Hollis Street is less resolved with Toys-R-Us as an anchor big-box retail.

Kaiser

The Kaiser Permanente development is one of the largest proposed developments in the area. Although there are proposals to downscale the project, it is proposed as a 30 development, bounded by Hollis Street, Park Avenue, The total area to be developed by 1999 as reported in the Draft EIR for the project includes:

Structures	1999	Buildout, 2010
Hospital	650,000 sq ft	
Medical Office Buildings	415,000 sq ft	765,000 sq ft
Retail/Commercial	50,000 sq ft	57,000 sq ft
General Office	25,000 sq ft	25,000 sq ft
Central Utility Plant	30,000 sq ft	40,000 sq ft
Medical Center Subtotal	1,170,000 sq ft	1,562,500 sq ft
Parking Structures	772,000 sq ft	1,156,000 sq ft
(parking spaces)	(2,585 spaces)	(3,845 spaces)
Total Development	1,942,000 sq ft	2,718,500 sq ft

The project will result in a land use designation change from medium density residential to commercial for the entire site.¹

Chiron Headquarters

An equally large development is being proposed by the Chiron Corporation. Chiron Corporation is planning a large complex to house its headquarters and 4,200 employees. It will front on Hollis Streets and extend approximately to 46th, Stanford, and Horton streets, comprising total of 2,200,000 sf, and it will dramatically exceed current peak building heights and densities required by Emeryville's zoning and planning guidelines; the project includes a 200 foot high office tower. Along with the Kaiser development, it is one of the largest of the projects proposed for the old industrial section of Emeryville, and the largest project Emeryville has taken on since the development of the Watergate Apartments on bay fill in the early 1970s.²

Park Avenue Rezoning

An area in Emeryville along Park Avenue bounded by San Pablo and 40th Streets, and the proposed Shellmound Extension has been rezoned for additional office space, a total of 560,000 sf of development

Sybase Headquarters

Sybase is also planning to build new corporate headquarters in Emeryville industrial to the north of Powell Street, in an a square block area bounded by Hollis, 64th, 65th, and Bay Streets. The total square footage is estimated at 500,000 sf.³

Martin Luther King Jr. Plaza/Old Merrit College Development

The former University High School/Merritt College building designed by Charles W. Dickey is being rehabilitated to accomodate 43,880 sf of senior housing in the main building. The main building will also house a large child care facility, offices for

¹Ibid, p. 13-14.

²DeVecchio, Rick, San Francisco Chronicle, Bay Area and California , "Chiron Proposes Huge Expansion in Emeryville", p. A15 and A16.

³PANIL newsletter,

Draft Proposal for A Specific Plan for the Development of
The MacArthur BART Station, Appendix
Regional Transportation Systems and Growth
October 27, 1995

community organizations, a cultural arts facility, and a job training program or private school. An additional 85,000 sf of development is being negotiated for the site.⁴

Vern's Site

A smaller project, also known as the Vern's Site, will be developed as a retail development with 43,675 sq ft of retail with 159 parking spaces. A Walgreens store is the anchor tenant and Genova Delicatessen has also committed to locating in the shopping center. The project is bounded by Telegraph Avenue, Shattuck Avenue, 51st Street, and 49th Street.⁵

⁴City of Oakland, "Summary of the Martin Luther King Jr. Plaza Proposal Submitted by Martin Luther King Jr. IV, LTD"

⁵Nickelson, George, Traffic analysis for a Proposed Retail Development at Telegraph/51st in Oakland, October, 1994, p. 1, 3, and John Yeakel, personnel communication, May, 1995.

Appendix E

Social Equity & Related Issues

Issues

The Route 24 and 580 freeways are also emblematic of the issues surrounding the development of the MacArthur BART Station. These two freeways dominate the land use around the area, even though access to and egress from the freeways is not direct or well-signed. They essentially quarter the area surround the MacArthur BART Station and the surrounding neighborhoods. The construction of Routes 24 and 580 and the BART lines in the late 1960s relocated thousands of families, disrupting and physically dividing residential working-class neighborhoods of older single-family homes and low-rise apartments in this flatlands of Oakland.³ The resulting dislocation of a major portion of the neighborhood coincided with a general disinvestment in the inner city; the disintegration of a large portion of the Italian American Temescal community; the establishment of the Route 24 freeway as a structure that reinforces the racial divisions in the flatland neighborhoods; the movement of black professionals into newly integrated suburbs and upper-middle class neighborhoods in Oakland.

During the process, initiated by BART to work with neighborhood groups, the Citizens Planning Committee identified some key issues, many of which concern the integration of planned development into the neighborhood:

Improve Neighborhood Planning

- Long-range and regional planning done in tandem with the BART project;
- Improved access to the BART station from Martin Luther King, Jr. Way and MacArthur Boulevard
- Enhancement of local community development efforts
- Interagency coordination and community planning
- Better physical connections to the community
- Evaluation land use regulations with possible changes in zoning
- Linkage to other land use plans
- Community design control
- Maintenance of ethnic and economic diversity in the community
- Support of the existing small businesses in the area.

Regional Transportation

- Transfer station-four in Oakland
- MacArthur closest to new developments
- Improving intermodal connections and access
- Development of the station as major regional transportation hub
- Development of the station as a community hub to balance the influx of commuters coming from outside the neighborhood.
- Adequate AC transit facilities
- Bicycle storage
- Priority parking for carpooling
- Use of transit village concept to provide housing and urban amenities to enhance the existing neighborhood not displace it
- Pedestrian circulation

³Gruen and Gruen

Draft Proposal for A Specific Plan for the Development of
The MacArthur BART Station

Appendix – Issues

October 27, 1995

Environmental

Decrease air pollution, traffic congestion, energy consumption; eliminate graffiti;
improve aesthetic environment

Increased traffic is a major concern of the adjacent community. The community
would like new additional BART parking to be kept at a minimum, while
transit and pedestrian access encouraged. Intermodal facilities, such as
AC Transit transfer facilities and bicycle lockers, were suggested.

Pedestrian access from all sides of the development and from Martin
Luther King Jr. Way is an important issue. All three charrettes developed
by the community members included new pedestrian access from Martin
Luther King Jr. Way associated with small retail shops.

Marketing and Community Coalition Building

Encourage and support community leadership
invest in businesses, and schools

Support non-profits and community groups in promoting the neighborhood
BART accountability--better community relations and communication with BART

Continued community input

Community facilities, i.e. a community center, a child-care facility, a police substation

Housing

Acceptable densities

Housing affordability

Live/work space

Rehabilitation of empty buildings

Retaining existing housing to avoid displacing current homeowners and
residents

Mixed use development

Owner occupancy

Affordable mixed used housing development

Maintenance of the existing neighborhoods

Housing for seniors

Public and Open Space

Public and community open space

Open space and public space as an important design element

Open space for children to play

Social Equity

Equal and aesthetically pleasing access to the BART Station

Relocation issues of small businesses in the area around the BART Station

Impacts on small businesses on commercial arterials in the neighborhood

Linkages to commercial arterials

Affordable housing

Relocation of residents in low-income housing

The improvement of the "tunnel" pedestrian accesses from west of the station
and under the freeway

Improved security for the south and west side of the station

Community meeting places

A community center for young adults

Social Equity Issues

The area around the MacArthur BART station is often viewed as a poor, largely African American district; the stereotype for this area might be people requiring public assistance and young mothers with children who are predominantly African American. While the census figures suggest problems in these areas relating to employment, education and income, it is percentage of all children living in poverty, 33%, that is the most troublesome. At the same time, crime is often linked to these problems.

Counterweighting these problems, the census data also show that the neighborhoods are mixed with a stable core of African American middle- and working- class residents, a significant number of whom are homeowners, as well as an influx of college students and first-time homeowners. As noted in the Martin Luther King Jr./Telegraph Avenue Business Association Commercial Revitalization Survey Report, there is a general perception that the area is unsafe, even though Rockridge and Piedmont Avenue report higher rates of reported crime than the commercial districts around MacArthur BART.

In actuality, the combined population of the adjacent neighborhood is quite diverse in age, income, education, occupation, education, ancestry and ethnic identity. The housing stock is similar in most of the neighborhoods with a mixed land use pattern, predominately residential with single-family homes inter-mixed with medium to low density multi-unit housing and some commercial along the historic streetcar lines. Much of it is older, but generally well maintained, except in the M.L. Grove area which has seen a general degradation of the housing stock in the last three years, especially along Martin Luther King Jr. Way.

The most startling characteristic of the census data for these census tracts is the clear division created by the freeways, in spite of the physical similarity of the neighborhoods. The comparative total populations east and west of the Route 24 freeway are 8,868 and 9,678 respectively in the census tracts studied. There is clearly a split in population characteristics, generally geographically delineated as east and west of Route 24. The freeway is not only a physical barrier, but also a delineator of race, class, employment, real estate value, and income. The most evident difference in the tracts is the concentration of African Americans in the West Temescal and M.L.K./Grove neighborhoods, generally defined in the census only by the racial characteristic of black color. The Temescal area east of Route 24 is 37% black (Census Tracts 4011 and 4012) while the West Temescal (Census Tract 4010) and M.L. Grove (Census Tract 4014) areas west of Route 24 are 82% black. The Pill Hill and Temescal/Telegraph areas are the most diverse and racially balanced of the five tracts.

The median value of specified owner-occupied housing units west of Route 24 in West Temescal as reported in the 1990 Census was \$107,000 and \$95,000 in the M.L. Grove neighborhood, while east of the freeway in the Temescal neighborhood near Telegraph the median value was \$200,300, \$180,300 closer to Broadway, and \$240,600 in the Pill Hill area. This is in spite of the fact that the housing types are similar--older, single-family houses with some apartments. The reported median mortgages are much higher in the Pill Hill area, perhaps because they were purchased more recently.

Draft Proposal for A Specific Plan for the Development of
The MacArthur BART Station,
Appendix E - Social Equity Issues
October 28, 1995

The disparity in real estate values as reported by the 1990 Census is startling, yet it reflects redlining in Oakland that has been exacerbated historically by the policies of government lending agencies such as the Home Owners Loan Corporation (HOLC), the Federal Housing Administration (FHA), and the Veterans Administration (VA). Redlining can generally be described as discrimination based on one's place of residence. A 1977 study found disparities in Oakland in lending practices between the hills and flatlands property that were the result of racial, personal, and geographical discrimination. For flatland properties, closing costs were higher; the loan process took longer; the interest paid was higher. Closing costs were greater in African American neighborhoods; minorities paid higher interest. A recent appraisal from 1992 attached illustrates how the homes in the African American neighborhoods west of the Route 24 may be valued at lower prices. Instead of using comparable properties from the Temescal area east of Route 24, all of the houses used as comparables for the appraisal of a residence at 701 39th Street west of Route 24 were also located in African American neighborhoods west of Route 24. One comparable was located fifteen blocks away.

There is a also definite east/west delineation in employment and unemployment. In the Temescal/Telegraph (4011) and Temescal/Broadway (4012) neighborhoods, 75% and 69% respectively of persons over the age of 16 years were reported as in the labor force while only 57%, 48% and 43% of persons over the age of 16 years in West Temescal (4010), M.L. Grove (4014) and Pill Hill (4013) respectively were reported in the labor force. In the East Temescal area, unemployment rate is at 8% and 7%, in the Pill Hill area it is 10%. In West Temescal, it is at 19% and even greater at 23% in the M.L.Grove area

Clearly, the poverty that exists in the census tracts west of State Route 24 and in the Pill Hill area has affected the median income figures. The average family median incomes of the Temescal tracts east of Route 24 was \$29,406. West of the Route 24, the average median family income was \$18,210. A similar geographic split occurred in non-family households. The average non-family median incomes of the Temescal tracts east of Route 24 excluding Pill Hill was \$18,728. West of the Route 24, the average median non-family income was \$10,611.

While it may be argued that land-use policies are ineffective in dealing with the issues of poverty, attempts at regulating crime and poverty by land use and architecture such as building walls or fences or restricting access are common. The MacArthur BART Station in its existing condition reflects such design strategies: the residents, pedestrians, and automobiles approaching from west and south of the station have restricted access and are walled off from the station; pedestrians and automobiles approaching from the east side of the station are welcomed with easy access. The design reinforces the institutional discrimination against minorities in the flatlands of Oakland and their disinvestment.

As noted in the survey conducted by the Marin Luther King Jr./Telegraph Avenue Business Association in June-July, 1994, there are generally two approaches to controlling crime and safety architecturally: the use of walls or complexes to channel the traffic of pedestrians or residents such as in malls or the establishment of a relationship between businesses and residents which brings them closer together both socially and economically. In our neighborhoods, where diversity invigorates the neighborhoods, the

Draft Proposal for A Specific Plan for the Development of
The MacArthur BART Station,
Appendix E - Social Equity Issues
October 28, 1995

second approach offers us the best long-term benefits and a way to address racial divisions and inequities in the neighborhoods around the MacArthur BART Station.

Appendix F

Design Issues

Some Design Issues

Contextually, the area itself is intersected and dominated by the Route 24/580/80 MacArthur Maze and the BART Station parking lot. The MacArthur BART Station is located on Route 24 in the North Oakland district of the City of Oakland, just north of the freeway. It is bounded by Telegraph Avenue, 40th Street, Martin Luther King Jr. Way (Old Grove Street), and MacArthur Boulevard. The station platform is actually located in an elevated median section of Route 24. The station site is dominated by a large below grade parking lot to the east of the station that has a capacity of 609 parking spaces.¹

The Route 24 and 580 freeways are also emblematic of the issues surrounding the development of the MacArthur BART Station. These two freeways dominate the land use around the area, even though access to and egress from the freeways is not direct or well-signed. These freeways essentially quarter the surrounding neighborhoods, and the MacArthur BART Station is the only other large structure in public ownership in the area.

This specific plan proposal has evolved as a result of neighborhood groups seeking to reunify the working-class residential neighborhoods of older single-family homes and low-rise apartments in this flatlands of Oakland that were disrupted and physically divided by the development of the Route 24 and 580 freeways and the MacArthur BART station.² This historical dislocation of a major portion of the neighborhood coincided with a general disinvestment in the inner city, the disintegration of a large portion of the Italian American Temescal community, the establishment of Route 24 as a structure that reinforces the racial divisions in the flatland neighborhoods, and the movement of black professionals into recently integrated suburbs and upper-middle class neighborhoods in Oakland.

Local and Specific Plans

The City of Oakland General Plan revision is currently nearing the last stages of its review. We will forward our recommendations based on the data presented in this proposal to our General Plan representatives. It is hoped that the General Plan may resolve, through the development of conceptual plans and goals, the issues affecting West MacArthur Boulevard, the Cypress plans and new development in Emeryville.

PANIL, the Piedmont Avenue Neighborhood Improvement League had developed a specific plan in the 1970s. They are currently reviewing this specific plan for the City of Oakland General Plan revision. A specific plan proposal for MacArthur BART will likewise be guided by the existing PANIL Specific Plan. Chris, can you or Valerie or Bill help on this?

Design components for the MacArthur BART Development

One of the main functions of a specific plan proposal will be to explore solutions to land-use and transportation problems that directly relate to the development of the MacArthur with the kind of detail that is not possible in a general plan. The specific plan could then be used as an addendum to the General Plan.

¹BART Citizens Planning Committee handout, Alternative descriptions prepared by KMD Vann, 11/94.

²Gruen and Gruen

The MacArthur BART Station resists standard development and design approaches, partly because of the below-grade parking lot, but also because of a particular socio-economic context.

Because of perceptions about crime in the area, the agency designers may gravitate toward a self-contained development within the property owned by BART. While this solution will provide the amenities sought by the neighborhood and provide an architectural image of control and security, the long-term results of such a plan will result in exacerbating the isolation of the neighborhoods and commercial strips from the BART station. The isolation of neighborhoods would most likely further the racial divisions in the area.

Identity

The MacArthur BART station as a neighborhood meeting place, a transportation hub, and new development could use an identity to promote the community. The identity should not necessarily be entertaining like a theme for a park, but should reflect a historical richness and the diversity of the neighborhood. Here are some suggestions which may illustrate this point:

- **Temescal Crossroads**
A theme that has reappeared in neighborhood discussions of plans for the MacArthur BART Station is the reunification of neighborhoods that were split by the development of the freeways and BART. The development of the MacArthur BART Station could literally turn this dilemma on its head and provide a focus, an identity, and a meeting place for the neighborhood, both physically and in a more traditional way where informal social networks can be built. As a theme for the neighborhood, it could provide fuel as a powerful metaphor its revitalization.
- **Garden Community**
Historic use was farmland. The Lusk farmer's dilemma of an overabundant harvest of raspberries in 1877 which was the seed of one of the largest canneries in the 19th century. Romantic image of the concentration of fruit and abundance. Fostered by the rail connection. Enriched by the rural heritage of the Italian community and the southern rural heritage of the African American population. Continuity in the community gardens that are springing up in the West Temescal area and the beautiful urban gardens that are to be found everywhere around the station. The garden metaphor of growing, nurturing and harvesting is a wonderful metaphor to counter a negative perceived image of violence and self-destruction. With such a theme, a farmer's market could be developed. If run by a cooperative, it could function in a low-maintenance area and create early morning activities that would be a crime deterrent in the area. These markets involve relatively little capital start-up and have contributed significantly to revitalization in many neighborhoods. Garden community models such as the Santa Barbara farmer's market which key off of pedestrian scaled, Spanish Colonial revival architecture for identity provide successful urban models.
- **Cultural Diversity**
While much has been said about the cultural diversity of the Oakland area, the Temescal area is one of the areas where that identity has become

infused in the neighborhoods. It is also a diversity that has coalesced into hard-working community groups that are interested in improving the quality of life in the neighborhoods surrounding the station. Different design approaches to the retail section of the station could nurture this diversity and consolidate it. Clusters of related retail functions could provide diverse offerings such as a market modeled after the Rockridge Market Hall. Who would be able to resist, for example, food stalls with Doug's barbecued ribs and beans, a selection of sandwiches and treats from Ultra Lucca delicatessen, or sweet potatoe and key lime pies from Sweet Tooth Bakery, or grilled barbecued meats and kimchee from Koryo Korean barbecue. If Marcus Bookstores will be situated in the development, why not organize related commercial functions around it such as an African American farmer's market, an African gift or scent store, an Eritrean restaurant. The same cluster approach and identification of retail clusters could help revitalize the commercial arterials surrounding the station. Beyond zoning, a process to bring together interested merchants could be part of the specific plan proposal.

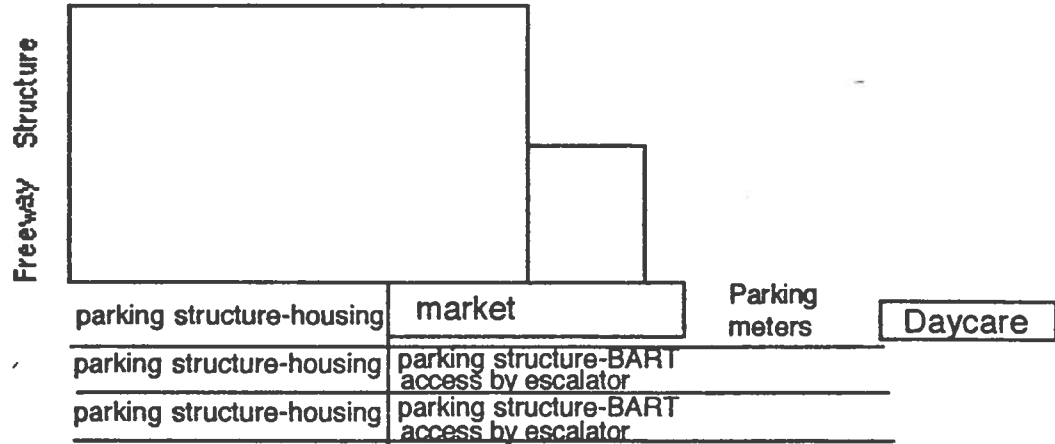
- **Transit Market**

Food is a part of the ease and leisure of the East Bay and a source of entertainment for all socio-economic classes. The MacArthur BART Station could provide space such as the Public Market space for vendors in the area surrounding BART to sell their products, so commuters can patronize them without driving to their stores. For the Bay area, it would make sense to organize around food such as a counters for Ultra Lucca, bakery goods from Sweet Tooth, the Middle Eastern delicatessen on Telegraph, Doug's Barbecue on San Pablo. These establishments have facilities close by and could easily supply a small counter at the BART Station. This would complement the establishment of a Farmer's Market at the station. Most consumers would prefer to have both abundant fresh vegetables and specialty take-out stores at a transit station.

Linking Tasks in the Journey to Work

As Dolores Hayden has noted, "journey to work" studies have ignored housework related transportation patterns and the journey of married women to and from day-care facilities on the way to a paid job.³ The physical design of the station should reflect an effort to link tasks that are part of the journey to work such as day-care dropoff, banking or financial transactions, food shopping, and other everyday tasks. The following schematic illustrates conceptually how this could work and reduce the need for automobile trips as well as shorten the journey to work:

³Hayden, Dolores, Redesigning the American Dream: The Future of Housing Work and Family Life, pp. 151-2.



Regional Transportation and Parking

The large below grade parking lot at MacArthur BART Station is emblematic of one of the central issues relating to the development. In recent years, the provision of free BART parking has come under scrutiny. The high cost of building parking structures is problematic because of its conflict with governmental legislation, policies, and programs, such as the Intermodal Surface Transportation Efficiency Act, promoting more cost effective uses of transit stations. A new parking structure will accommodate more people driving to the BART Station. It implies accommodation of the people who can afford to drive to the station from outside the area over people in the adjacent neighborhoods who will use other means of transportation to arrive at the station. The concerns of neighborhood groups also include the increase in traffic congestion as a result of new parking spaces and overflow parking into adjacent neighborhoods and the ratio of parking to housing units.

The City of Santa Barbara, through careful planning, has developed some concrete reinforced parking structures that are designed to provide attractive and seamless access to shopping areas. The division between parking and shopping has been softened by stucco to mask the concrete; architectural embellishments such as tile; stairways that appear to be natural connections to pathways; romantic landscape plantings to enhance Spanish Colonial architecture. These are cost-effective measures that could be used to attract retail trade.

Public funds should be identified for parking since it has become a major obstacle to developing the station; BART has financed parking structures in other stations such as Hayward, Castro Valley, Colma and Fruitvale. It is hardly economically feasible for any developer to pay for parking structures in the 1990s, especially if no equity would result.

Access

Access is clearly an issue and has been discussed in a number of sections in this paper. From a design perspective, equal access, enhanced pedestrian access, and geographically equitable access are issues that should be resolved in the physical design. Aesthetically, the design should also reflect social equity; while the existing design welcomes pedestrians and autos from the hills, the access from the south and west of the station could be improved. Some of that work has been initiated in the MacArthur BART Citizens Planning Committee (CPC), and should continue to evolve.

Appendix F – Design Issues

October 28, 1995

Improved access from each of the neighborhood retail areas on Telegraph, MacArthur Boulevard, and Martin Luther King should be factored in ways that related to their characteristics.

Housing

Housing more than retail may be an option for development at the West MacArthur BART Station. This as well as access has been discussed in detail in the CPC. However, some high density development may be necessary to pay for quality infrastructure development such as pathways, public spaces, and for some of the cost of the parking structure. The higher density housing could possibly be placed closer to the freeway; protected by design and interior sound-proofing, a larger, multi-storied complex could provide a buffer to the freeway for the resto of the station's development and would be less intrusive in scale.

Folks: I will need a little more time on these last topics including the two below... I'll send them!

Open Space

Improvement of Commercial Corridors and the Revitalization of the Neighborhoods

Appendix G

Census Data

The 1990 Census Data

To study the demographics of the neighborhood around the MacArthur BART Station area, five census tracts were studied. These tracts generally constitute the area represented by the West MacArthur Neighborhood Council except for the Piedmont Avenue Neighborhood Improvement League area which is conducting separate plan reviews for their Specific Plan. For the purposes of this study, the tracts have been named as follows:

- West Temescal for No. 4010, bounded east/west by Route 24 and Adeline Street, and north/south by 51st/52nd Streets and Route 580
- M. L. Grove for No. 4014, bounded east/west by Route 24 and San Pablo Avenue, and north/south by Route 580 and Grand Avenue
- Temescal & Mosswood for No. 4011 - bounded east/west by Route 24 and Webster Street, north/south by 51st/52nd Streets and Route 580
- Temescal & Mosswood Park for No. 4012 - bounded east/west by Broadway and Webster Street and north/south by 51st Street and Route 580
- Pill Hill for No. 4013 - bounded east/west by Broadway and Route 24 and north/south by Route 580 and Grand Avenue.

The total population of these five urban census tracts is 18,546 persons. The female population outnumbered the male population by 6%. West Temescal (Tract 4010) has a population of 5,496 residents; M. L. Grove (Tract 4014) has 4,182; Temescal/Mosswood (Tract 4011) has 3,991; Temescal/Mosswood Park (Tract 4012) has 2,461; Pill Hill (Tract 4013) has 2,416. So, it should be kept in mind that the census tracts cannot be weighted equally in terms of total population.

The combined population is quite diverse in age, income, occupation, education, ancestry, and ethnic identity. The housing stock is similar: mixed land use, predominately residential with single-family homes inter-mixed with medium to low density multi-unit housing and some commercial along the historic streetcar lines. Much of it is older, but generally well maintained, except in the M.L. Grove area which has seen a general degradation of the housing stock in the last three years, especially along Martin Luther King, Jr. Way.

This diversity of the population contributes to the sense of community and the village-like atmosphere of the neighborhoods. Geographically, however, the neighborhoods remain divided by the freeways, the predominant visual form of infrastructure in the area. The MacArthur BART Station is also a transportation focus for the neighborhoods, and, if developed, could provide a focus that could bring together the neighborhoods rather than divide them. To do this, the development should include some public amenities such as a community building and open spaces where people could meet.

The area around the MacArthur BART station is often viewed as a poor, largely African American district; the stereotype for this area might be people requiring public assistance and young mothers with children who are predominantly African American. While the census figures suggest problems in these areas relating to employment, education and income, it is percentage of all children living in poverty, 33%, that is the most troublesome. Counterweighting that figure, the census data also show that the neighborhoods are mixed with a stable core of African American middle- and working-

Appendix G - Census Data

October 28, 1995

class residents, a significant number of whom are homeowners, and an influx of college students and new homeowners.

There is clearly a geographical split in population characteristics, generally delineated as east and west of the Route 24 freeway. The populations east and west of the Route 24 freeway are 8,868 and 9,678 respectively. This is analyzed in further detail in a subsequent section of this paper.

Social Profile

The area is quite stable with 43% of the residents reporting that they lived in the same house in 1985. The West Temescal area was the most stable with 58% reporting that they had lived in the same house since 1985; it was also the tract that reported the smallest non-native population.

There is a remarkably even distribution across age groups with some concentration in ages 22 to 44. There are 2,367 elderly over 65 and not in institutions in these five census tracts comprising 13% of the total population. Nearly one-third of these individuals have mobility or self-care limitations.

The report of ancestries indicates that few Italian families remain of those who settled and lived in Temescal from the turn of the century until the freeway was built. There may be some of the Irish community still intact in Temescal. The majority of the respondents, however, were counted as "Other Ancestries", i.e. 85% of West Temescal residents. Oddly, the ancestry categories the Census social profiles don't include African, South American, Hispanic, Mexican, Japanese, Chinese, Vietnamese, Puerto Rican or Salvadoran. All of these ancestries and others are tracked in other reports, such as "Hispanic Origin", "Race", etc.. For information about our neighborhoods, we must look in the Census reports titled "Race". These reports show that the area is racially composed of 24% white, 62% black, 1 % Native American, 10% Asian or Pacific Islander, and 4% other race. In fact, we are a very diverse group, the Temescal neighborhoods being the most diverse. We are African, sub-Saharan African, Chinese, Japanese, German, English, French, Irish, Italian, Polish, Austrian, Dutch, Vietnamese, Mexican, Swedish, Salvadoran, and Puerto Rican with a scattering of other ancestries.

Half of the population of in these five census tracts has not attended college; yet, 23% have attended some college (no degree), 13% have Bachelor's Degrees and 7% have graduate or professional degrees. Approximately 28% of the total population in this area is enrolled in school. There is a total of 2,275 college age students living in the area, and they make up 43% of those over the age of 3 enrolled in school. As in other areas, there is great diversity and range in educational attainment spread over all levels of education.

Labor Profile

Just as we are diverse as a social group, our labor profile shows great diversity in employment. There are 14,682 persons over 16 years of age in these 5 census tracts, and 59% or 8,613 are employed, the greatest numbers in retail, health, professional, educational, and related service sectors. We are represented by nearly all the occupations listed in the census except farming. There are greater numbers in professional specialty occupations, administrative support, service occupations and executive, administrative and managerial occupations.

Draft Proposal for A Specific Plan for the Development of
The MacArthur BART Station

Appendix G - Census Data

October 28, 1995

Of the women over 16 years of age, 26% have children. Of those who have children between the ages of 6 and 17, 68% are in the labor force; of those who have children less than 6 years of age, 35% are employed.

Rates of employment vary among the census tracts, with a significant difference between poorer and wealthier tracts which is discussed later. Overall, 59% of all persons over 16 years of age are employed. The unemployment rate of all five census tracts was calculated at an average of 13%.

The commute profile of those who are employed is perhaps the most important to our study of the BART station area:

MEANS OF TRANSPORTATION TO WORK

Universe: Workers 16 years and over

Tract	4010		4014		4011		4012		4013	
Car, truck, or van:										
Drove alone.	997	52%	532	50%	952	44%	757	57%	394	48%
Carpooled	204	11%	95	9%	377	18%	95	7%	69	8%
Public transportation:										
Bus or trolley bus	336	18%	184	17%	247	11%	154	12%	192	24%
Streetcar or trolley car	0	0%	9	1%	37	2%	0	0%	0	0%
Subway or elevated	130	7%	46	4%	255	12%	160	12%	30	4%
Railroad.	0	0%	9	1%	0	0%	23	2%	0	0%
Ferryboat	0	0%	0	0%	0	0%	0	0%	0	0%
Taxicab	7	0%	4	0%	0	0%	0	0%	0	0%
Motorcycle.	5	0%	11	1%	37	2%	8	1%	0	0%
Bicycle.	42	2%	8	1%	43	2%	56	4%	0	0%
Walked	101	5%	131	12%	108	5%	57	4%	72	9%
Other means	8	0%	25	2%	40	2%	14	1%	8	1%
Worked at home	86	4%	11	1%	57	3%			51	6%
	1916		1065		2153		1324		816	

Alternatives to single occupancy vehicles are much more heavily used in these five census tracts than in other communities. The fact that fewer vehicles are available may be a factor; 32% and 41% of the housing units in West Temescal and M.L. Grove neighborhoods respectively have no vehicle available compared to 24% and 18% in Temescal/ Telegraph and Temescal/Broadway neighborhoods respectively. More than one-half of the units in Pill Hill have no vehicle available. But, one must raise the chicken-and-egg questions: Do people who don't have cars move close to the BART Station or do they do without a vehicle because they live close to the BART station and don't need a car. Interestingly, AC Transit is generally the more popular mode of transportation. In fact, more people take AC Transit (15%), while 2% bicycle and 6% walked compared to the 9% who are BART patrons. There is also a correlation between BART use and income. More people in the poorest neighborhood, M.L. Grove, walked to work than in any of the other census tracts. Carpooling is a viable commute option in these census tracts.

Draft Proposal for A Specific Plan for the Development of
The MacArthur BART Station

Appendix G - Census Data

October 28, 1995

MEANS OF TRANSPORTATION TO WORK

Universe: Workers 16 years and over

Tracts 4010, 4011, 4012, 4013, 4014

Car, truck, or van:

Drove alone.	3632	50%
Carpooled	840	12%
Public transportation:		
Bus or trolley bus	1113	15%
Streetcar or trolley car	46	1%
Subway or elevated	621	9%
Railroad.	32	0%
Ferryboat	0	0%
Taxicab	11	0%
Motorcycle.	61	1%
Bicycle.	149	2%
Walked	469	6%
Other means	95	1%
Worked at home	205	3%
Total	7274	

Housing

Our housing stock is older with 49% of it being built in 1939 or earlier and only 4% of it built between 1980 to the present. Most of the housing units have at least one bedroom and only 4% have 4 or more bedrooms. The housing units are generally equipped with adequate plumbing, heating, and infrastructure.

The average median value of owner occupied housing units as estimated by respondents was \$164,760. There was, however, a wide spread between house values east and west of the freeway.

West Temescal is the most stable of the neighborhoods with the most long-term residents. It also has the highest rate of specified owner-occupancy: 686 units or 28% of the total units compared to the Temescal/Telegraph Ave area east of Route 24 which has a rate of 12% specified owner-occupancy. Renters occupy 69% of the total 6,075 available housing units.

A large proportion of home-owners have low monthly housing costs. Using selected monthly owner costs as a percentage of household income, nearly half of the owner-occupied units spent less than 20% of their income on housing. The next largest group among home-owners, 28%, spent more than 35% of their household income on selected monthly owner costs. This suggests that there split among homeowners in the availability of dispensable income.

Rents are relatively low compared to the Bay area as a whole. Among renters, 38% pay monthly rents ranging between \$300 to \$499 and 35% pay \$500 to \$749. Of the renters, 48% percent must allot more than on-third of their incomes toward rent. However, another 30% use less than 24% of their monthly income for rent. This spread in housing costs among renters is wider in the West Temescal (4010) and the Temescal (4011 and 4012) neighborhoods than in the M.L. Grove and Pill Hill Area.

Appendix G - Census Data

October 28, 1995

Income

In these 5 census tracts, the average median incomes for households, families and nonfamily households is relatively low. The average median household income is \$17,646. The average median family household income is \$22,611 and the average median nonfamily income is \$13,901.

There is, however, a relatively wide spread between incomes in the Temescal/Telegraph and Temescal/Broadway and the rest of the tracts. The median family incomes are \$29,615 and \$29,196 for the Temescal/Telegraph (4011) and Temescal/Broadway (4012) neighborhoods. These two tracts also counted 20 families who earned more than \$100,000. West of the freeway, median family incomes are considerably lower: \$19,401 in West Temescal (4010) and \$17,018 in the M.L.Grove neighborhoods (4014). Lower incomes were also reported in the Pill Hill (4013) area where the median family income was \$17,827.

While the poverty has adversely affected the least educated and largely African American populations in these census tracts, there is a large number of whites and blacks whose household income is in the range of \$5,000 to \$14,999. The total number of people on public assistance in the five census tracts is 1,849. In the M. L. Grove area, the percentage is higher (37% or 560), and there is a large number of households on public assistance in the West Temescal area (29% or 646).

However, in spite of levels of poverty east of Route 24 and in the Pill Hill area, the neighborhoods also have a large working class. The incomes are concentrated in the lower income levels relative to the Bay area-- 49% of the area households have incomes ranging from \$15,000 to \$49,000. There is also a significant presence of 515 families, 13% of the total, with incomes over \$50,000.

The median household incomes are lower and reflecting geographic divisions: \$20,995 and \$25,801 for the Temescal/Telegraph (4011) and Temescal/Broadway (4012) neighborhoods and \$17,126, 11,765, and \$12,544 for in West Temescal (4010), M.L.Grove neighborhoods (4014), and Pill Hill (4013) neighborhoods respectively.

Of the 13,937 persons over the age of 18 in these census tracts, 22% live below the poverty level. However, it is the children of these census tracts who are more likely to live in poverty. Of all families, 25% live below the poverty level. Of related children under 18 years of age in these 5 census tracts, 33% live below the poverty level and 41% of related children under the age of 5 live below the poverty level.

Comparison of Split East and West of Route 24 and Temescal

While the total population is diverse, a demographic split was also evident in the comparison of the Temescal area west of Route 24 (Tracts 4011 and 4012) with the West Temescal neighborhood (Tract 4010), the M.L. Grove neighborhood (Tract 4014) and the Pill Hill area (Tract 4013). As noted earlier, the comparative total populations of these census tracts are 8,868 east of Route 24 and 9,678 west of Route 24. The most dramatic of the demographic splits is the spatial separation of races for which Route 24 acts as a geographic and social boundary. The Temescal area east of Route 24 is 37% black (4011 and 4012) while the West Temescal (4010) and M.L. Grove (4014) areas area of the west the freeway are 82% black. The Pill Hill and Temescal/Telegraph areas are the most diverse and racially balanced of the five tracts..

Draft Proposal for A Specific Plan for the Development of
The MacArthur BART Station
Appendix G - Census Data
October 28, 1995

Another example of a significant difference east and west of the Route 24 freeway was in the reported median value of specified owner-occupied housing units. The median value west of Route 24 in the West Temescal was \$107,000 and \$95,000 in the M.L. Grove neighborhood, while west of the freeway in the Temescal neighborhood near Telegraph the median value was \$200,300, \$180,300 closer to Broadway, and \$240,600 in the Pill Hill area. This is in spite of the fact that the housing types are similar--older, single-family houses with some apartments. The reported median mortgages are much higher in the Pill Hill area, perhaps because they were purchased more recently. While the M.L. Grove area has begun deteriorating fairly recently, the West Temescal area has maintained its housing stock.

There is also a geographic split in incomes reported. Clearly, the poverty that exists in the tracts west of State Route 24 and in the Pill Hill area has affected the median income figures. The average family median incomes of the Temescal tracts east of Route 24 was \$29,406. West of the Route 24, the average median family income was \$18,210. A similar geographic split occurred in non-family households. The average nonfamily median incomes of the Temescal tracts east of Route 24 excluding Pill Hill was \$18,728. West of the Route 24, the average median nonfamily income was \$10,611.

There is a definite east/west delineation in employment and unemployment. In the Temescal/Telegraph (4011) and Temescal/Broadway (4012) neighborhoods, 75% and 69% respectively of persons over the age of 16 years were reported as in the labor force while only 57%, 48% and 43% of persons over the age of 16 years in West Temescal (4010), M.L. Grove (4014) and Pill Hill (4013) respectively were reported in the labor force. In the East Temescal area, unemployment rate is at 8% and 7%, in the Pill Hill area it is 10%. In West Temescal, it is at 19% and even greater at 23% in the M.L. Grove area.

Economically, the reports of poverty in the area west of Route 24 are reinforced by the data on households receiving public assistance. The average of the mean public assistance income for these census tracts was \$5,684. While the percentage of households receiving public assistance east of the freeway in the Temescal area was relatively low--11% in Temescal/Telegraph (4011) and 2% in Temescal/Broadway (4012), it was much higher in West Temescal (4010) at 29% and 37% in M.L. Grove (4014). In the Pill Hill area, 22% of all households receive public assistance.

In West Temescal, M.L. Grove and Pill Hill, there are fewer people who have graduated from college than in the Temescal and Mosswood Park neighborhoods. The M.L. Grove area is the least educated with only 59% who have a high school degree or higher and only 8.7% with more than a bachelor's degree or higher. There is clear evidence of an east/west split in the number of persons with bachelor's degrees and graduate or professional degrees. East of the Route 24 in the Temescal area, there are 679 persons (15% of 4011 and 4012) with graduate or professional degree, while west of Route 24 there are only 158 persons with a graduate or professional degree. East of the freeway the number of college students was quite high; there were 1,436 students east of the freeway, and 837 west of the freeway with the fewest, 313, in the M.L. Grove area.

Appendix H

Sample Role Play Script

Heather Hood
Jenny Kassan
Kirsten Shaw

The Urban Plan **ROLE PLAY ACTIVITY**

Objectives:

- To show how the income multiplier can affect a local economy.
- To think about who are the players, what are their interests and concerns, in a community planning conflict.
- To think about the community players, their power, and their tools for action.
- To discuss the role that banks' perceptions of risk, possible biases, etc. plays in shaping local planning decisions.
- To actively apply this understanding to a Macarthur BART area problem.

Activity 1: Multiplier effect

A. (to be supplied by Kevin)
make sure he:

--uses national business (supermarket?) v. locally-owned business examples
--diagrams where dollars go fairly specifically (e.g. how much to workers, how much to national HQ, sales tax...)

B. (Review/Transition to next exercise - discussion)

Questions to discuss:

Where do most people in your neighborhood buy groceries?
(get a name of a supermarket)

What are the benefits of having a supermarket in your neighborhood?
(e.g. convenience, low prices, jobs)

What do you think happens to the money you spend at (supermarket)?
(multiplier idea)

How could you get those benefits but keep more money in the local economy?
(promoting local ownership, public markets operated by local nonprofit, etc.)
(W. Oakland example)

Activity 2: Who decides what gets built in the neighborhood?

A. Guided Class Discussion (Time: 45 minutes)

1. **Scenario** (described by facilitator): The block across the street from the high school has a Gap, a Burger King, and a large vacant corner lot. Suppose the community needs a supermarket. A group of local entrepreneurs have approached a well-respected community based development organization called Local Enterprise Foundation (LEF) with a proposal.

The local entrepreneurs want to start small retail businesses which would sell various kinds of groceries. Because as individuals they don't have the resources to start several small businesses, they have decided to work together. They want to operate a single

grocery store under one roof. They want LEF to be in charge of the process of developing the market, because of LEF's experience in project management and their standing in the community. LEF agrees to take on the project and decides that the site next to the Gap would be the best location for the market.

Meanwhile, a large national supermarket chain (Winn Dixie) has proposed building a supermarket on the same site.

The lot owner is a local resident who wants to see improvement in the community. She is eager to sell her land and is considering both ideas. She likes LEF's idea but also wants to make a decent return on her land. The supermarket might be willing to pay more for the land than LEF would be able to pay.

LEF needs to get a loan from a bank (introduce the term "financing" here?) to buy a lot and build the market. Both LEF and the big developer have applied to National Bank for financing for their respective projects. The bank is skeptical about LEF's project, but wants to hear more. The bank thinks that financing the major supermarket would be less risky.

PLANNER'S ROLE? (sales tax, financial feasibility, design, jobs???)
what tools can the planner use?

[diagram major players on the board: LEF & local entrepreneurs, Winn Dixie, lot owner, National Bank]

We're at a community meeting called by LEF to show the Bank how much community support there is for their project. No decisions have been made yet. What do the different players say at the meeting?

2. Students **brainstorm** about the interests and concerns of various community members about this issue, and what each can do to advance their interests. As students discuss, facilitator will construct a matrix on the board, something like this:

	Issues/concerns	Goals/hopes	"Who do you call"	What can you do?
LEF				
local entrepreneurs				
Winn Dixie				
lot owner				
National Bank ¹				
teenager (you)				
shoppers				
mayor				
city planner				
community resident				

¹ Why is the bank skeptical about the CDC project?

What do banks consider when deciding who to loan money to?

Do banks discriminate against certain neighborhoods or types of borrowers?

(see attached filled-in matrix for points that need to be covered)

B. (Time: 30 minutes)

Students break into groups for a **role play** activity about the Marcus Books situation. If possible, one DCRP student joins each group to assist (not direct). Each student within each group is assigned a role (one of the above) and a brief background sketch on their character's interest and role in the issue. Students role-play a discussion of the conflict and try to work out solutions.

C. (Time: 25 minutes)

Students briefly **present** the solutions they came up with. Or students can write up solutions and give them to us for comments.

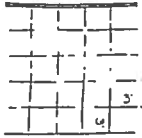
Appendix I

Walking Tour Packets

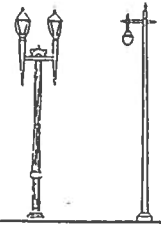
THE MACARTHUR NEIGHBORHOOD PLAN
Community History Awareness and Analysis Field Trip

History Field Trip Coordinator - Nashua Kalil

- Every place has a history that can be seen in the built or human-occupied environment. A neighborhood is like a diary that can be read just by looking around us, noting changes over time, asking questions about the past, and speculating on the future.
- Urban planners and designers look at the history of a place before making new plans. This is to have respect for the people who have lived or still live there by understanding past events. Also, it is to make a place meaningful to people who live there now by telling them about these events. Many older neighborhoods that have new development plans “lost” their pasts and meaningful histories through “imported” ideas that have nothing to do with the identity or history of that specific place. This can make a modern place seem “anonymous.” We will be discussing what all this means as we look at the history of Oakland and the MacArthur neighborhood.
- On this field trip we will be looking for the story that the neighborhood can tell about the people who have lived and worked here: what their needs, beliefs, and dreams were by how they responded to and changed the environment. This is like a mystery story we must try to solve by looking at clues...
- First, we will look at old maps to see what the neighborhood and area was like in the past, then we will walk through it looking for traces of that past: remnants, historical landmarks, building patterns and designs, and other things we think are important to take with us back to the class. We will take pictures of what we think is historically significant and what others should know when making a new plan for the neighborhood. We will be thinking about what opportunities this historical past can present us for planning a healthy neighborhood of the future.
- The goal of this field trip is to ask questions. Who lived here and what were their needs and dreams for the future? What are the changes we can see in the neighborhood over time and why they were made (why BART station here)? What should be saved or protected? What has disappeared and what should be brought back into awareness through a neighborhood plan or design? Think of yourself as a detective and the built environment as the evidence that will solve the mystery about this place.



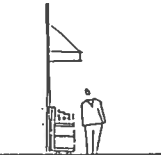
Sidewalk Paving



Historic Streetlights



Newsracks



Sidewalk Displays



Bicycle Racks



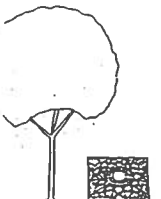
Benches



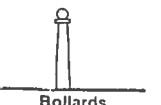
Flowerstands



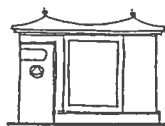
Sidewalk Cafes



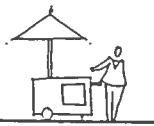
Trees/Grates



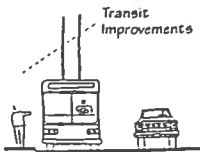
Bollards



Sidewalk Toilets



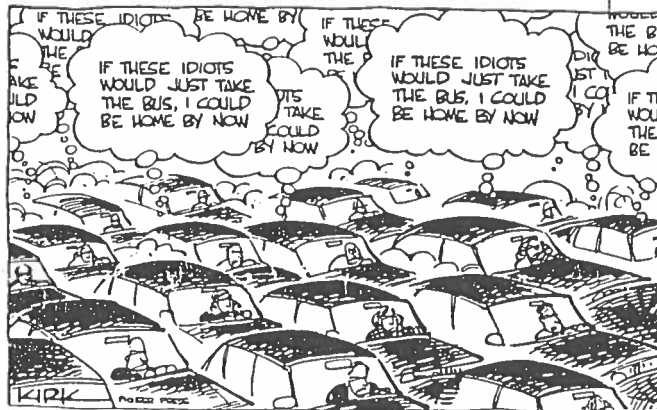
Vendors



Transit Improvements



Trashcans



TRANSPORTATION

ACCESS

ENSURE TRANSIT ACCESS TO ESSENTIAL SERVICES LIKE EDUCATION, EMPLOYMENT, SOCIAL SERVICES, CHILD CARE, HEALTH CARE, RECREATION
SERVE AND BE AFFORDABLE TO COMMUNITIES WITH LEAST ACCESS TO TRANSPORTATION
MAKE TRANSIT USER FRIENDLY, PROVIDING SMOOTH LINKS BETWEEN ALL TRANSIT MODES

ENVIRONMENTAL QUALITY

IMPROVE AIR QUALITY AND REDUCE URBAN WATER RUNOFF BY REDUCING TRAFFIC CONGESTION
REDUCE URBAN SPRAWL WITH A COMPREHENSIVE, CONTAINED TRANSIT NETWORK

SAFETY

ENSURE A SAFE ENVIRONMENT AROUND TRANSIT STATIONS, ON TRANSIT, AND AT TRANSIT STOPS
IMPLEMENT TRAFFIC CALMING MEASURES WHERE APPROPRIATE

LINK TO ECONOMIC OPPORTUNITIES

INTEGRATE TRANSPORTATION WITH HOUSING, JOBS, AND SHOPPING
LINK TRANSPORTATION WITH SURROUNDING ECONOMIC ACTIVITY AND MIXED USE DEVELOPMENT

LINKS TO COMMUNITY

ENHANCE HOW TRANSIT FITS INTO THE LIVES OF NEIGHBORHOOD RESIDENTS
PLAN BEYOND THE EDGE OF TRANSIT STATIONS EXTENDING TO THE SURROUNDING COMMUNITY WHERE RIDERS LIVE, WORK, AND SHOP
MAKE STATIONS HUMAN SCALE, ORIENTED TOWARDS PEDESTRIANS

IDENTIFY OPPORTUNITIES. BE AN ACTIVIST

SURVEY AND DOCUMENT EXISTING CONDITIONS

USE YOUR MAP TO NOTE ALL THE FOLLOWING, ALWAYS THINKING ABOUT CONFLICTS IN THE AREA, OPPORTUNITIES, AND CONSTRAINTS, FOR CHANGE AND DEVELOPMENT

TRAFFIC

IDENTIFY ALL STREETS, THEIR PRIMARY USES, TRAFFIC VOLUMES, AND ASSESS HOW THEY SHAPE THE SURROUNDING AREAS

PARKING

IDENTIFY ALL THE PARKING IN THE AREA AND QUANTITY OF PARKING SPACES

TRANSIT

IDENTIFY ALL TRANSIT MODES LIKE PEDESTRIANS, CARS, BUSES, METRO, BICYCLES, ETC. AND ASSESS THE LINKS BETWEEN ALL OF THEM

ACCESS

IDENTIFY ALL ACCESS POINTS FOR PEDESTRIANS, CARS, TRUCKS, TRANSIT, AND ASSESS THEM (I.E. CONDITION OF SIDEWALKS, EXISTENCE OF CROSSWALKS, SAFETY, ETC.)

PEDESTRIAN AMENITIES






IDENTIFY PEDESTRIAN AMENITIES INCLUDING TREES, BENCHES, CLEANLINESS, TRASHCANS, BIKE RACKS, NEWSPAPER RACKS, SIDEWALK VENDORS, KIOSKS, PAVING VARIATION, AWNINGS, PLANTERS, PEDESTRIAN SCALE LIGHTING, PUBLIC ART, SUNLIGHT ACCESS, BUS SHELTERS AND SEATING, TELEPHONES, SAFETY

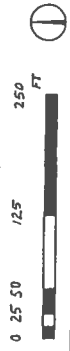
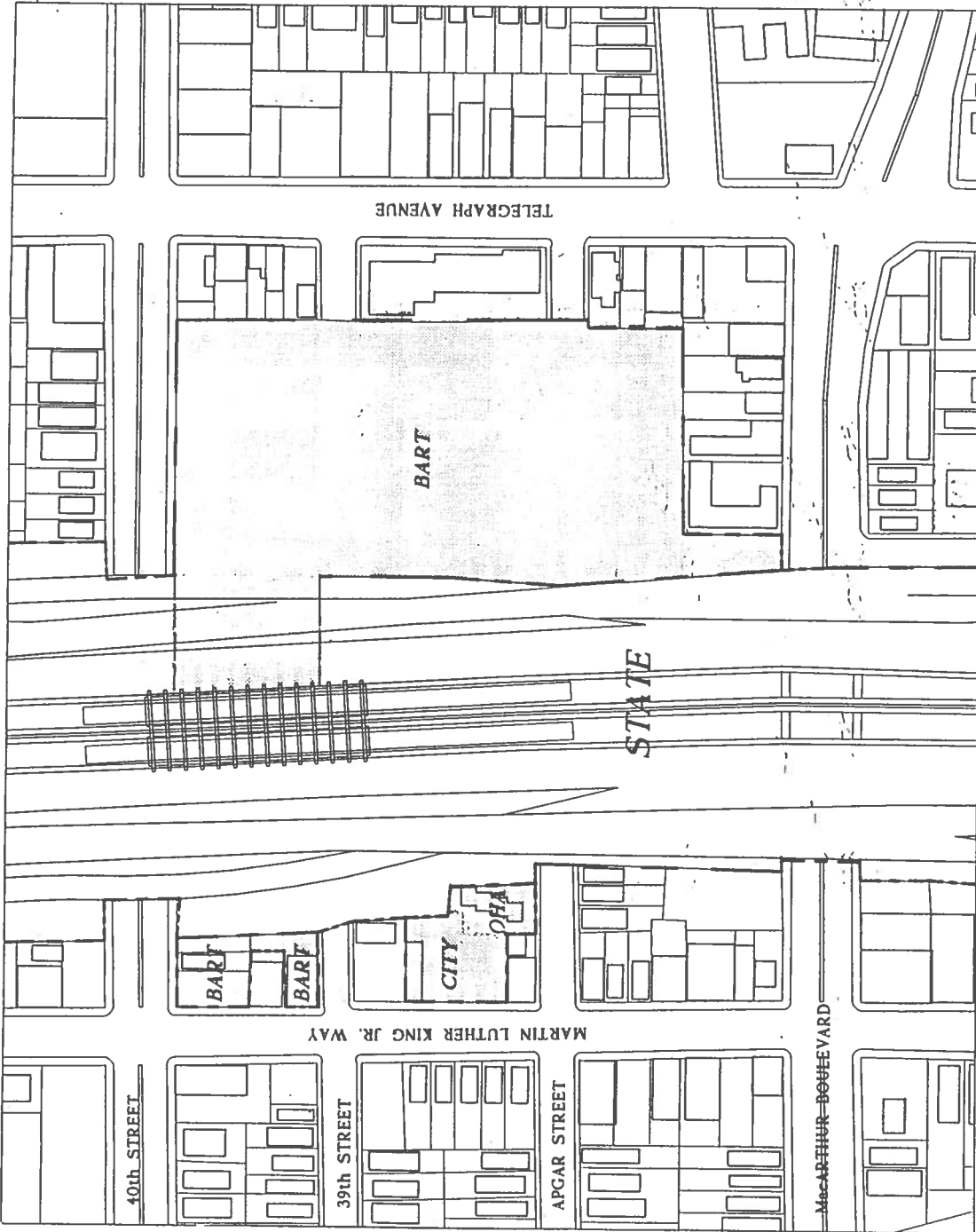
IDENTIFY ORIENTATION AND VISUAL CONNECTIONS LIKE SIGNS, MAPS, AND LANDMARKS

HISTORY

IDENTIFY CLUES ABOUT THE HISTORY OF TRANSPORTATION IN THE NEIGHBORHOOD AND THE CHANGE OVER TIME

Ownership

-  BART
-  STATE OF CALIFORNIA
-  CITY OF OAKLAND
-  OAKLAND HOUSING AUTHORITY
-  PRIVATE OWNERSHIP



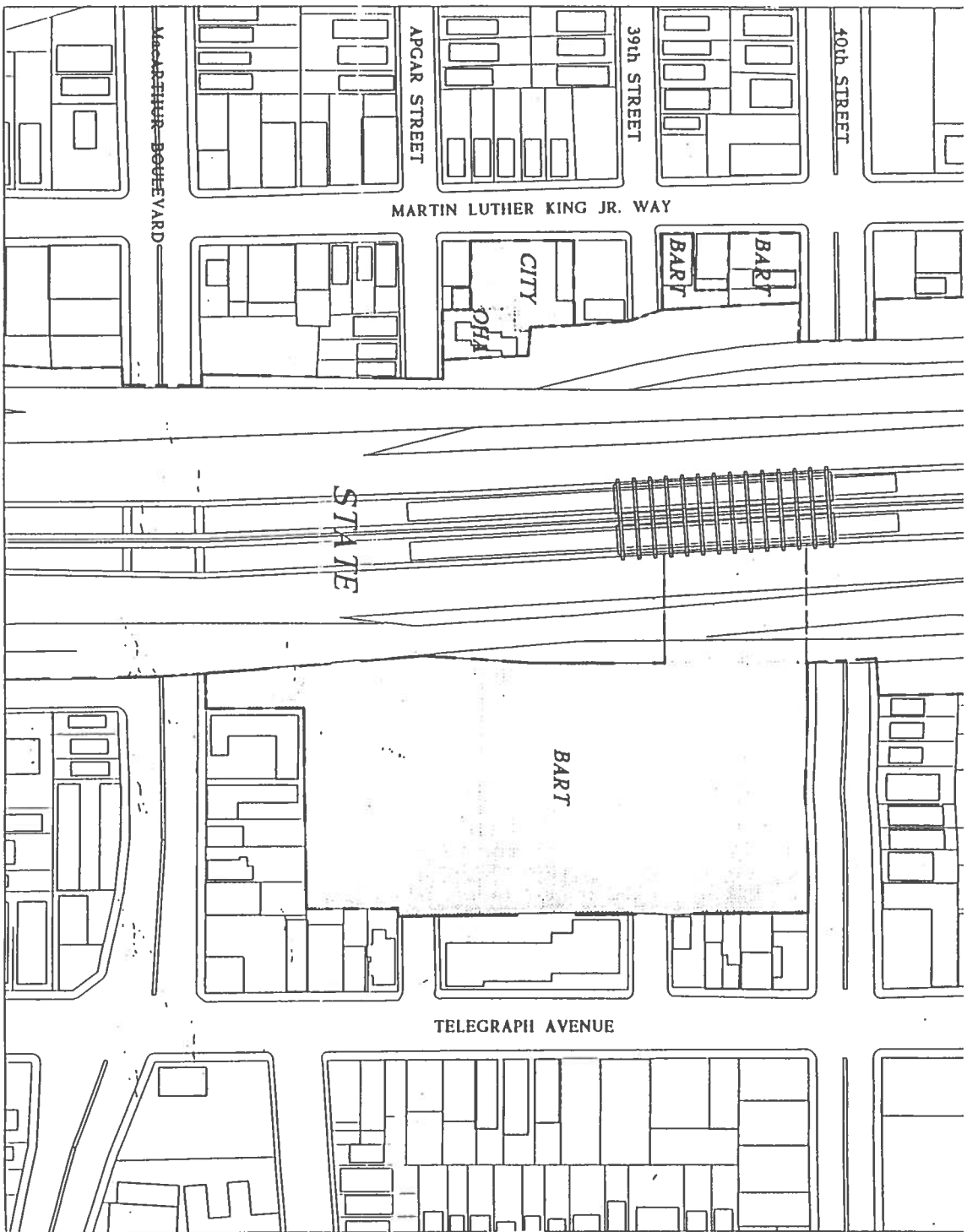
MacARTHUR BART STATION PLANNING PROCESS

OAKLAND, CALIFORNIA

MacArthur BART Station Area Citizens Planning Committee
 San Francisco Bay Area Rapid Transit District
 City of Oakland

KAPLAN/MCLAUGHLIN/DIAZ
 Architects/Planners
 JAMES E. VANN, AIA
 Architect/Community Planner

RECHT HAUSPATH & ASSOCIATES
 Urban Economists
 DES ASSOCIATES
 Transportation Engineers








MACARTHUR BART STATION PLANNING PROCESS

OAKLAND, CALIFORNIA

MacArthur BART Station Area Citizen Planning Committee

Ownership

-  BART
-  STATE OF CALIFORNIA
-  CITY OF OAKLAND
-  OAKLAND HOUSING AUTHORITY
-  PRIVATE OWNERSHIP

Land-Uses

- Transportation: T
- Retail: R
- Office: O
- Industrial
- Light industrial: LI, Heavy industrial: HI
- Residential
- Single-family: SF, Multi-family: MF
- Hotels, Motels, Inns: H
- Churches, hospitals, and other institutions: I
- Vacant building: V
- Parking: P



KAPLAN/MCLAUGHLIN/DIAZ

REC'DT HAUSER & ASSOCI.

Field Trip - MacArthur BART Area - Built Form Group

Below is a list of the things you should be looking for on our walking tour, one person is responsible for each category.

A. Building Conditions:

Document on your map the following things: (Along with anything else that you believe belongs in your category that I may have left out)

1. The age, character, style and exterior maintenance of the existing buildings, include which buildings are in good shape and which ones are dilapidated or in disrepair.
2. Document which buildings seem out of place, or different from the surrounding buildings either in height, style, age, distance from the street, or scale.

* Be sure to tell the group photographer when you document something important that should be photographed.

B. Image of the Neighborhood:

Document on your map the following things: (Along with anything else that you believe belongs in your category that I may have left out)

1. Document the location of landmarks or special places in the community.
2. Document the location of special views that are important or beautiful.
3. Document the edges in the neighborhood, which are significant forms that create barriers or connections within the neighborhood.
4. Document nodes, which are places where people gather, such as street corners, transportation centers or churches.

* Be sure to tell the group photographer when you document something important that should be photographed.

C. Pedestrian Comfort:

Document on your map the following things: (Along with anything else that you believe belongs in your category that I may have left out)

1. Document on your map areas along the tour where you feel that the buildings create a comfortable place for pedestrians.
2. Document on your map areas along the tour where you feel it is unsafe, dangerous or just uncomfortable for pedestrians to walk along the sidewalk.

* Be sure to tell the group photographer when you document something important that should be photographed.

D. Locations for New Buildings:

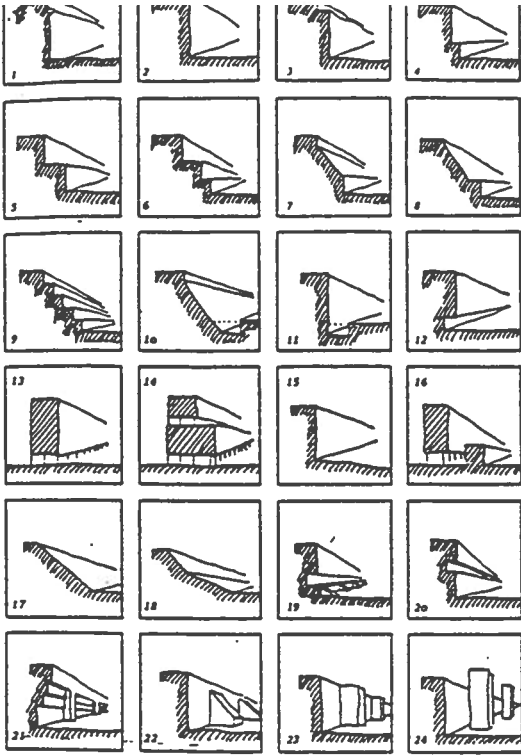
Document on your map the following things: (Along with anything else that you believe belongs in your category that I may have left out)

1. Document vacant lots, parking lots or other empty spaces along the tour.
2. Document buildings that are not being used to their full potential or that might, in your opinion, be transformed into something else.

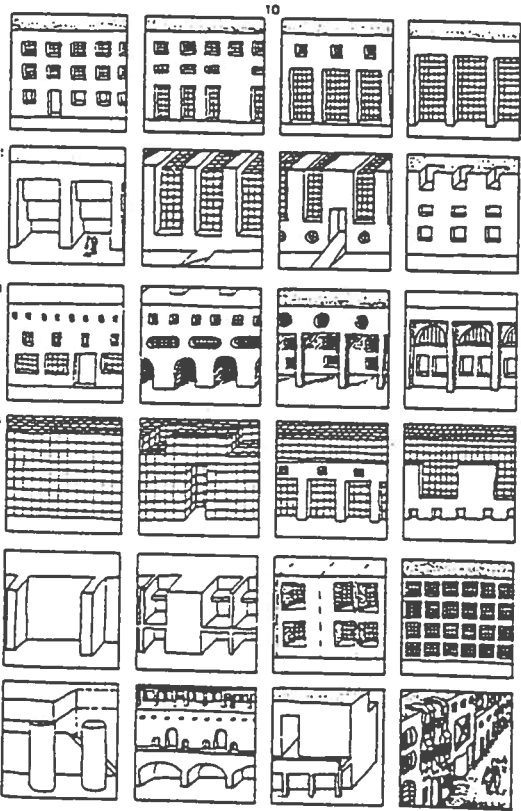
* Be sure to tell the group photographer when you document something important that should be photographed.

E. Group Photographer:

Your duties are to take photographs for each group, and also to participate in the discussion about the built form in the community.



BUILDING SECTIONS - TYPICAL



BUILDING ELEVATIONS

EXAMPLE OF AN IMAGE MAP

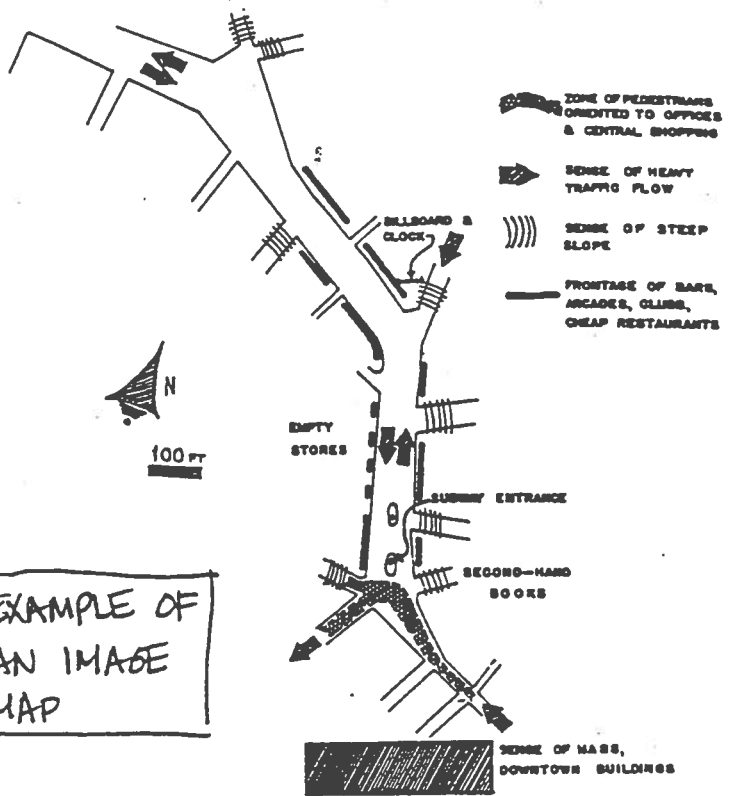


FIG. 62. The visual elements of Scollay Square

ELEMENTS:



1. PATH



2. EDGE



3. DISTRICT



4. NODE



5. LANDMARK

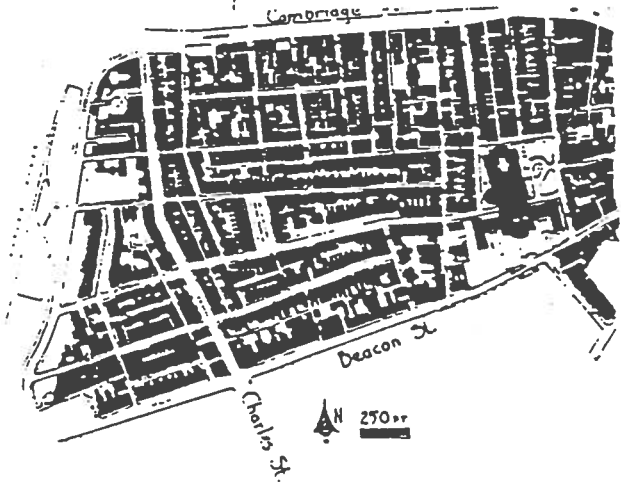


FIGURE GROUND PLAN.

Ask yourselves during the site visit

- How are the buildings and lots in this site used?
- What's old and what's new?
- Were the buildings converted from other uses?
How can you tell?

- What conditions are things in?
- How do people use the area? Are there sub-areas?

Discuss as a group after the visit

- What did you like about what you saw?
- What did you not like about what you saw?
- Where did you feel safe, and where did you feel unsafe?
- Does the area feel like a neighborhood to you?
- What's lacking in the area?
- What would you like to see happening in the area?
- What may be some of the opportunities and constraints?

NATURAL FACTORS - THE ENVIRONMENTAL TEAM

Possible Opportunities - We should look for the following opportunities:

- daylighting a creek on the site
- increasing the amount of vegetation for climate and pollution control, other benefits
- reducing the amount of concrete for more even temperatures
- increasing wildlife habitat

T O P O G R A P H Y

Topography is the form of the land - hilly, flat, high points and low points and where they are.

TALK

- Contour lines
- USGS Map

DO

- Looking at the USGS map, what are the highest and lowest elevations of our site? HIGH LOW
- Look at our site and mark the high and low points on our map. Show the downhill direction.
- List some possible effects that the topography of the site may have on how the site works:

G E O L O G Y

Geology is the rock forms which lie in the earth underneath our site.

TALK

- Geologic Origins
- Geologic Map
- Geologic Properties

DO

- Looking at the map, what geologic formation underlies our site?
- How was this formation formed?
- What are its engineering properties?
 - bearing strength:
 - plasticity:
 - permeability:
 - erosion potential:

S O I L

TALK

- Why knowing the soil is important
- How to find out about our soil
- Native vs. imported soil

DO

- Mark on our map areas where there is open soil (not covered by concrete).
- What can grow here?

c l i m a t e

TALK

- Why climate studies are important
- Macro, meso, micro
- Climate control

DO

- What is the MACROCLIMATE of our site?
 - What are the characteristics of this region?
- What is the MESOCLIMATE of our site?
 - What is the Mean Annual Precipitation in this mesoclimate?

- What is the MICROCLIMATE of our site?
 What is today's... temperature
 humidity
 wind
 amount of sun
 sun angle
- Describe the climatic comfort level of the site, in general:

HYDROLOGY

Hydrology is the presence and movement of water on the site.

TALK

- Urban creeks
- Urban vs. rural runoff
- Water runs downhill
- Runoff contamination

DO

- Look at historic map to check for former creek. Was there ever a creek running through the site?
- Use topography to predict runoff patterns - mark runoff directions and potential flood zones on map
- Identify drains and final destination on map
- Identify sources of runoff contamination on map

vegetation

TALK

- Historic vegetation (what is native to Oakland?)
- Existing vegetation
- Amenities, safety, ecological value, economic potential

DO

- Record existing vegetation on our map
- List considerations of site vegetation:

AMENITIES

SAFETY

ECOLOGICAL

ECONOMIC

- List possible areas of site for new vegetation and reasons (from list above) for new vegetation

AREA

REASONS

-
-
-
-

WILDLIFE

People are probably not the only animals using this site.

TALK

- Wildlife habitat - FOOD, SHELTER, WATER
- Wildlife corridors

DO

- Mark observations of wildlife and/or wildlife habitat on map
- List wildlife barriers on site

NATURAL FACTORS LESSON PLAN

- script used by Natural Factors instructor

Introduction

Good site analysis is an invaluable tool to doing good design. Often, in the modern American approach to planning, concerns such as money and efficiency overshadow issues of the natural environment. It is obvious, however, that the preservation of a healthy environment is vital to making a place successful, and an understanding of the natural processes of a site is as important to design as any other factor. It is the responsibility of our group to document the ecological factors of the site, to determine what they imply in terms of opportunities and constraints for design, and to present our findings to the rest of the class. It will then be the responsibility of each of us, during the rest of the project, to communicate the importance of ecologically sensitive design as we work with the other members of our design team. We are the ENVIRONMENTAL TEAM.

The different aspect of the site we need to examine are **topography, geology, soil, climate, hydrology, vegetation, wildlife, seismicity and tsunami potential**. We need to document this information by looking for *evidence* that will help us figure out the ecological processes at work on our site. We will find this evidence from looking at information available to us in books, maps, computers, and other sources, and especially from what we *observe* during our site visit. *Field observation* is one of the most important steps in preparing to design. When we identify what is here, we can begin to understand how all of these processes are *interconnected*, and finally, we can make some conclusions about what these processes *imply* for our project.

Possible Opportunities - We should look for the following opportunities:

- increasing the amount of vegetation for climate and pollution control, among other benefits
- reducing the amount of concrete for more even temperatures
- increasing wildlife habitat
- daylighting a creek on the site

The Factors

Topography - Topography is the form of the land - hilly, flat, high points and low points and where they are. Topography is represented on a map with contour lines - lines that show the elevation (usually with respect to sea level) of a point. We can see the contour lines for our site by looking at a USGS map (show map). Some of the most important high points of our site have been made by humans - it will be

important for us to note where the high and low points are and how the overall landform affects other aspects of the site.

Geology - Geology is the rock forms which lie in the earth underneath our site. Because rocks are formed over millions of years and they are the products of the minerals and pressure available in the region, geologic type is usually relatively widespread. For example, in an area with lots of volcanoes, the rocks of the region (geology) will mostly be formed from the volcanoes. In the Grand Canyon, where the Colorado River has flowed for millions of years, the geology was formed by the sediments of the river. We can look at a geologic map of the East Bay to see the underlying geology of our site. This is important to know because rocks determine the soil that is in the area, and both the geology and the soil have certain properties which will tell us what can and cannot be done on the site - for example, which plants will grow, how much water is available, and how tall the buildings can be. We will look for evidence of what the geologic map tells us as we walk around the site.

Soil - It is important to know the soil of our site to understand its engineering potential. Different soils have different qualities, depending on the amount of clay, sand and loam in the soil. Once we know what soils we have we can research its bearing strength, plasticity, permeability and erosion potential - these things determine how fast water will drain, how stable a building is, and other things that are important to know for design. Soil is also important for determining what vegetation can grow on site. We can find what soil we have by looking at a soils map and also by testing the soil we find.

Climate - Climatic studies are especially important in urban areas because the things we plan can actually affect the climate of a site, and the climate is a major factor in making the site comfortable for people as well as affecting the amount of air pollution around the site. We will examine the climate of our site on three scales: macro (large), meso (medium), and micro (small). Scientists have divided the world into about 18 macroclimates, depending on seasonal temperatures and precipitation and the ecosystems of the regions. California, in general, is classified as having a Mediterranean climate, which is relatively warm. (Compare the climate of California to Antarctica or a tropical rainforest). Within our Mediterranean climate, we can classify climates on a smaller scale, called meso-climates. In the Bay Area, there are 7 different meso-climates, influenced by elevation and landform (topography) and proximity to large bodies of water (the bay or ocean). Our site has a Marine meso-climate, kept warm because it is near the bay and at a low elevation. Mediterranean regions with marine climates are very comfortable places to live for plants, animals and people. It normally doesn't get too hot or cold, nor rain too much nor too little. That's why we can grow so many different plants in the Bay Area and it is also a big reason that so many people like living here. The microclimate of our site is the

specific temperature, humidity, amount of wind, and amount of sun the site gets. We can measure these things during our visit, using equipment. But even without equipment, we can describe the microclimate of our site by noticing how we feel when we are there - too hot or cold? Is it too windy? How might it be different on different days, or at different times of year? How does the type of material on the site affect the climate? For example, grey concrete vs. reflective glass vs. natural soil where plants are? Controlling the climate of the site to be comfortable for people is very important.

Hydrology - Hydrology is the presence and movement of water on the site. Hydrologists study rivers and floods and how people are affected by different aspects of the water cycle. One thing we want to know about our site is if there is, or ever was, a creek running through it. Many of the East Bay creeks have been put in underground pipes to make more room for urban development. We can look at old maps to see if that's the case for our site. In urban areas, runoff from rain or people using water for their gardens or to wash their cars is an issue. Because there are many impermeable surfaces - concrete sidewalks, asphalt streets, roofs, etc. - the water doesn't just soak into the soil. However, water ALWAYS runs downhill, and we can predict the runoff patterns (watersheds) for our site from the high points and low points (topography). Does it all go to the same place, or are there a few high and low areas (can we define the watersheds)? Might there be areas where the water collects and floods part of the site? Also, when rain water goes across a parking lot, it picks up all the junk in the lot on its way - oil, trash, etc. Then where does it go? Is there a drain on our site that gives us a clue?

Vegetation - The vegetation that will grow in an area is determined by many of the things we are studying - temperature, precipitation, soil, drainage patterns, amount of sun, slope. What we can do is record all these things for our site to know what kind of plants would survive here, and then think about the reasons and places we would want plants. First of all, what vegetation is on the site now? We can record this on a map, noting the vegetation location, type and size. Then we can think about what should stay, what should be changed, and what should be added. Things to consider are amenities - visual quality, recreation potential, noise control, air pollution, historic value (of very old trees); safety - fire potential, breakage potential; ecological value - erosion control, wildlife habitat; and economic potential - can and should we grow anything here that we can sell, like fruits, vegetables, flowers, or timber?

Wildlife - People are probably not the only animals using this site. What aspects of the site might provide wildlife habitat - food, shelter or water? Often, animals in urban areas make use of human-built things when they cannot find other options. Are there any signs of wildlife? Where, and what are they doing? What makes them

need to be in that place? Are there any connections through the site which allow animals to pass from one side to the other, as they look for their survival needs? Are there barriers which prevent them from doing this? Are there any endangered species that depend on our site for survival?

Seismicity and Tsunami Danger - Of course, living in California, we must be prepared for earthquakes. For any site, that means that we must check to see where the nearest fault is, and also know the geology of the site to know how safe it is for development. Our site is relatively safe. It does not have a fault through it, and it is on relatively stable geology, as we saw from the maps. Another danger for any low lying site near the ocean are tsunamis, or tidal waves. If the largest tsunami to hit Oakland is predicted to reach about 20 feet above sea level, will our site be safe?

Appendix J

Community Opportunities and Goals Worksheet

The Urban Plan

TEAM NAME _____

GROUP MEMBERS _____

OPPORTUNITIES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

GOALS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Appendix K

Land Use Icons

Land Use Icons

The following are brief summaries of the assumptions inherent in the Land Use Icons

In the workshop setting, the size of the icons varied depending on the amount of land that is required to build at different densities or in increments that are conventional. For example, 100 units of apartments requires only 2 to 3 acres of land, while the same amount of single-family housing would need 20 acres of land. Similarly, a neighborhood center, with a grocery store and other supporting shops typically requires 8 to 10 acres of land to be commercially viable, while a mixed-use building, with ground floor retail and offices above would need only 1 to 2 acres of land. In this way, the workshop participants can begin to understand the trade-off of selecting various land use types and the amount of land that must be available to accommodate them.

The following assumptions apply to all Mixed-Use Main Street types: Ground floor retail faces pedestrian-oriented streets. Housing or office uses are located on upper stories.

Separate entries for individual shops; grouped entries for upper story uses.

Parking is placed behind the building in surface lots, or in subsurface or interior parking structures.

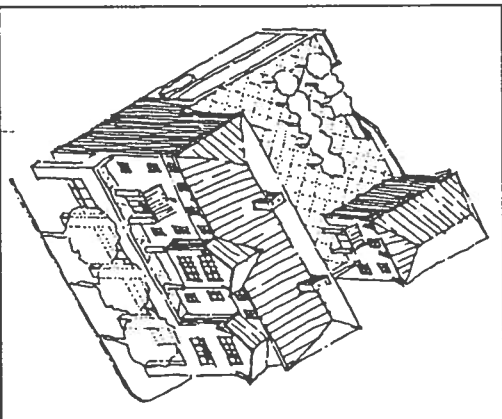
Retail jobs are calculated at 600 gross sq.ft./employee.

Office jobs are calculated at 375 gross sq.ft./employee.

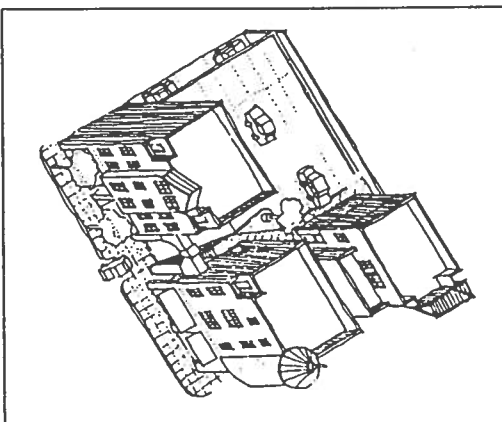
Parking is provided as follows:

- Retail parking is accommodated by on-street spaces.
- 1 parking space/office employee on-site.
- 1 parking space/dwelling unit on-site.

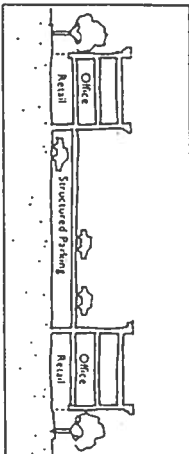
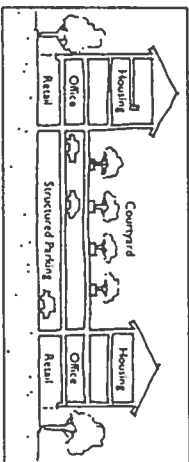
Mixed-Use Main Street



Retail-Office-Residential Mixed-Use
 4-5 story buildings (ground floor retail, 1-2 levels of office, and 2-3 levels of retail)
 Structured parking is placed below grade or interior to the building.
 100 jobs/acre
 50 dwelling units/acre



Retail-Office Mixed-Use (High Intensity)
 3 story buildings (ground floor retail with 2 stories of office space above)
 Structured parking is placed below grade or interior to the building.
 150 jobs/acre



Commercial Uses

Convenience Retail ✓

Includes a variety of small convenience-oriented food, retail, and service commercial uses.

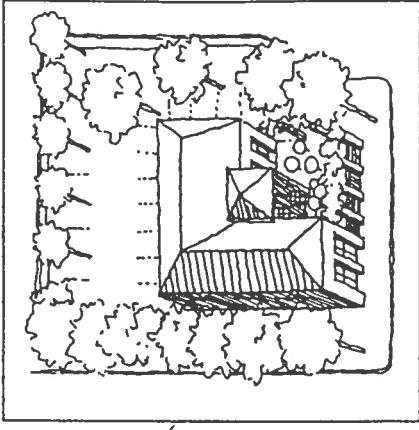
1 story buildings with surface parking.

Parking is placed behind buildings.

Parking is provided at 3 spaces/1,000 sq.ft. of retail space.

35% lot coverage assumed.

Retail jobs are calculated at 600 gross sq.ft./employee or 18 jobs/acre.

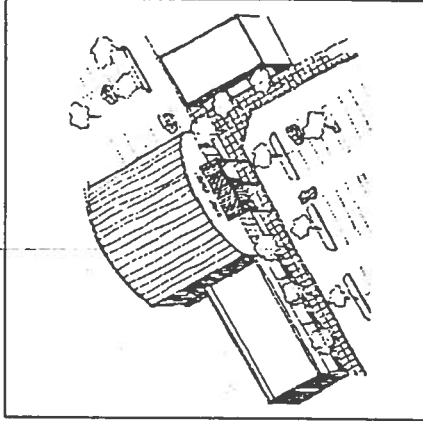
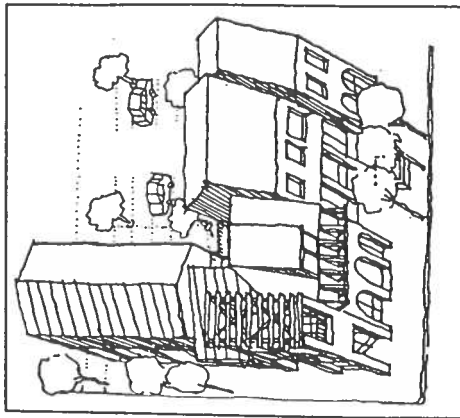
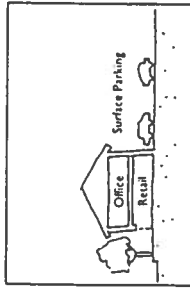


Retail-Office Mixed-Use (Low Intensity)

2-3 story buildings (ground floor retail with office space above)

Surface parking is placed behind the building.

110 jobs/acre



Neighborhood Shopping Center

Includes grocery store, drug store, plus a variety of smaller ancillary shops.

1 story buildings with surface parking.

Parking for anchor stores is placed in front; additional parking for ancillary shops is placed behind buildings.

Parking is provided at 3 spaces/1,000 sq.ft. of retail space.

Minimum 8 acres site required at 35% lot coverage.

Retail jobs are calculated at 600 gross sq.ft./employee or 18 jobs/acre.

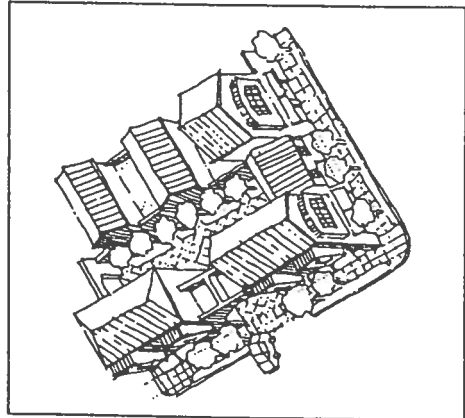
Retail-Residential Mixed-Use ✓

2-3 story buildings (ground floor retail with apartments above)

Surface parking is placed behind the building.

45 jobs/acre

50 du/acre



Regional Anchor Store

Includes major tenants typically found in a regional mall.

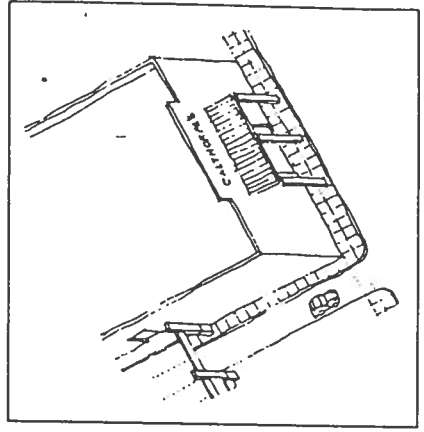
2 story building with structured parking.

Parking is interior to the building or in a separate structure.

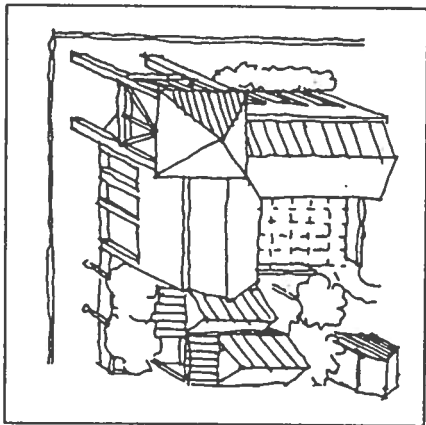
Parking is provided at 3 spaces/1,000 sq.ft. of retail space.

75% floor area ratio assumed.

Retail jobs are calculated at 600 gross sq.ft./employee or 55 jobs/acre.



Travel and Entertainment

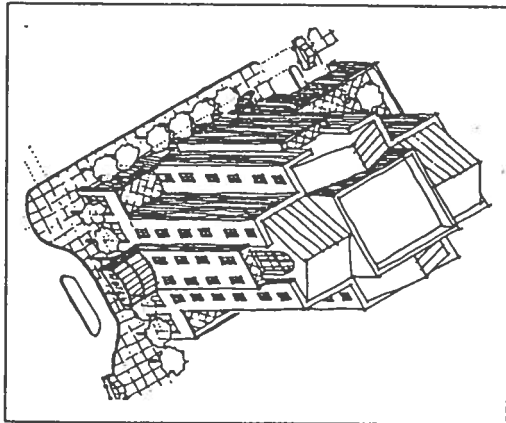


Bed & Breakfast

Approximately 12 rooms.

1-2 story building with surface parking.

Jobs are calculated at 5 jobs/acre.



Hotel

Approximately 250 rooms.

4-6 story building with structured parking.

Parking is provided at 1 space/room.

Jobs are calculated at 1,500 gross sq.ft./employee or 40 jobs/acre.

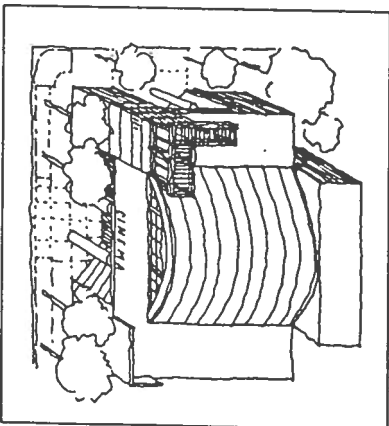
Cinema

4-plex cinema.

1-2 story building with street and surface parking.

Parking is provided at 1 space/3 seats; could be less if parking lot is shared with nearby retail uses.

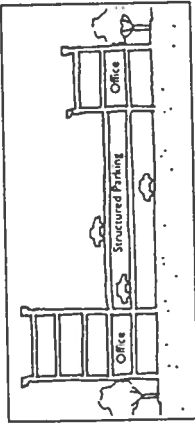
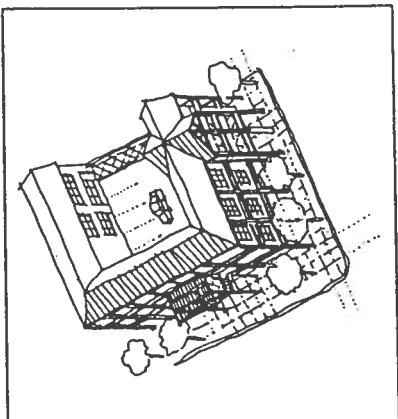
Jobs are calculated at 1,000 gross sq.ft./employee or 10 jobs/acre.



Employment Uses

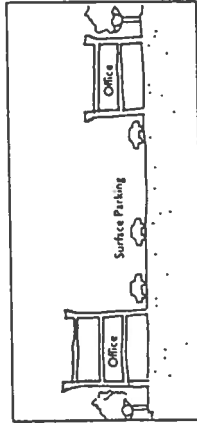
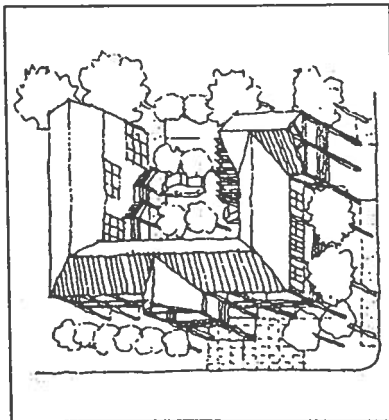
Office (High Intensity)

- 1-2 story buildings.
- Structured parking is placed below grade or interior to the building.
- All buildings orient to streets or public plazas and parks.
- 200% floor area ratio assumed.
- Office jobs are calculated at 340 gross sq.ft./employee or 250 jobs/ac.
- 1 parking space/office employee on-site.



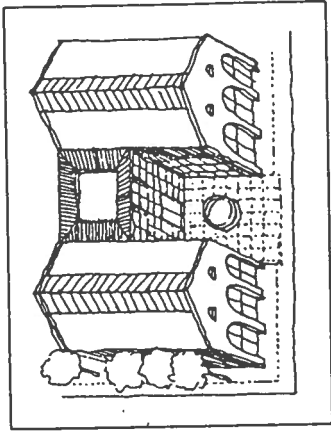
Office (Low Intensity)

- 2-3 story buildings.
- Surface parking is placed behind the building.
- All buildings orient to streets or public plazas and parks.
- 80% floor area ratio assumed.
- Office jobs are calculated at 440 gross sq.ft./employee or 80 jobs/ac.
- 1 parking space/office employee on-site.



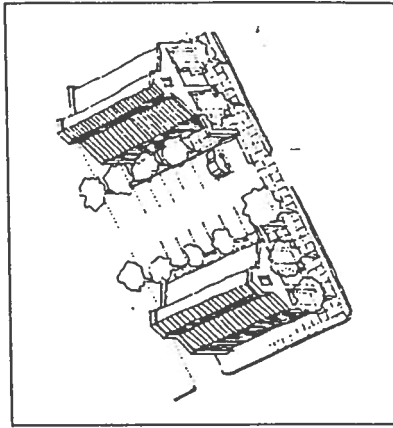
Research & Development

- 1-2 story buildings.
- Surface parking is placed behind the building.
- All buildings orient to streets or public plazas and parks.
- 45% floor area ratio assumed.
- Research and Development jobs are calculated at 500 gross sq.ft./employee or 40 jobs/ac.
- 1 parking space/employee on-site.

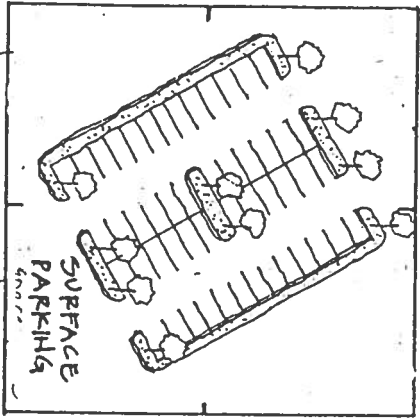


Industrial

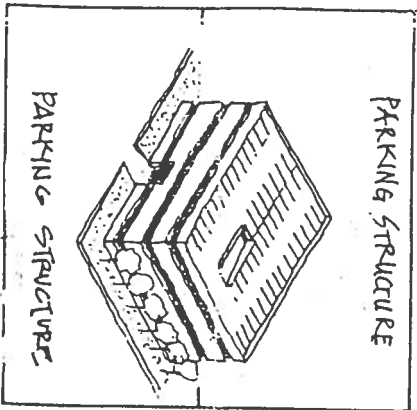
- 1 story buildings with surface parking.
- 30% lot coverage assumed.
- Industrial jobs are calculated at 700 gross sq.ft./employee or 18 jobs/ac.
- 1 parking space/employee on-site.



Parking



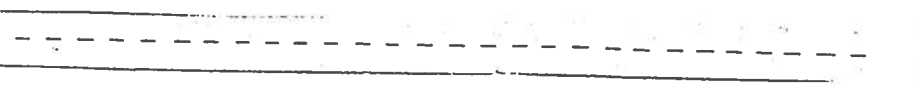
Surface Parking
125 spaces/acre



Structured Parking
3 stories
375 spaces/acre



Path

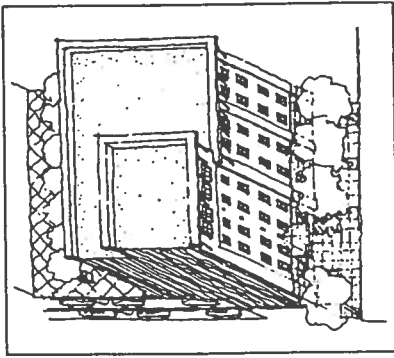


Road

Residential Uses

The following assumptions apply to all residential types:

- All primary building entries face streets or public parks and plazas.
- Street-facing building facades are articulated with porches, balconies, windows, bays.
- Parking is placed either behind buildings or in recessed or alley accessed garages.



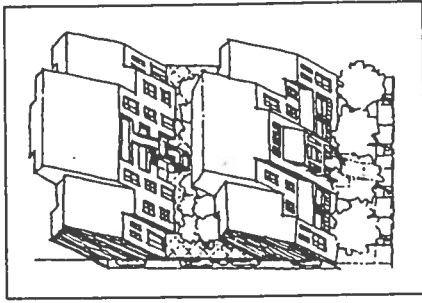
Mid-Rise Apartments

5-6 story buildings

Structured parking is placed below grade and interior to the building.

60+ dwelling units/acre

Rental or condominiums



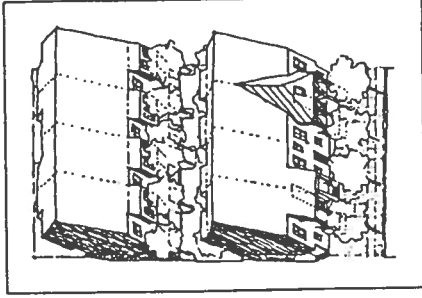
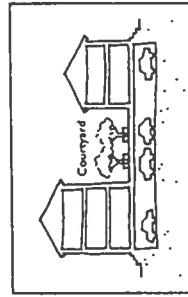
Podium Apartments

3-4 story buildings

Structured parking is placed below grade and interior to the building.

50 dwelling units/acre

Rental or condominiums



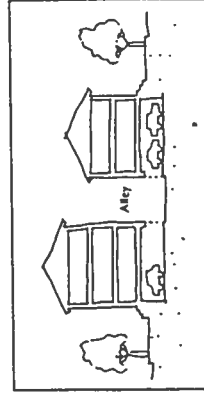
"Tuck-Under" Apartments

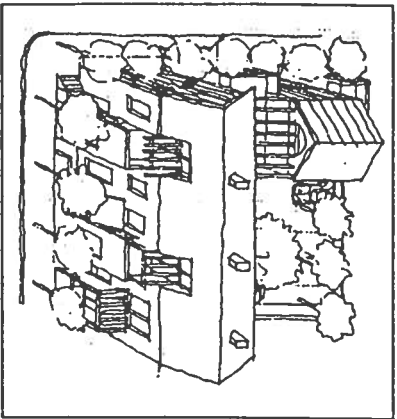
2-3 story buildings

At grade parking is placed in parking garages that are tucked under the building.

30 dwelling units/acre

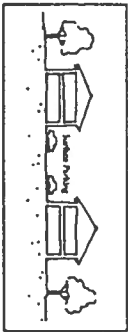
Rental or condominiums





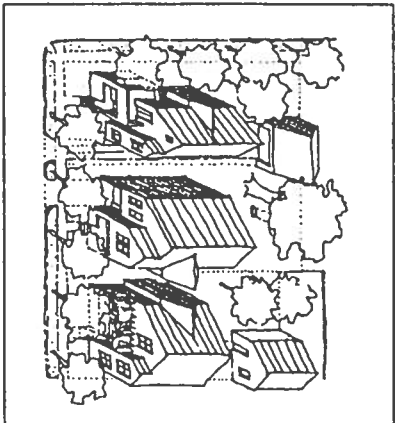
Garden Apartments

2-3 story buildings
 Surface parking is placed in central parking courts or behind buildings.
 20 dwelling units/acre
 Rental or condominiums



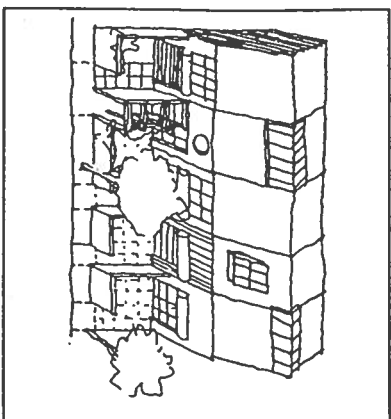
Townhomes ✓

1-2 story buildings
 Parking in alley accessed garages.
 15-17 dwelling units/acre
 Ownership



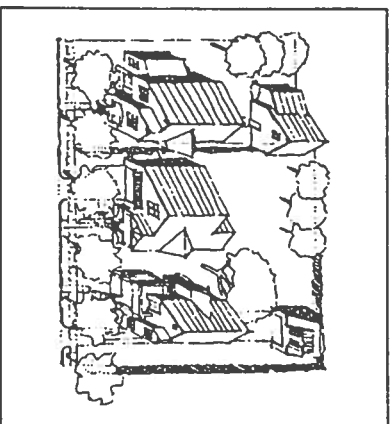
Small-Lot Single-Family ✓

1-2 story buildings
 Parking in recessed or alley accessed garages.
 8 dwelling units/acre
 Ownership



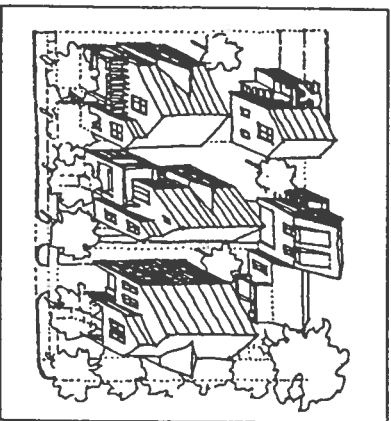
Carriage Units (with In-Law)

1-2 story buildings
 Ancillary (in-law) unit placed over detached garage.
 Parking in alley accessed garages.
 12 dwelling units/acre
 Ownership

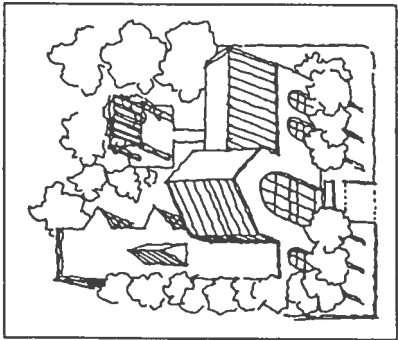


Standard-Lot Single-Family

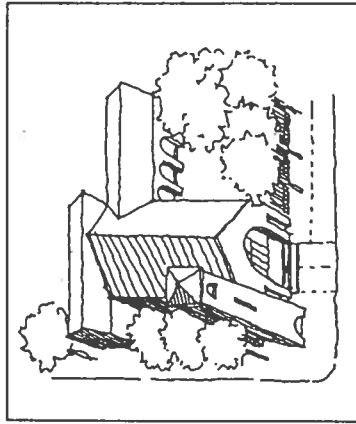
1-2 story buildings
 Parking in recessed or alley accessed garages.
 5 dwelling units/acre
 Ownership



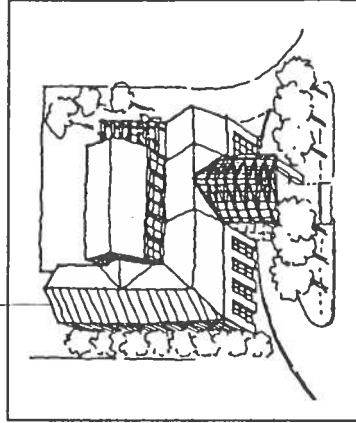
Civic Uses and Parks



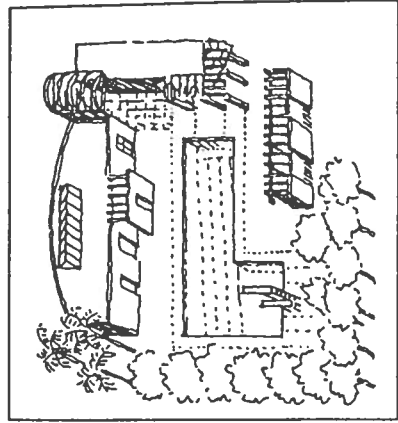
Library
40,000 sq-ft, 2 acre site



Religious Worship
40,000 sq-ft, 2 acre site

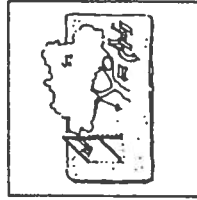


Town Hall/Community Center
40,000 sq-ft, 1.5 acre site

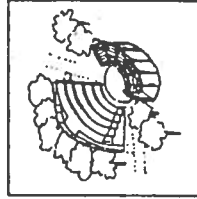


Community Pool
80,000 sq-ft, 3 acre site

X



Pocket Park
1 acre site



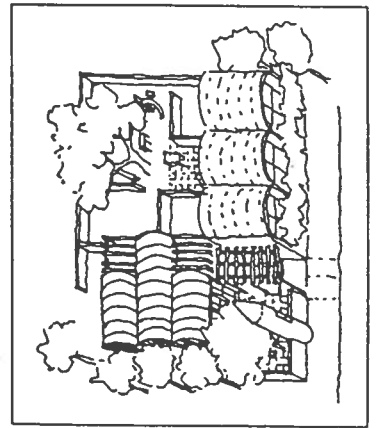
Amphitheater
1/2 acre site

✓

✓

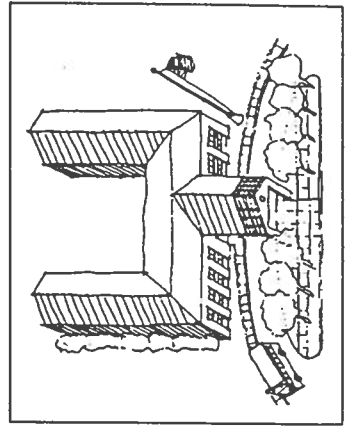
Day Care

8,000 sq-ft, 1 acre site



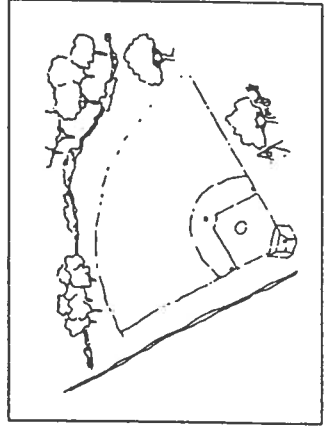
Elementary School

10 acre site



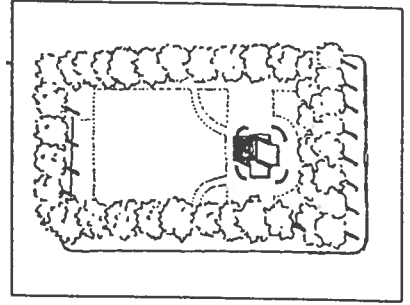
Neighborhood Park

4 acre site



Village Green

1-2 acre site



Appendix L

Financial Worksheet

URBAN PLAN: FINANCING STRATEGY

	Acres	Per Acre Total Cost	Per Acre Profit to Developer	Per Acre Tax Benefit to City
Mixed Use				
Retail and Office		x \$4,530,000 =	x \$5,970,000 =	x \$895,500 =
Retail and Residential		x \$5,740,000 =	x \$7,230,000 =	x \$1,084,500 =
Commercial				
Regional ("Big Box") Center		x \$2,050,000	x \$3,480,000	x \$696,000
Neighborhood Shopping Center*		x \$1,450,000	x \$2,430,000	x \$486,000
Small Shops		x \$1,170,000	x \$1,930,000	x \$386,000
Cinema*		x \$1,180,000	x \$1,920,000	x \$384,000
Employment Uses				
Office - High Intensity		x \$7,060,000	x \$9,260,000	x \$1,620,500
Office - Low intensity		x \$2,910,000	x \$3,670,000	x \$642,250
Industrial		x \$2,120,000	x \$1,970,000	x \$344,750
Housing (market rate)				
Mid Rise Apartments		x \$5,510,000	x \$6,730,000	x \$673,000
Podium Apartments		x \$4,530,000	x \$5,430,000	x \$543,000
Garden Apartments		x \$1,810,000	x \$2,130,000	x \$213,000
Townhomes		x \$1,530,000	x \$1,710,000	x \$171,000
Small Lot Single Family		x \$410,000	x \$450,000	x \$45,000
Housing (affordable)		x \$250,000	x \$0	x \$0
Parking				
Surface Parking (125 Spaces/Acre)		x \$250,000	x \$0	x \$0
Structured Parking (375 Spaces/Acre)		x \$3,750,000	x \$0	x \$0
Civic Uses				
Community Center		x \$2,000,000	x \$0	x \$0
Day Care		x \$800,000	x \$0	x \$0
Neighborhood Park		x \$80,000	x \$0	x \$0
Community Pool		x \$2,880,000	x \$0	x \$0
Pocket Park		x \$80,000	x \$0	x \$0
Village Green		x \$80,000	x \$0	x \$0
Plaza		x \$80,000	x \$0	x \$0
Land				
BART and City Land (Dotted Area)	20	= \$2,000,000	x \$0	x \$0
Vacant Land (Outside Dotted Lines)		x \$650,000	x \$0	x \$0
Occupied Land (Outside Dotted Lines)		x \$850,000		
Other				
Marcus Books		\$240,000	x \$0	\$20,000
Tunnel		\$1,000,000	x \$0	\$0
Totals		Total Cost =	Total Profit =	Total Taxes =

Total City Contribution (Total Cost - Total Profit) = _____

* requires 375 parking spaces per acre of use

Appendix M

Community Checklist

COMMUNITY CHECK LIST

✓ **Total Number of Affordable Units:** _____

Number of Affordable Ownership Units: _____

Number of Affordable Rental Units: _____

✓ **Number of Jobs Created:** _____

✓ **Number of BART Parking Spaces:** _____

(609 existing parking spaces)