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The Urban Plan: A Learning Experience between Oakland Tech High School Seniors and UC Berkeley College of Environmental Design Graduate Students

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**Heather Hood  
Michael Rios**

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## Working Paper 96-05

(formerly SR 025)

# The Urban Plan: A Learning Experience between Oakland Tech High School Seniors and UC Berkeley College of Environmental Design Graduate Students

Heather Hood

Michael Rios



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

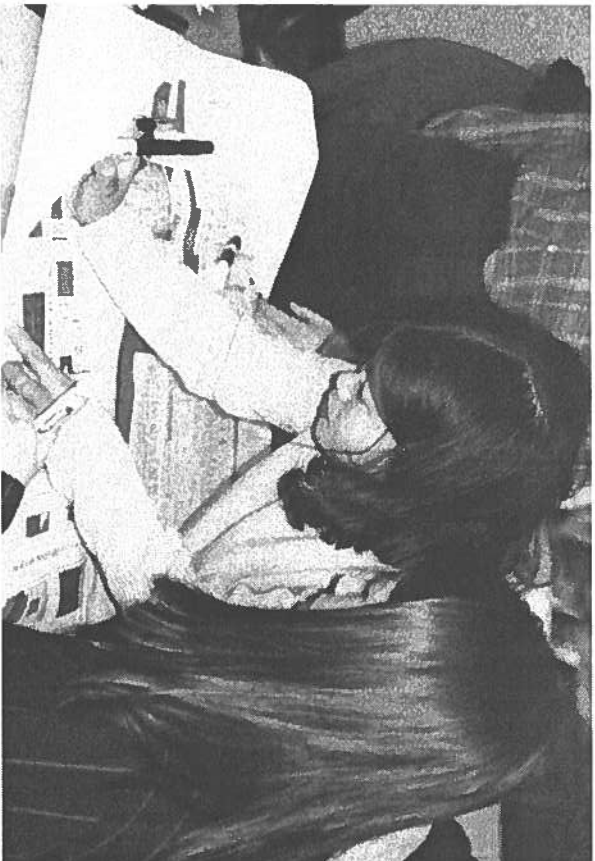
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## **Introduction and Philosophy of the Urban Plan**

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 were taught to think in integrated ways about a broad range of urban environmental issues, they would 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 capable of resisting the building of projects in their neighborhoods. Often, they are disconnected from

the power structures which generate 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 infamous 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. Often, for example, those categories are math, science, history, English, a foreign language and maybe sports, music or art. It is rare that these categories are integrated or connected in curriculums. Also, it seems rare that the subject matter is 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 the learning of high school students, inevitably, the graduate students learn as well. Most importantly, they learn that they need to communicate their ideas so that nonplanners can understand what they are saying. Often, city planning schools do not train students to adjust to different forms of communication or 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.

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.

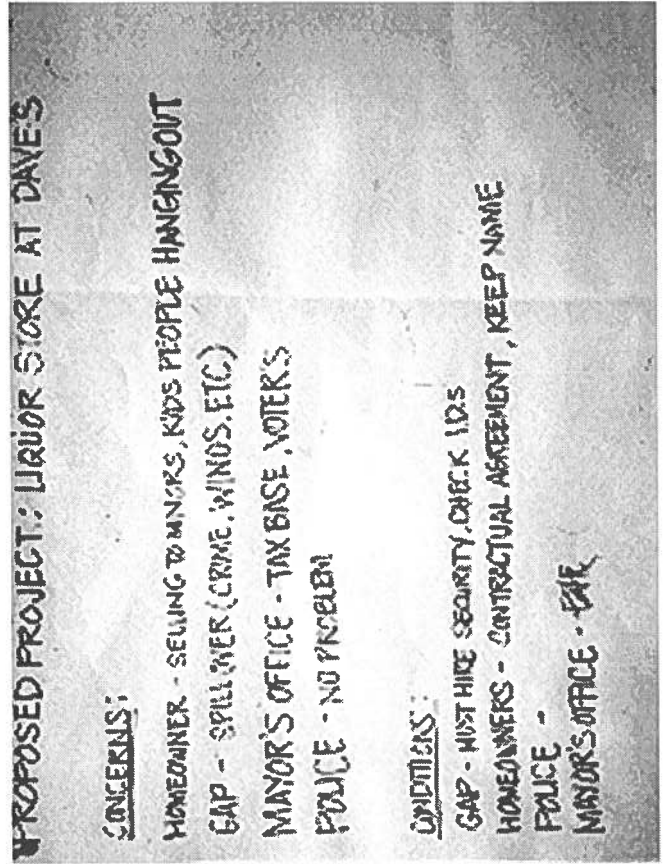
## Background

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

The Haas School of Business' Center for Real Estate and Urban Economics sponsored the program in the first three years. However, this past year the program was funded by the University-Oakland Metropolitan Forum through a HUD community development grant to coordinate university research and service efforts to the City of Oakland.

The Urban Plan performs this agenda very well. The university is closely affiliated with the Oakland-Metropolitan Forum which exists for the specific purpose of providing links between the university and Oakland.

Though through the university, the organizers of The Urban Plan have been fortunate to be well connected to funding and institutional support, each year there is the initial concern about sponsorship. It remains our hope that the program will receive continued support.





## How The Urban Plan Works

### The Relationship Between the Schools and Other Contributors

Oakland Tech High School has a program called The Health Academy. It brings together students interested in health related issues. Patricia Clarke, a teacher and coordinator for The Health Academy, is the high school contact who organizes the scheduling, rooms and equipment. Each year, she works to coordinate the Urban Plan program into high seniors' schedules. Generally speaking, the two entities have developed an easy working situation in which each trusts the other to carry out the program.

The connection between the two schools is crucial. 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:

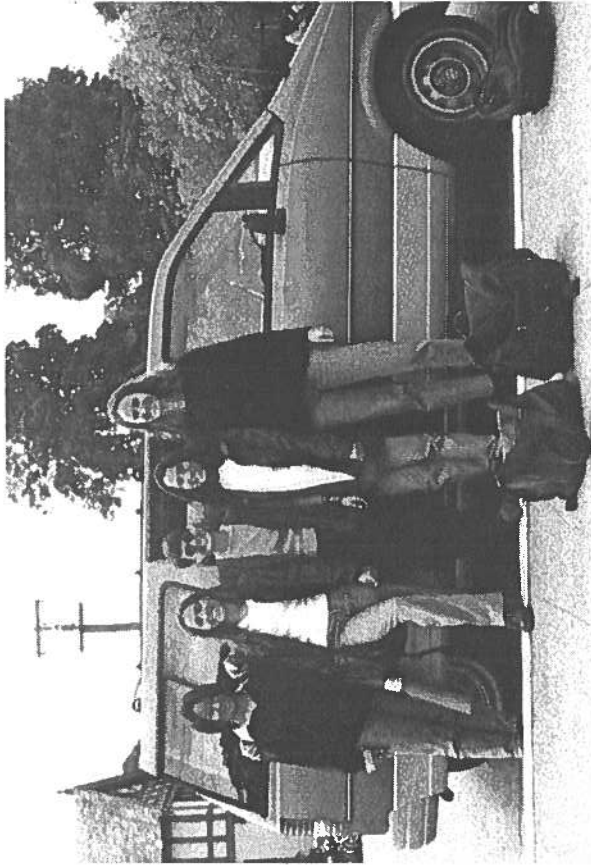
- Basemap of MacArthur BART station area (Kaplan/Mclaughlin/Diaz)
- Land use icons (Shelley Poticha of Calthorpe Associates)
- Historical background materials of the MacArthur BART area (Lynne Horiuchi)
- Van to transport graduate students (Michael Mennies)
- Breakfast en route to Oakland Tech (Noah's 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. This unit within the schools 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. Currently 66% 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 works well with the 'systems thinking' approach to learning and with the Health Academy director's intention to imbibe the students with attitudes of participatory citizenship.





*Several graduate students after a morning at Oakland Tech.*

**I. Introduction**  
 Day 1 Introduction & Community Autobiography  
 Day 2 Ideal Place & Planning Definitions

**II. Walking Tour & Site Analysis**  
 Day 3 Walking Tour  
 Day 4 Site Analysis Activity  
 Day 5 Site Analysis Presentation & Visioning

**III. MacArthur Neighborhood Plan Exercise**  
 Day 6 Role Playing Activity  
 Day 7 Charette  
 Day 8 Financial Feasibility  
 Day 9 Charette  
 Day 10 Wrap Up & Presentation Preparation  
 Day 11 Final Presentation

## The Curriculum

### I. Introduction

The first part of the exercise consisted of introducing ourselves, a brief overview of the Urban Plan, the curriculum, and several introductory exercises.

#### Day 1 Introduction & Community Autobiography

##### 1. Introduction (30 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.

### UC Berkeley Graduate Students

For all the reasons hitherto mentioned and probably many unexplored, this year's graduate team of nineteen volunteers was the largest ever. In the beginning of each spring semester, the coordinators hold a meeting to introduce people to the program. This year many of the people involved in the initial meetings committed early. Most of the participants, however, joined the efforts after hearing about its progress from peers. There were different levels of involvement depending on individual coursework, scheduling, and previous commitments.

## 2. Community Autobiography (1.5 hours)

### *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

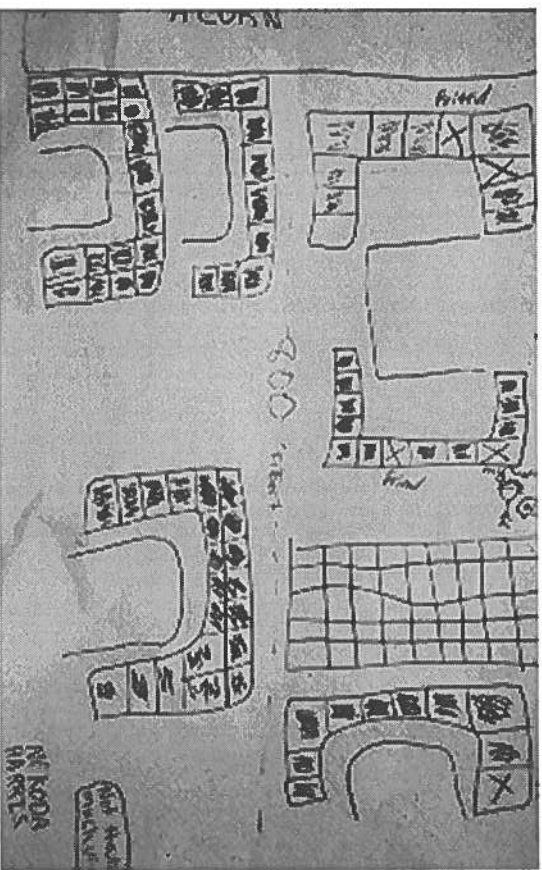
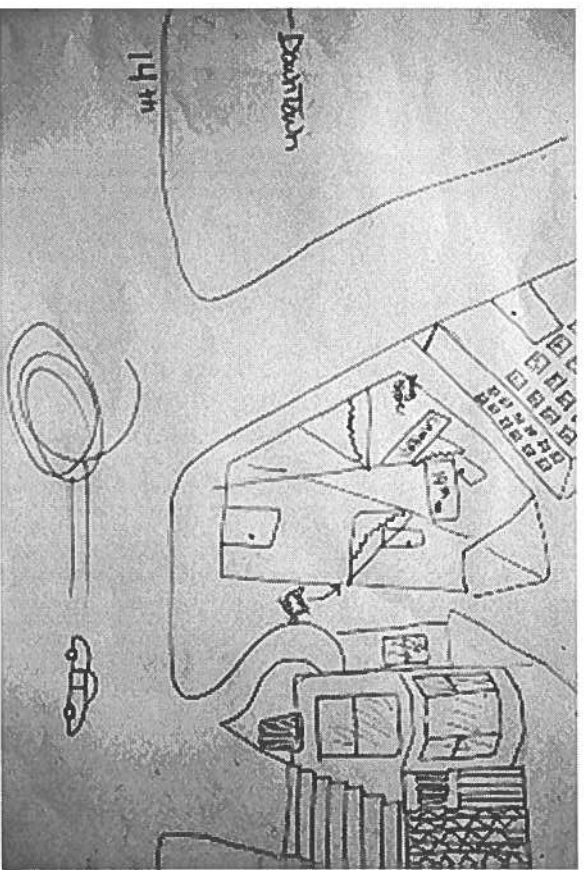
### *Materials*

- 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.





*Procedure*

As students entered the classroom, they were given a sticker and located where they lived on a map of Oakland. After all students were seated, we lead a general discussion about Oakland and its major features including transportation corridors, districts, landmarks and other important locations.

Next we handed out an exercise that introduced the students to various aspects of neighborhood form including:

- Connections; between transit and the neighborhood
- Security; different approaches to providing building security
- Entry; different forms of entrances to residential buildings
- Open Space; different types of unbuilt environments
- Streets; different widths and characteristics of transit corridors
- Parking; different environments to park cars

With each of these categories, there were a variety of images in which students were asked to choose a preferred alternative. (*See Appendix F*) After students finished the exercise, there was a general discussion of the preferred environments which they chose. For instance, students were asked what physical characteristics made for a good connection between BART and the neighborhood. The students were given a choice of images depicting various physical connections to BART stations. This provided the basis for a discussion which focused on the qualitative environmental aspects which help to create healthy neighborhoods.

**Day 2 Ideal Place & Planning Definitions**

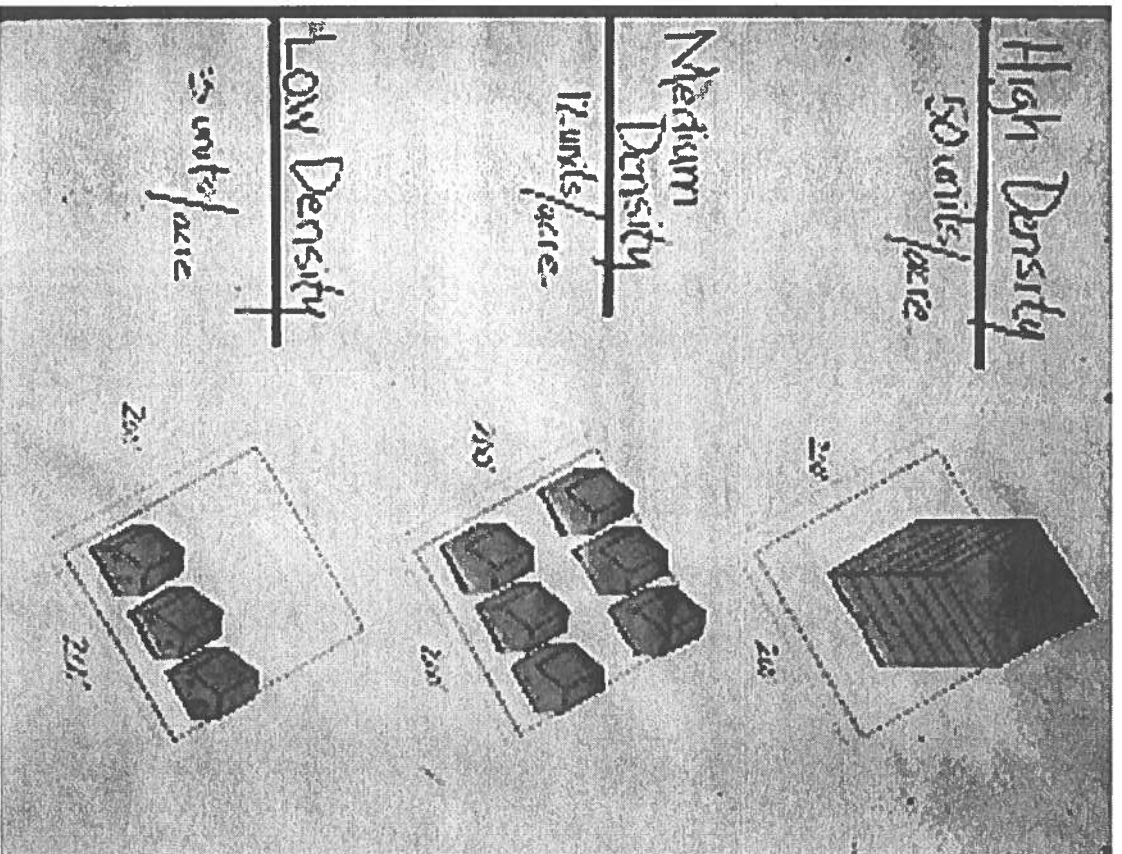
**1. Ideal Place (1 hour)**

*Lesson Objective*

- To present the city as a complex system of information which is perceived and understood through personal experience
- To help students construct an image of the city using Kevin Lynch's categories of landmarks, nodes, districts, edges and paths

*Materials*

- Large map of the City of Oakland
- Dot stickers
- Markers
- Ideal Place Worksheet



## 2. Planning Definitions (1 hour)

### *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 charrette

### *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.



- 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)

### *Procedure*

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

- History - physical, cultural, demographic
- Natural Factors - geology, hydrology, habitat, seismicity, vegetation, etc.
- Land Use - identification of formal and informal activities
- Built Form - density, building height, architectural style, views, dominant forms, etc.
- Transportation - pedestrian, auto, BART, local/regional, intensity and variety of use, etc.

## **II. Walking Tour & Site Analysis**

### **Day 3 Walking Tour**

#### **1. Walking Tour of MacArthur BART Station Area (1.5 hours)**

#### *Lesson Objective*

- Learning Introducing 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

#### *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

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 to doing the site analysis during 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 G. 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, and the students then walked with the graduate students back to campus. After the activity, all worksheets and maps were collected for overnight storage and completed rolls of film were taken to be developed.

#### **Day 4 Site Analysis Activity (2 hours)**

##### *Lesson Objective*

- Preparation of verbal and graphic information

##### *Materials for one site analysis team (total=5)*

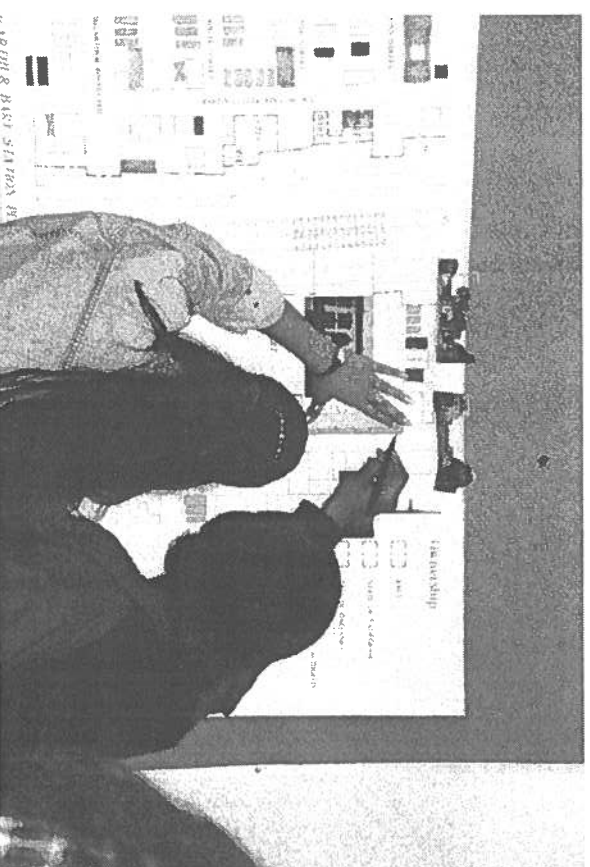
- Maps and worksheets from Field Trip
- Developed photographs
- 36"x48" basemap of MacArthur BART station area
- Markers and newsprint (1'x=50')
- Tape and scissors

##### *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 previewed the purpose and procedure of the day's event, emphasizing the following points:

- To combine and understand the information gathered on the Field Trip
- To interpret the information 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 5 Site Analysis Presentation and Visioning**

### **1. Site Analysis Presentation (1 hour)**

#### *Lesson Objective*

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

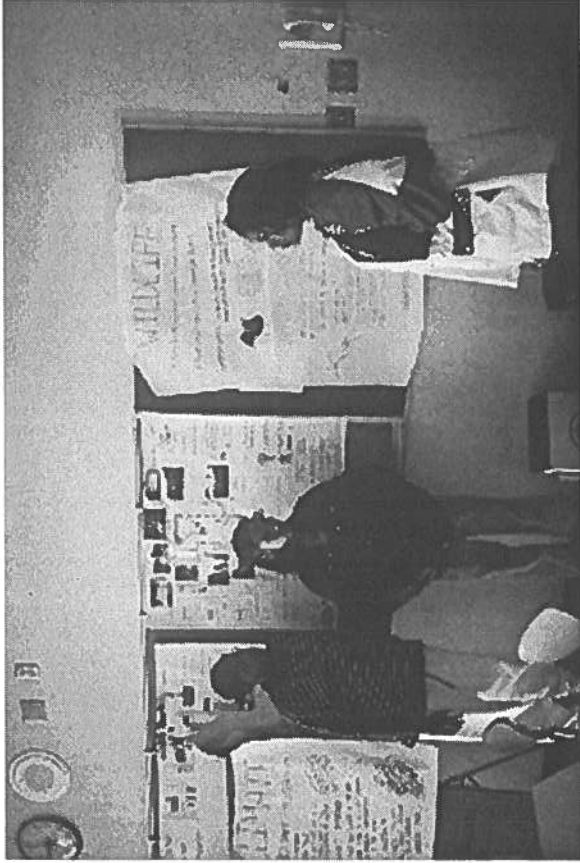
#### *Material*

- Presentation material developed on day 4

#### *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 name for design team

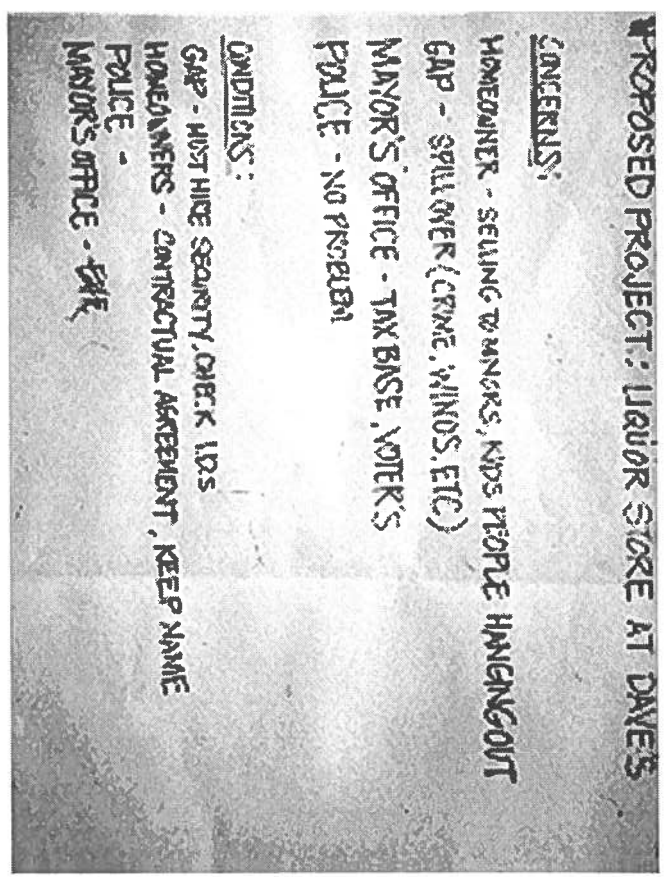
Materials

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

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.



### III. 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 HS students to create specific plans for the MacArthur BART neighborhoods area. This section consists of a role playing activity, a financial feasibility analysis, the development of specific plans using a design charette format, and lastly a final presentation to the entire class and invited jurors.

#### Day 6 Role Playing Activity

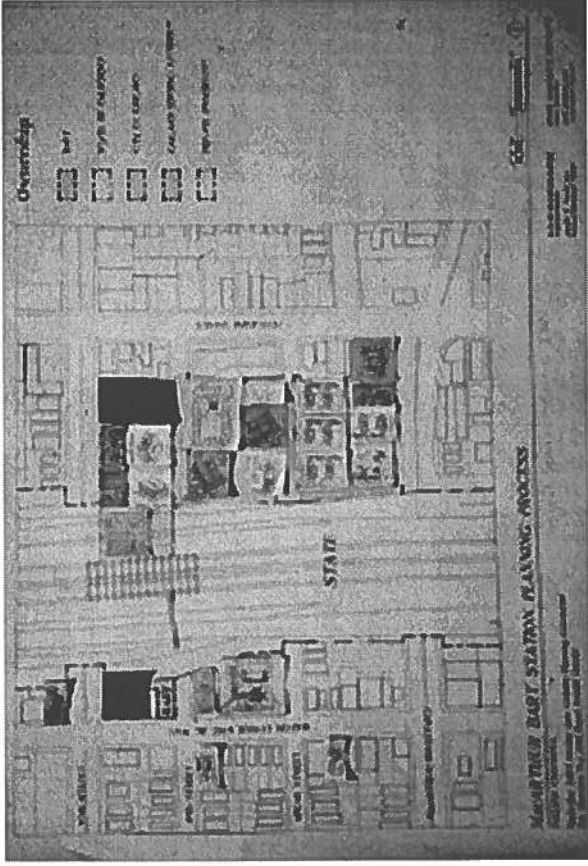
#### Role Playing Activity (2 hours)

##### *Lesson Objective*

- Explain the concept of the income multiplier and how it effects a local economy
- To consider different interests involved in the development process
- To work towards a consensus-building effort when conflicts arise
- To discuss how a bank determines risk
- 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



### *Procedure*

The first part of this activity was to explain the multiplier effect of circulating capital locally. The concept was used to explain the trade-offs between national chain stores and locally-owned businesses. A diagram was used to explain the flow of capital (e.g. how much money goes to employees, national headquarters, sales tax, etc.).

At that point several questions were posed to students in order for them to understand the concept of multiplier effect using concrete examples. These questions included:

- *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?*

The second part of the activity consisted of a guided class discussion where a role playing scenario was presented and discussed amongst the class. (See Appendix J) 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.

### Day 7 Charette

#### Charette (2 hours)

#### *Lesson Objective*

- Prioritize goals developed on Day 5
- Develop a draft plan by the end of the day
- Check to see that goals have been addressed in draft plan

### *Materials (below items for 1 design team)*

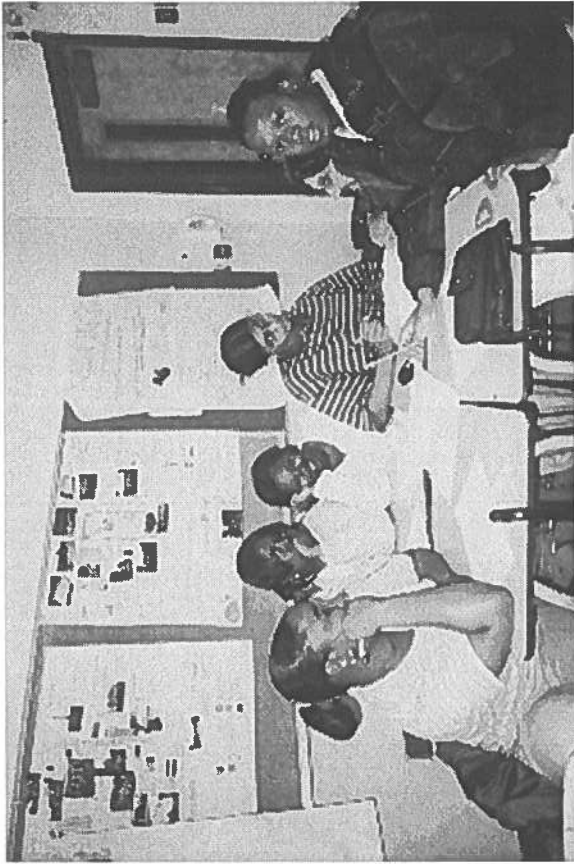
- 36" x 48" base map of MacArthur BART station area (scale: 1"=50'-0")
- Packet of land use icons (scale: 1"=50'-0")
- Scissors
- Tape
- Markers

### *Procedure*

Students immediately formed into their assigned design teams. At least one graduate student was 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 J) Next, students 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.

Few teams were able to fill up their base maps with icons. Since it was the first day with 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 the financial worksheet developed for this part of the exercise. (See Appendix K)

*\*Costs, profits, and tax benefits do not correspond to actual dollar amounts, but have been tailored to meet the goals of the financial feasibility of the 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.

Moving over to the next 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 did 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 like land and the retrofit of an historical building also did not 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 in 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 up-front 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.

### **Day 8 Financial Feasibility**

#### **1. Financial Feasibility (2 hours)**

##### *Lesson Objective*

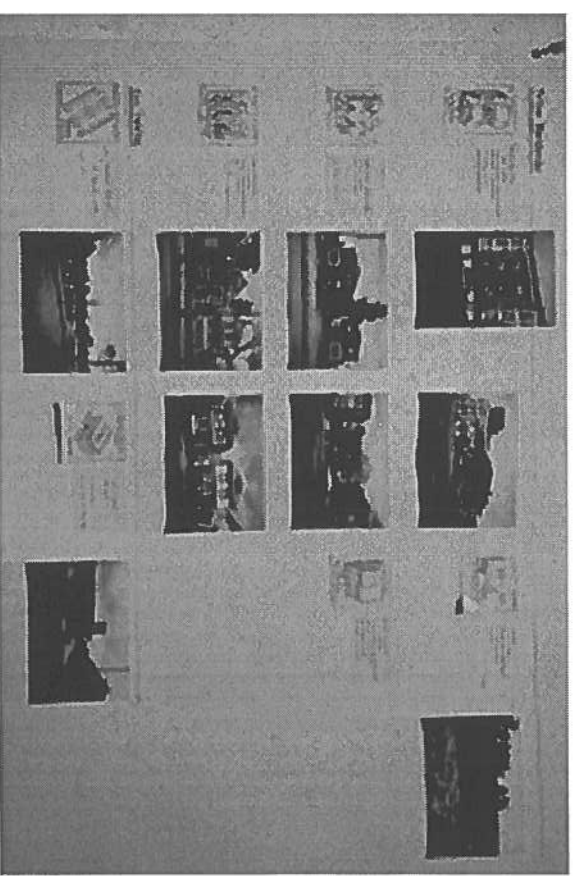
- Calculate cost, profit and tax benefit of draft plan
- Revise draft plan for financial feasibility

##### *Materials (below items for 1 design team)*

- Financial Worksheet
- Calculator
- 36" x 48" base map of MacArthur BART station area (scale: 1"=50'-0")
- Packet of land use icons (scale: 1"=50'-0")
- Scissors
- Tape
- Markers

Students then had to decide whether or not 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 9 Charette

### Charette (2 hours)

#### *Lesson Objective*

- Check goals against financial feasibility
- Make revisions to plan

#### *Materials (below items for 1 design team)*

- Financial Worksheet
- Calculator
- 36" x 48" base map of MacArthur BART station area (scale: 1"=50'-0")
- Packet of land use icons (scale: 1"=50'-0")
- Scissors
- Tape
- Markers

### *Procedure*

After each design team revised their plan for financial feasibility, it was then checked against the goals developed on day 7. 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 11.

## **Day 10 Wrap Up & Presentation Preparation**

### **1. Wrap Up (1 hour)**

#### *Lesson Objective*

- Make final calculations using financial worksheet
- Finalize plan

#### *Materials*

- Financial Worksheet
- Calculator
- 36" x 48" base map of MacArthur BART station area (scale: 1"=50'-0")
- Packet of land use icons (scale: 1"=50'-0")
- Scissors
- Tape
- Markers

#### *Procedure*

This was the day when each team had to make final decisions regarding the plans they had worked on for several days. Graduate students worked closely with individual teams to make difficult decisions regarding issues that were not yet solved. After individual teams finalized their plans, they made final calculations using the financial worksheet provided. This would represent the numbers to be presented to jurors the next day.

At this time, decisions were also made regarding the amount of affordable 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

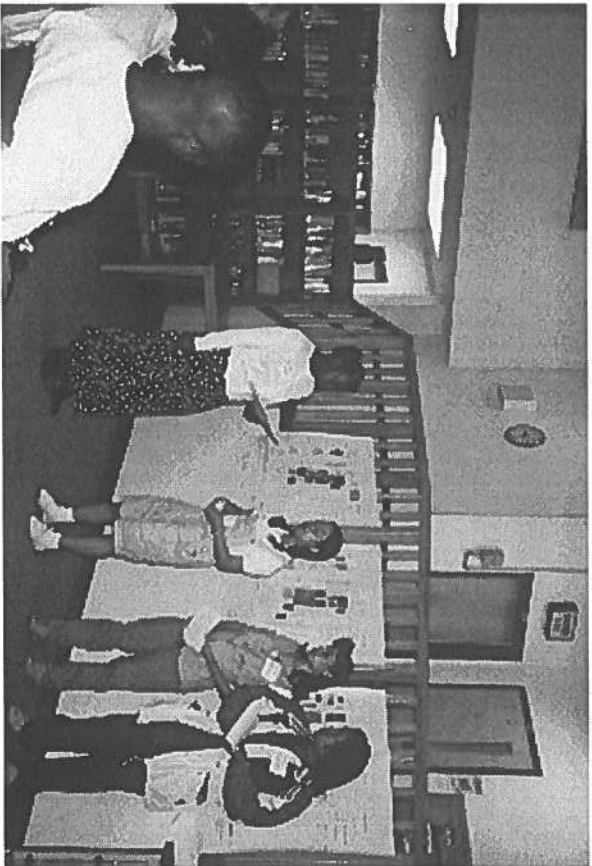
#### *Materials*

- Newsprint
- Markers

#### *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 and more viable than the other design teams' proposals. Several groups decided to focus 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.

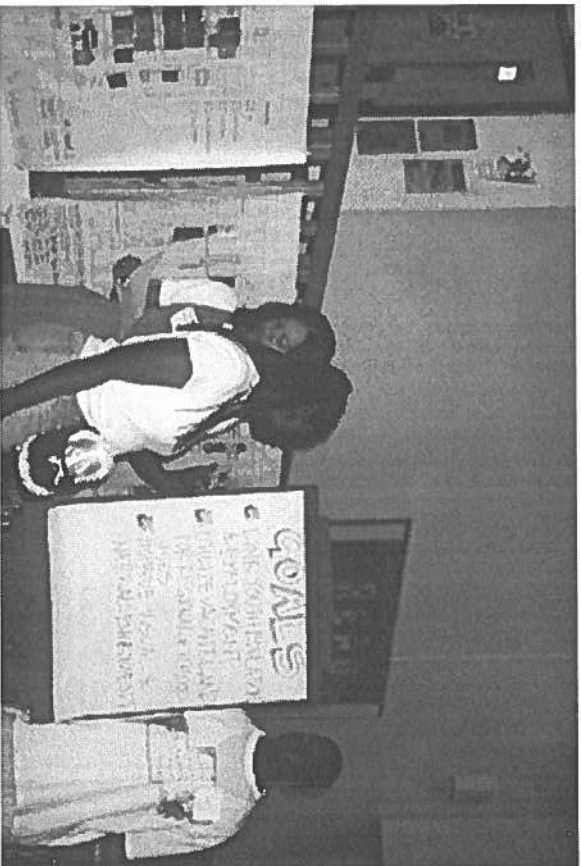
After decisions were made regarding strategy and approach, each team scripted their presentations including which students would present and what they would say. Additionally, each group used newsprint to visually communicate their main ideas.



### Day 11 Final Presentation (2 hours)

The exercise culminated with presentations of each design team's final plan to the entire class and invited jurors. This year, jurors included:

1. Kofi Bonner, Director of Oakland Office of Community and Economic Development
2. Maria Campbell-Casey, Director of Urban Strategies Council
3. Michele Davis, Project Manager, San Francisco Redevelopment Agency
4. John Ellis, Architect, Anshen and Allen Associates
5. Councilwoman Sheila Jordan, Oakland City Council
6. Martha Matsuoka, Project Manager at Urban Habitat, Earth Island Institute
7. Victor Rublin, Director of University-Oakland Metropolitan Forum





## What it Takes to Do the Urban Plan

### Budget

copying maps and icons	\$ 70
40 markers	40
pad of 18 x 24" paper	8
5 disposable cameras	75
film developing	50
gas for van	30
pizza and drinks for initial 2 meetings	40
miscellaneous	17
total	<hr/> \$ 330

### Potential Funders

Wherever The Urban Plan is replicated and/or appropriated, there are probably many sources of support. Following is a brief list of suggestions:

#### *Local Sources of Support in the Bay Area*

1. Coleman Advocates for Youth, San Francisco
2. Urban Strategies Council, Oakland
3. Kellogg Foundation of 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

### Contacts

Patricia Clark, Oakland Tech High School 510-524-0734  
Department of City and Regional Planning 510-642-3256  
Heather Hood, UC Berkeley 510-649-8697  
Michael Rios, UC Berkeley 510-652-6944  
Victor Rubin, University-Oakland Metropolitan Forum 510-642-5118

## Conclusion

The Urban Plan works well to provide high school students with opportunities to engage the environment around them and 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 interest of the teachers and the students.

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

1. A relationship between the Urban Plan teachers and students.
2. A high ratio of teachers to students; individual attention and opportunities for informal discussion ensue from this high ratio.
3. A focus on issues relevant to students and their communities; students are bound to be more engaged.
4. A nearby site.
5. A format to understand and analyze a place. What qualities are desirable and undesirable, what can be done (opportunities or challenges), what the framework is (constraints), and how to deal with it imaginatively. This can be translated into all aspects of problem-solving and life.
6. A team approach to solving complex issues.
7. Demonstrating connections between research, interpretation, decision-making and design.
8. A variety of ways for both students and teachers to interact and participate. This provides students with an opportunity to offer unique perspectives and talents.
9. A variety of mediums used to teach; video, maps, cards, markers, icons, role play, site visits, photographs, writing, calculating and presentation.



10. A diversity of jurors attending the final presentation who are members of the nearby government and organizations. They serve as first hand informers and as role models.

So far, the program has been taught by University of California at Berkeley students to Oakland Tech High School students. While it has been improving because of growing familiarity between the two institutions and amongst both groups of high school and city planning graduate students, the program could be further refined. This document is created to save the teachers from taking valuable time to find and/or recreate some information and ideas.

The following list outlines ways the program could be improved:

1. Have the program be a full two hours each day for all of the students involved. Previously, the class was in two parts and only some students stayed for both class periods. This is disruptive to the continuity of the program.
2. Show slides of what was accomplished with previous Urban Plan programs.
3. Ask former students (from Oakland Tech) whom the students might know come for the introduction to describe the former year.
4. Pass out an explanation and a schedule for the program so that students know what to expect.
5. Allocate more than two hours for the site visit. A considerable amount of time is lost in transporting students to the site.
6. Begin planning earlier between graduate students and teachers at Oakland Tech to see how the Urban Plan fits into The Health Academy curriculum.

To encourage and help the high school students think about and be familiar with their options for college:

1. Teach 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 or time (informal or formal) to let students ask questions about graduate student teachers and/or related professions.
3. Have information about educational related to the Urban Plan as well as students' interests.
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.

These suggestions are listed to refine the Urban Plan program. It will be a good program as long as it maintains the aforementioned key ingredients. We hope that the Urban Plan program will continue to be refined each time it is exercised and that it inspires similar programs in other schools.

The best of luck to you.

## **University of California Program Coordinators**

1996: Heather Hood  
Rick Jacobus  
Michael Rios  
1995: Joanne Parker  
Michael Rios  
1994: Mary Corley

## **University of California 1996 Participants**

Tim Alley  
Nova Blajev  
Jesse Blout  
Arthur Gillespie  
Heather Hood  
Evy Ibarra  
Rick Jacobus  
Nashua Kali  
Jennifer Kassan  
Lisa King  
Dave Levy  
Joanne Parker  
Michael Rios  
Susan Rogers  
Kirsten Shaw  
Kaori Tokunaga  
Anatalio Ubalde

## **Oakland Tech H. S. 1996 Participants**

### *'96 Graduates Incorporated*

Mai Chung  
Katrina Morris  
Jo Ann Clarkin  
Phillip Corley  
Nerita Bowie  
Alan Lake  
Tahlia Beachman  
Joyce Chen  
Tashuan Reeves  
Sarai Crain  
Cindy Liang

### *MacArthur Project Make-Over*

May Poon  
Jamilia Williams  
Shifawn Williams  
Janell Hayes  
Monica Matha  
Lawrence Caroway  
Catherine Brown  
Felicia Wiggins

### *Mission Possible*

Dadrick Johnson  
Kim Cham  
Charisma Desidero  
Shronda Flannigan  
Kimberley Casey  
Damario Willard  
Tina Tai  
Kimberley Chang

### *MacArthur Visions '96*

Crystal Volberding  
Anika Dunn  
Katherine Vo  
Araceli Gamez  
Bobby Underwood  
Chioke Hughes  
Laura Tai  
Walita Powell

### *38 Countdown*

Janelle Flowers  
Yashekia Evans  
Mya Malone  
Nafeesa London  
Nyisha Lomack  
Si Ta  
Holy To

**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 11<sup>th</sup>

- 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 18<sup>th</sup>**  
**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





# Daily Lesson Plan

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Day #: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinators: \_\_\_\_\_

Topic: \_\_\_\_\_

General Lesson Goal:

Number of helpers needed:

Supplies/handouts needed:

Start Time	Activity Description	Helper Instructions



## Appendix D

### Schedule Worksheet





The Urban Plan - Schedule

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







## **Appendix E**

### **Background Information for the MacArthur Area**



### 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.<sup>1</sup> 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".<sup>2</sup> 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.<sup>3</sup> 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."<sup>4</sup> 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.<sup>5</sup>

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

<sup>1</sup>Groth, Paul, Oakland as Cross-Section of America's Urban Cultural Landscapes, Berkeley, 1980, p. 39.  
<sup>2</sup>Judd, Diane Reinbolt, Early Days in Temescal, Oakland, 1980, p. 2.

<sup>3</sup>Op cit, p. 5-6.  
<sup>4</sup>Op cit, p. 7.  
<sup>5</sup>Op 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".<sup>6</sup> 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.<sup>7</sup> 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.<sup>8</sup>

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).<sup>9</sup>

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.<sup>10</sup> These were all served by a network of electric trains and streetcars. The

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<sup>6</sup>Groth, Paul, AC 15, check p. no.

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<sup>8</sup>Sacred Heart Church

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

<sup>10</sup>Bagwell, Beth, Oakland The Story of a City, Oakland, 1982, p. 223



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.<sup>11</sup>

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 lanes on the upper deck and the lower deck provided two tracks for interurban trains and three truck lanes.<sup>12</sup> 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.<sup>13</sup>

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.<sup>14</sup> 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.

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

<sup>12</sup>Bagwell, op. cit., p. 230.

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

<sup>14</sup>Check 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 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

- Emeryville/Oakland Mall - The Catellus super retail (big box) development
- Emeryville-Sybase
- Emeryville - Chiron
- Oakland - Old Merritt 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
<b>Total</b>		<b>6,951,055</b>

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.

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:

<b>Structures</b>	<b>1999</b>	<b>Buildout, 2010</b>
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
<b>Medical Center Subtotal</b>	<b>1,170,000 sq ft</b>	<b>1,562,500 sq ft</b>
Parking Structures	772,000 sq ft	1,156,000 sq ft
(parking spaces)	(2,585 spaces)	(3,845 spaces)
<b>Total Development</b>	<b>1,942,000 sq ft</b>	<b>2,718,500 sq ft</b>

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

#### **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.<sup>2</sup>

#### **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.<sup>3</sup>

#### **Martin Luther King Jr. Plaza/Old Merritt 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

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<sup>1</sup>Ibid, p. 13-14.

<sup>2</sup>DelVecchio, Rick, San Francisco Chronicle, Bay Area and California, "Chiron Proposes Huge Expansion in Emeryville", p. A15 and A16.

<sup>3</sup>PANIL newsletter,

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

C-5

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

**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.<sup>5</sup>

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<sup>4</sup>City of Oakland, "Summary of the Martin Luther King Jr. Plaza Proposal Submitted by Martin Luther King Jr. IV, LTD"  
<sup>5</sup>Nickelson, 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.

**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.<sup>3</sup> 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
- Maintainance 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 intermodalconnections 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 exisiting neighborhood not displace it
- Pedestrian circulation

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<sup>3</sup>Gruen and Gruen

**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.



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

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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.

### 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.<sup>1</sup>

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.<sup>2</sup> 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.

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<sup>1</sup>BART Citizens Planning Committee handout, Alternative descriptions prepared by KMD Vann, 1/1/94.  
<sup>2</sup>Gruen 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

intused 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 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.

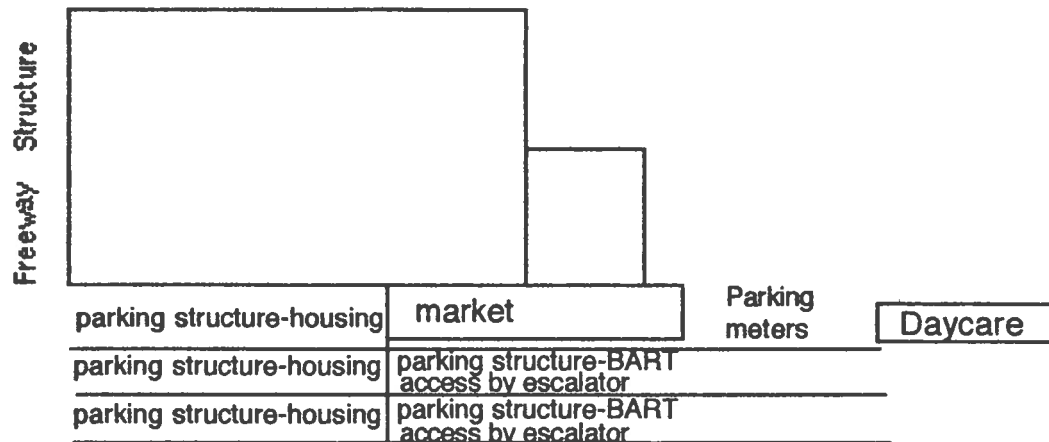
#### Transit Market

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.<sup>3</sup> 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:

<sup>3</sup>Hayden, 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.

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**

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**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-



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.

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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.

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.

### **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..

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

# Census Tracts

## 4010, 4011, 4012, 4013, 4015



**Appendix F**

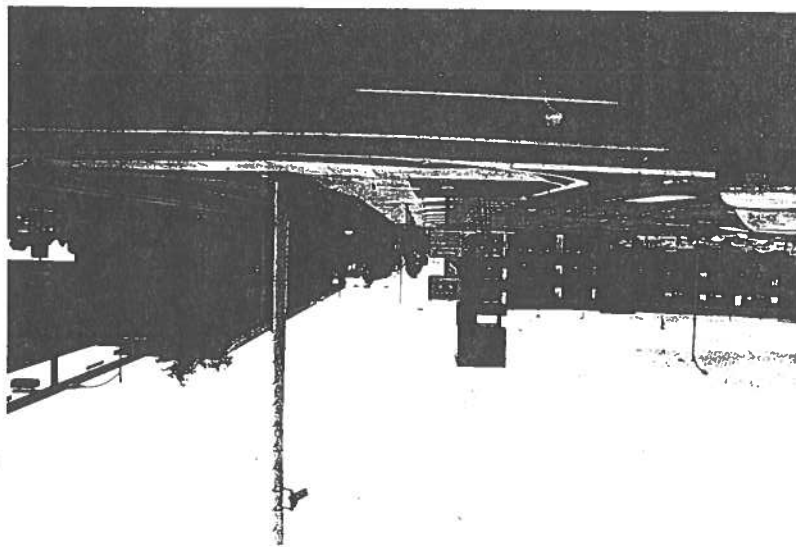
**Ideal Place Worksheet**



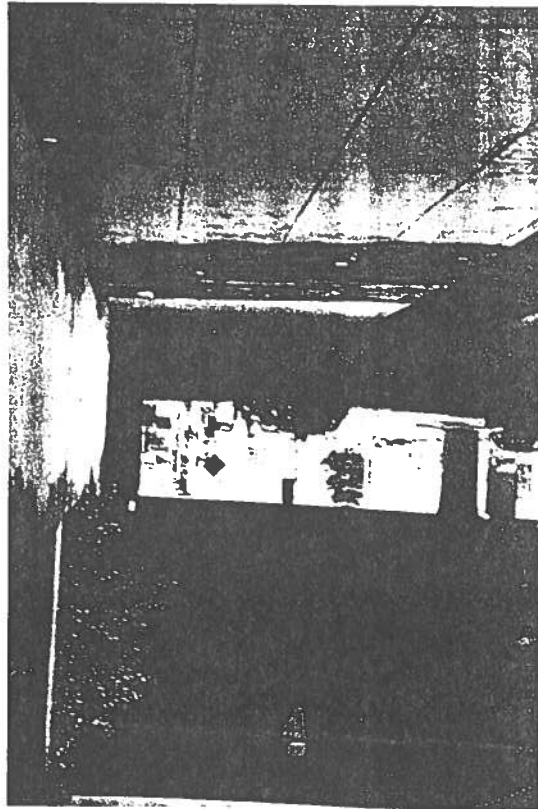


1. Connections

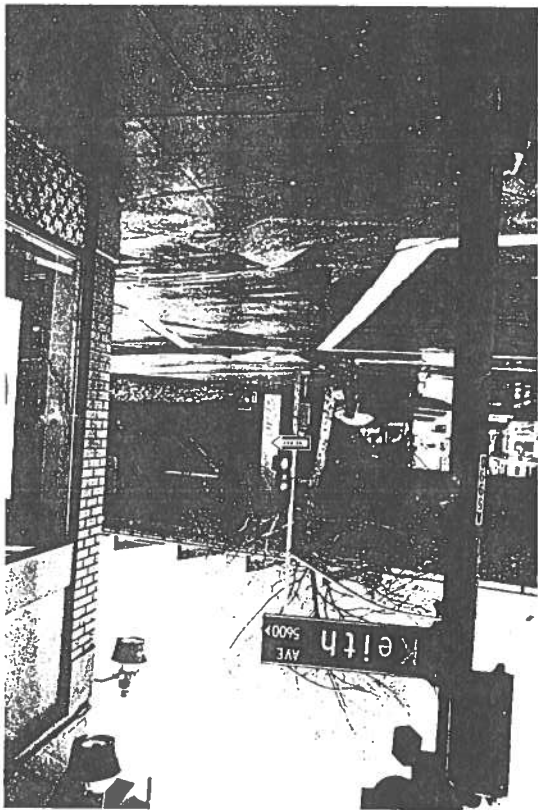
Which of the following examples makes a better connection between BART and the neighborhood? Why?



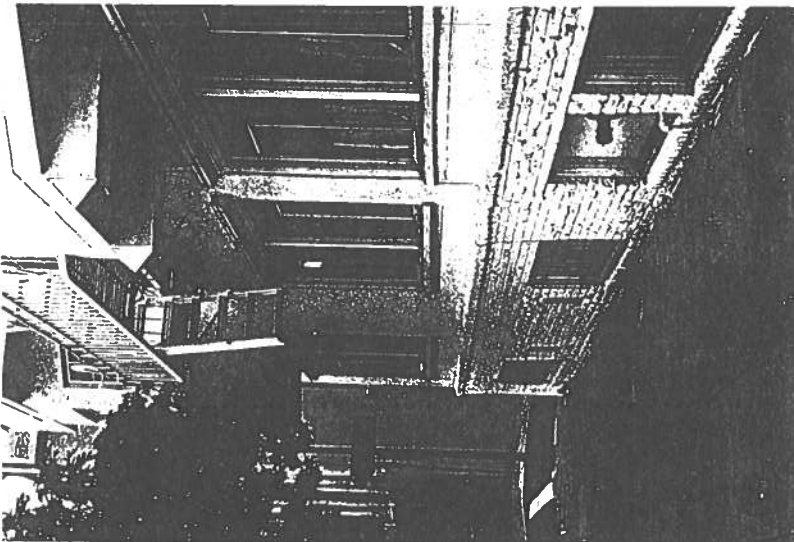
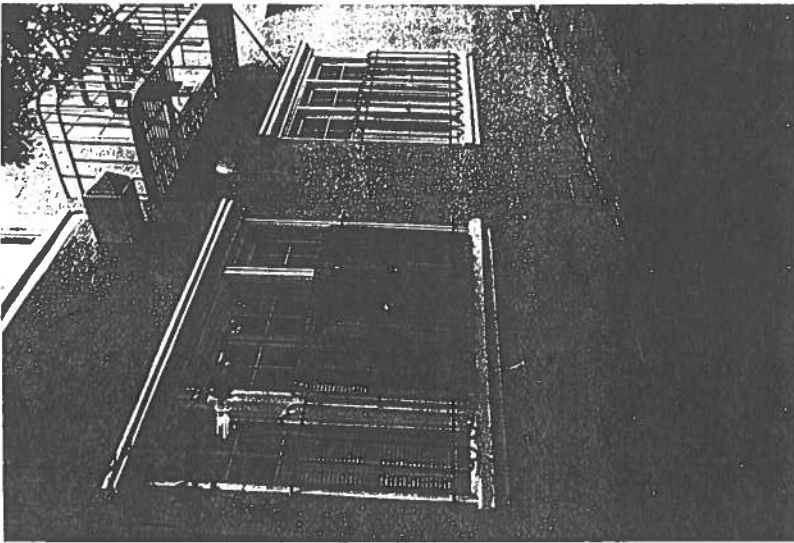
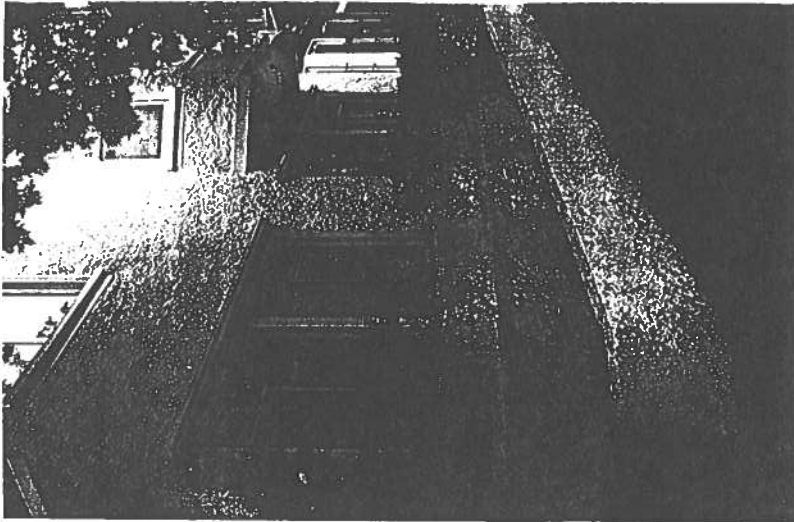
A.



B.

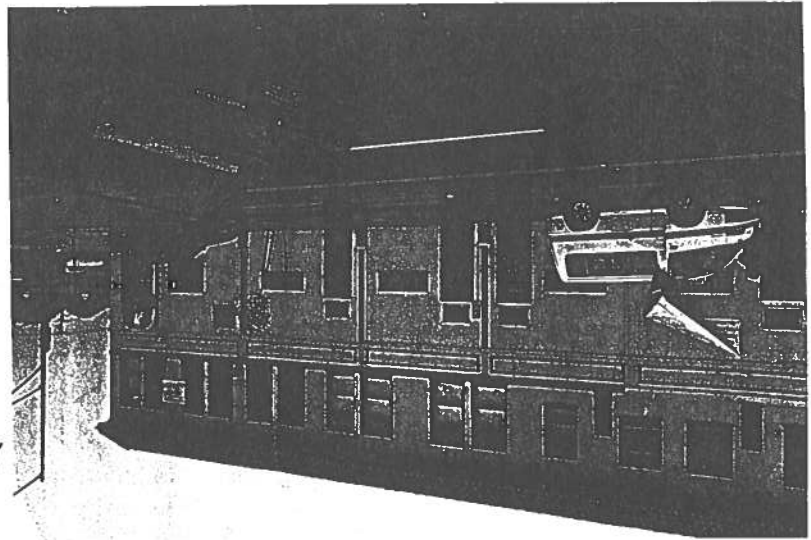
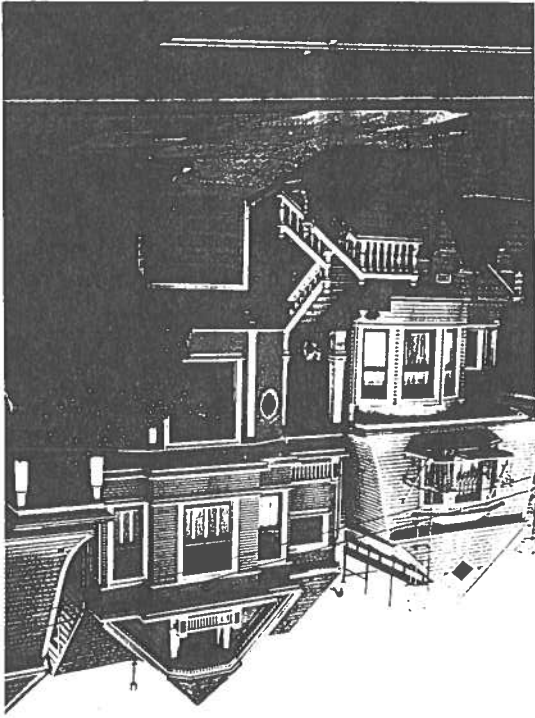


C.



## 2. Security

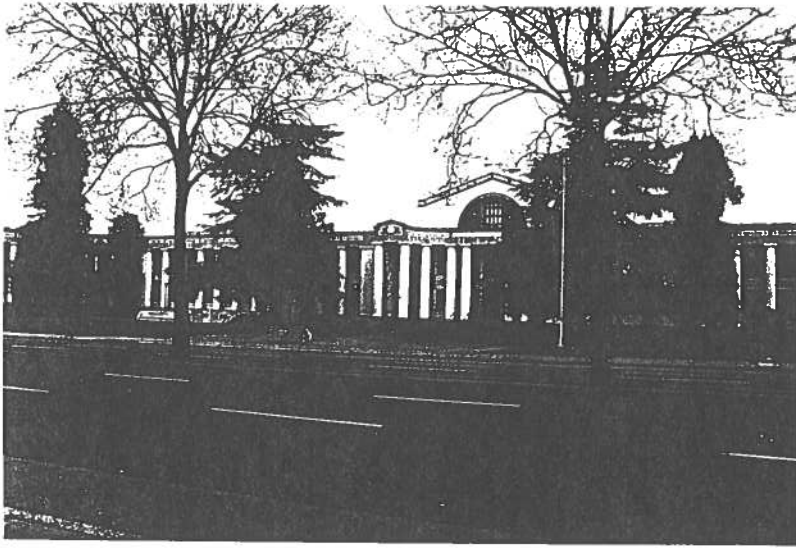
Which of the following examples would you use to provide a secure feeling for your home? Why?



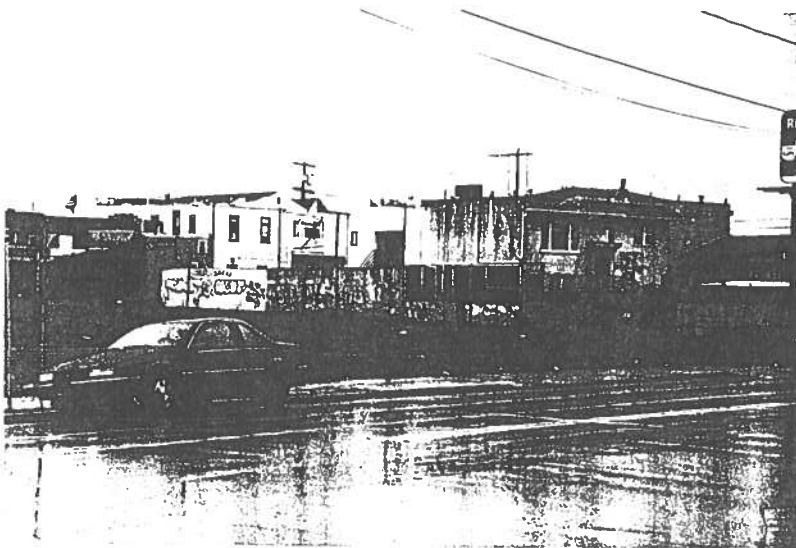
3. Entry  
Which of the following examples is a better entrance to a home? Why?

#### 4. Open Space

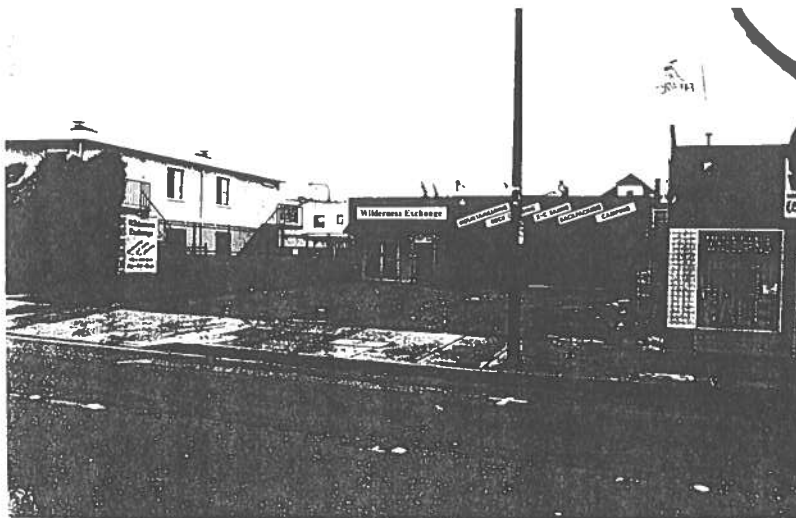
Which of the following examples is a better open space? Why?



A.



B.

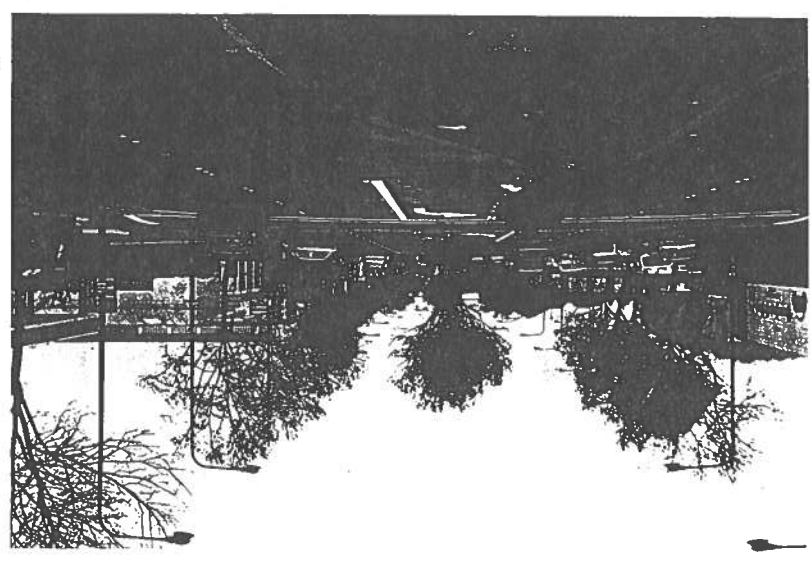


C.

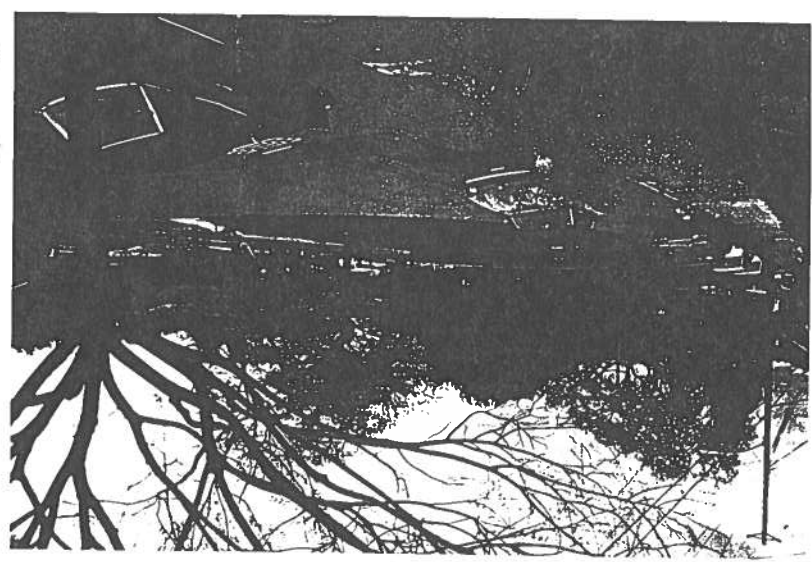
### 5. Streets

Which of the following examples is a better street to be on? Why?

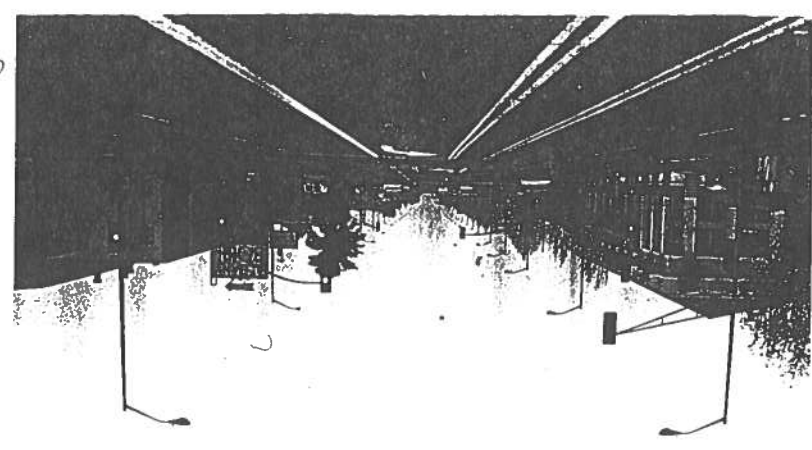
A



B

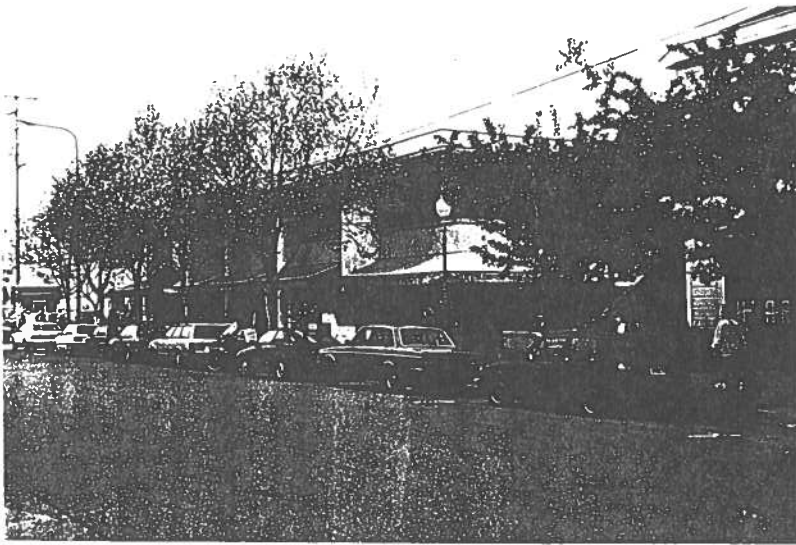


C

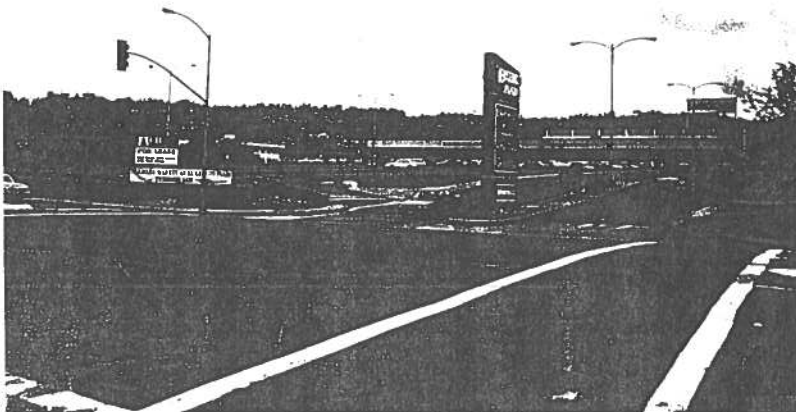


## 6. Parking

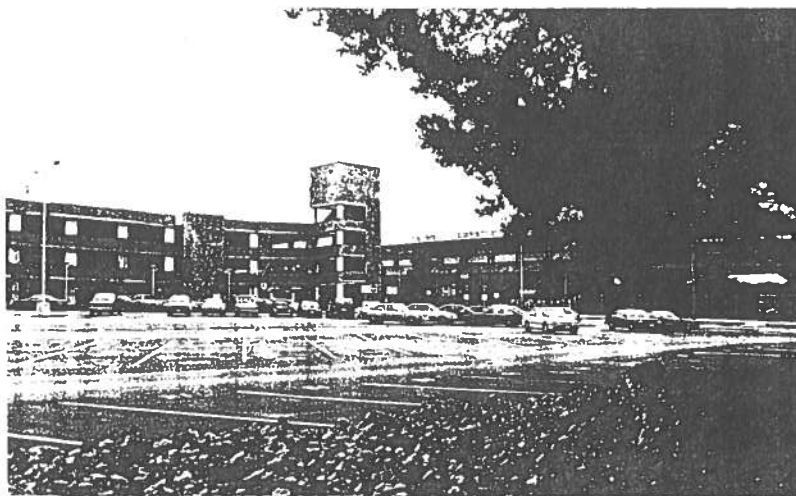
Which of the following examples is a better way to provide parking? Why?



A.



B.



C.

## Appendix G

### Walking Tour Packets





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, CLEANLINES, 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

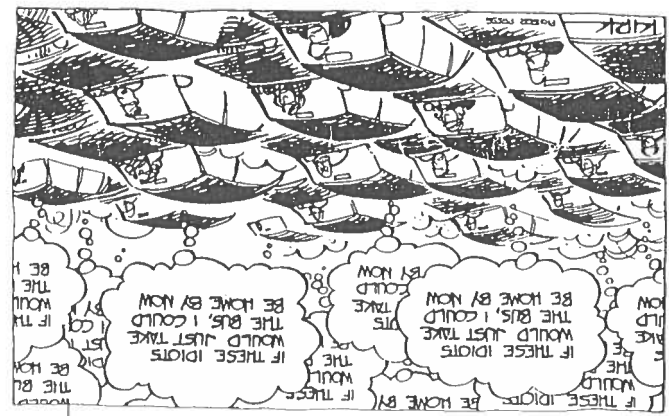
HISTORY IDENTIFY ORIENTATION AND VISUAL CONNECTIONS LIKE SIGNS, MAPS, AND LANDMARKS

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

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

SURVEY AND DOCUMENT EXISTING CONDITIONS

TRANSPORTATION



ACCESS ENSURE TRANSIT ACCESS TO ESSENTIAL SERVICES LIKE EDUCATION, EMPLOYMENT, SOCIAL SERVICES, CHILD CARE, HEALTH CARE, RECREATION

MAKE TRANSIT USER FRIENDLY, PROVIDING SMOOTH LINKS BETWEEN ALL TRANSIT MODES

SERVE AND BE AFFORDABLE TO COMMUNITIES WITH LEAST ACCESS TO TRANSPORTATION

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

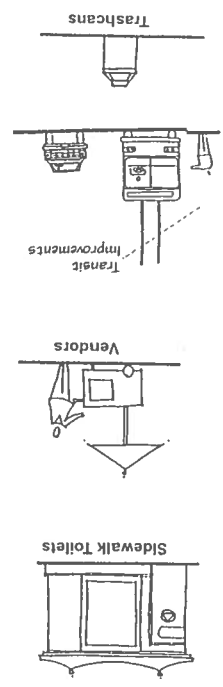
LINK TRANSPORTATION WITH SURROUNDING ECONOMIC ACTIVITY AND MIXED USE DEVELOPMENT

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

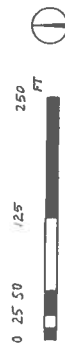
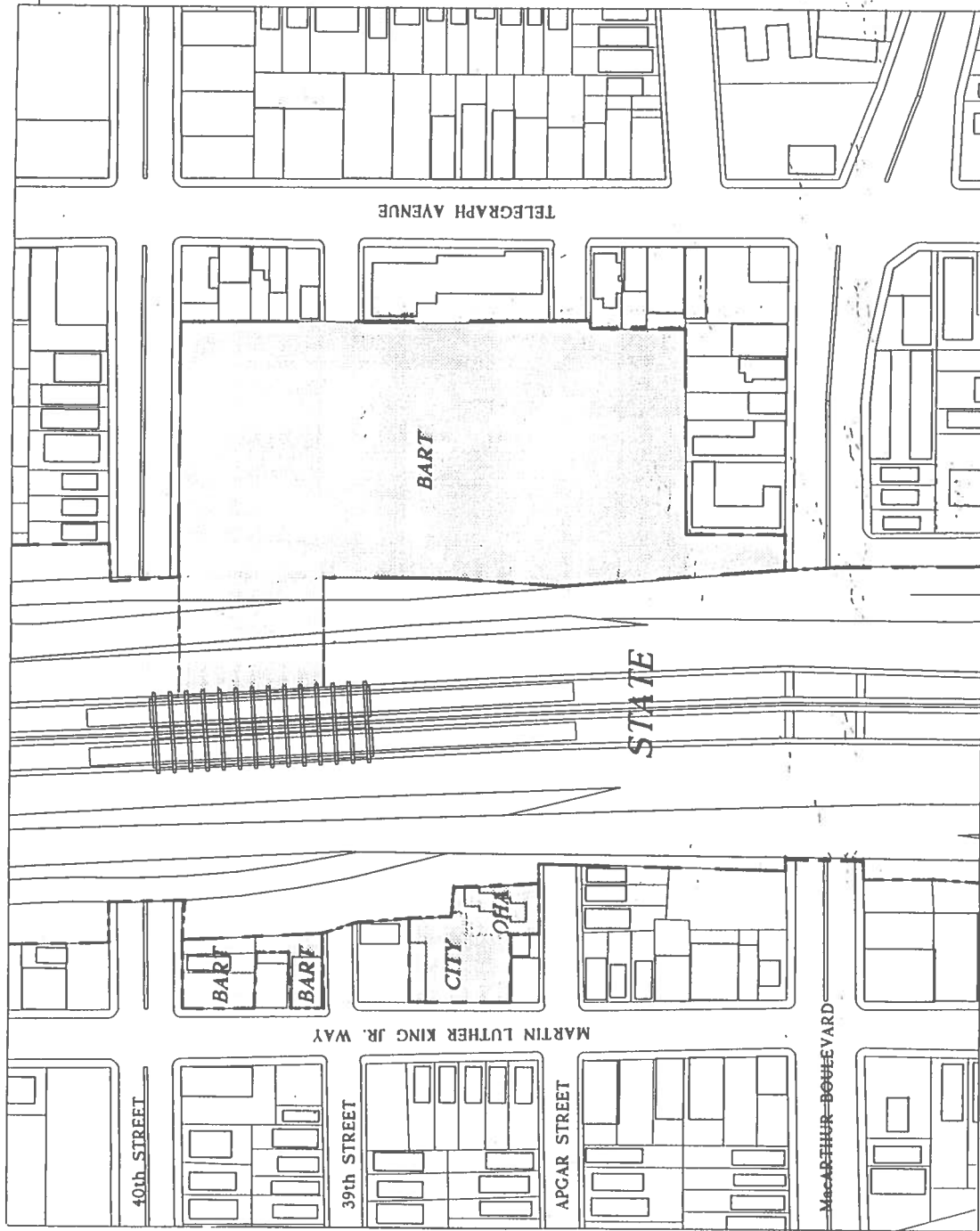
MAKE STATIONS HUMAN SCALE, ORIENTED TOWARDS PEDESTRIANS

IDENTIFY OPPORTUNITIES. BE AN ACTIVIST



# 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 HAUSRATH & ASSOCIATES  
 Urban Economists  
 DKS ASSOCIATES  
 Transportation Engineers

# THE MACARTHUR NEIGHBORHOOD PLAN Community History Awareness and Analysis Field Trip

History Field Trip Coordinator - Nashua Kallil

- 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.

## 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?

## **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.

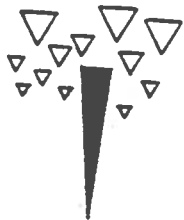
### **E. Group Photographer:**

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



FIGURE 62. The visual elements of Scollay Square

5. LANDMARK



1. PART



ELEMENTS:

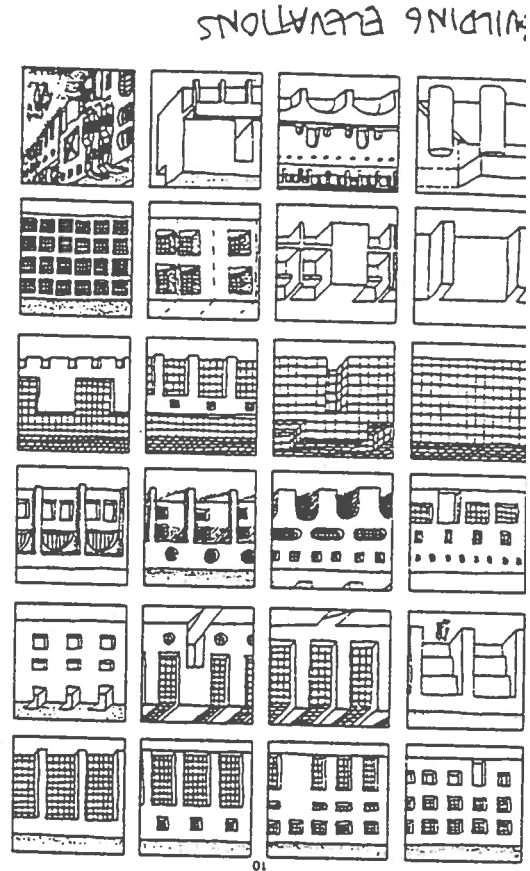
2. EDGE



3. DISTRICT

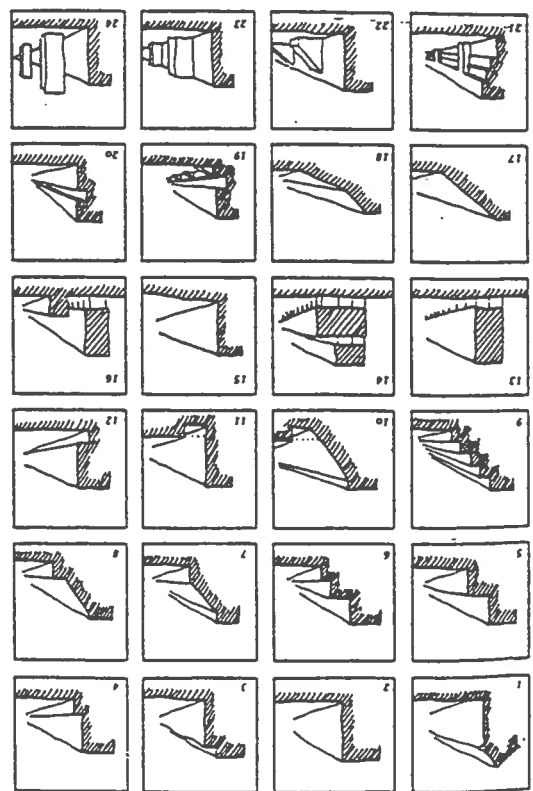


4. NODE



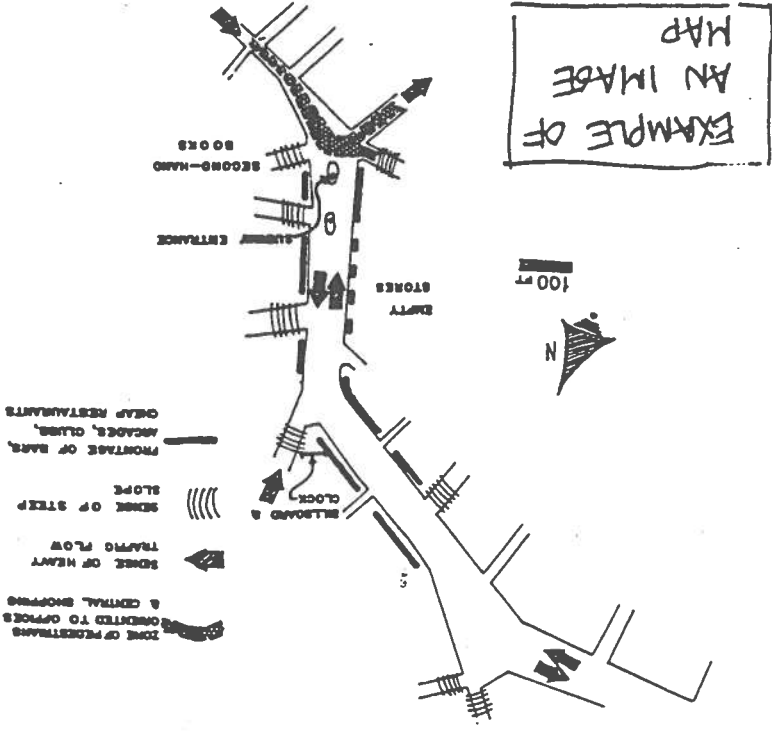
BUILDING ELEVATIONS

BUILDING SECTIONS - TYPICAL








EXAMPLE OF AN IMAGE OF MAP

FIG. 62. The visual elements of Scollay Square

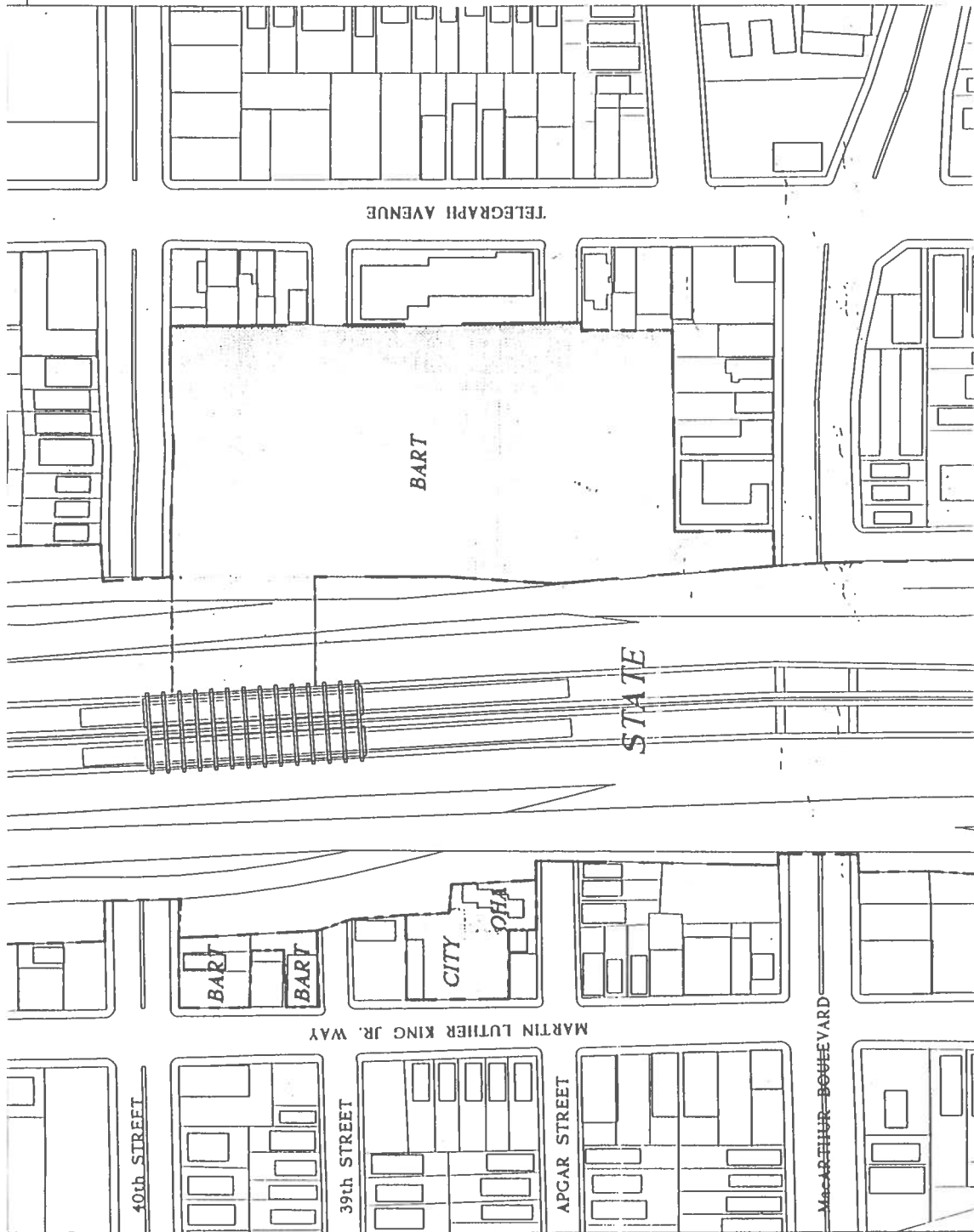


Ownership

-  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: C
- Vacant building: V
- Parking: P



MacARTHUR BART STATION PLANNING PROCESS

OAKLAND, CALIFORNIA

MacArthur BART Station Area Citizens Planning Committee

KAPLAN/MCLAUGHLIN/DIAZ

RECHT HAUSRATH & ASSOCIATES





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:

- dayligning 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?

## E N V I R O N M E N T

## 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

**Appendix H**

**Community Opportunities and Goals Worksheet**



# The Urban Plan

TEAM NAME \_\_\_\_\_

GROUP MEMBERS \_\_\_\_\_

---

---

## OPPORTUNITIES

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

## GOALS

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





**Appendix I**

**Role Play Script and Cards**



## 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 <sup>1</sup>				
teenager (you)				
shoppers				
mayor				
city planner				
community resident				

---

<sup>1</sup> 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.

**Banker**

**Neighbor**

**Local Market  
Entrepreneurs**

**Supermarket  
Chain  
Representative**

**Shopper**

**Mayor**

## Appendix J

### 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.

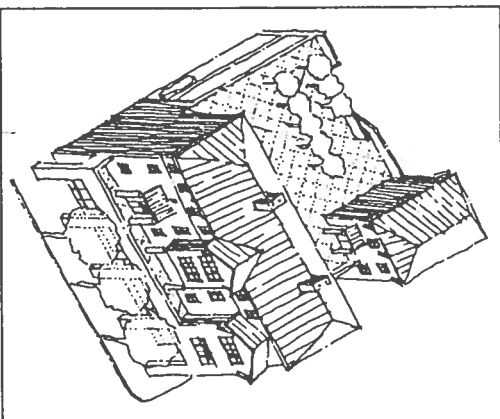
Parking is placed behind the building in surface lots, or in subsurface or interior parking structures.

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

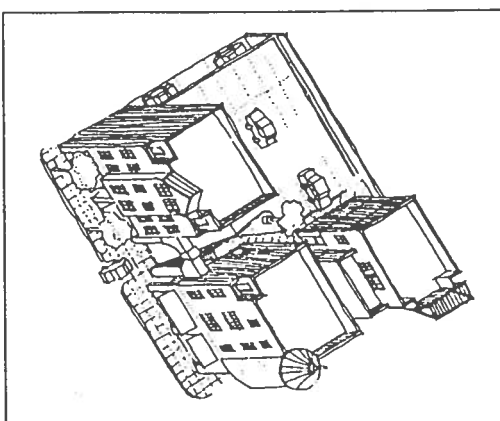
Office jobs are calculated at 375 gross sq.ft./employee.

- 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.

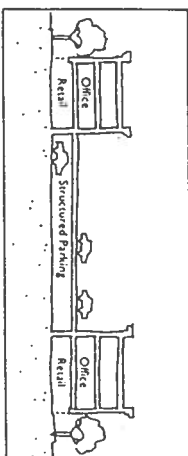
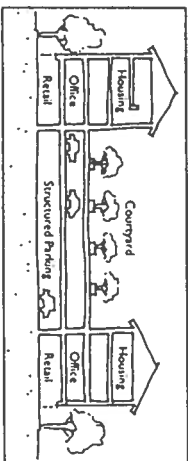
## Mixed-Use Main Street



**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.

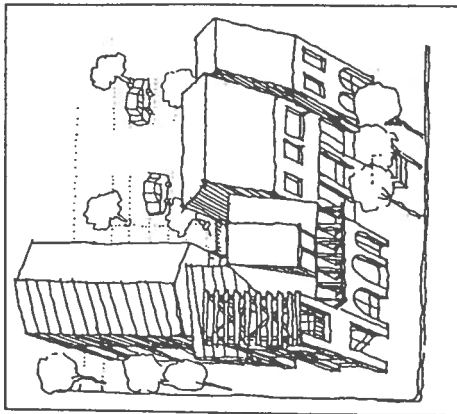
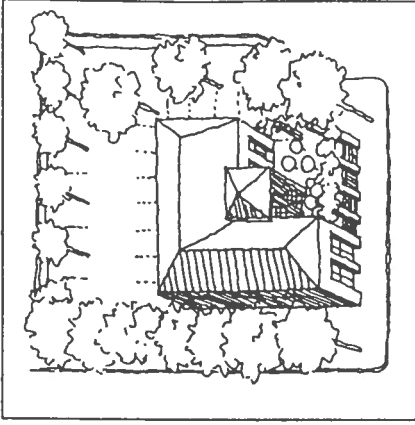
1 story buildings with surface parking.

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.

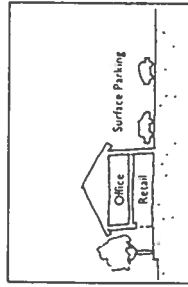


## Retail-Office Mixed-Use (Low Intensity)

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

Surface parking is placed behind the building.

110 jobs/acre



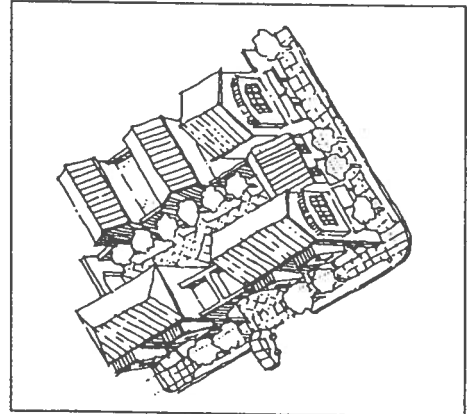
## Retail-Residential Mixed-Use

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

Surface parking is placed behind the building.

45 jobs/acre

50 du/acre



## Neighborhood Shopping Center

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

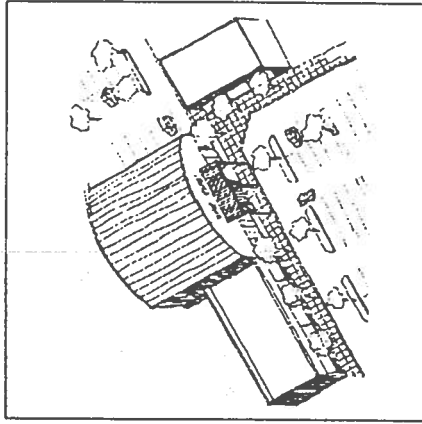
1 story buildings with surface parking.

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.



## Regional Anchor Store

Includes major tenants typically found in a regional mall.

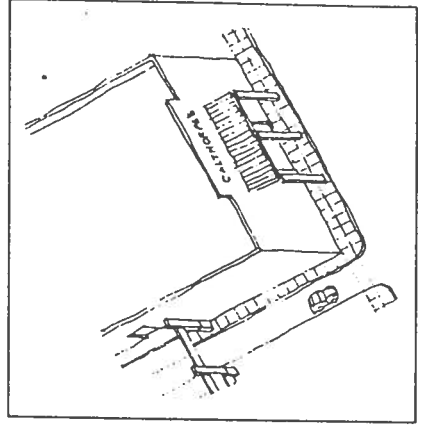
2 story building with structured parking.

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

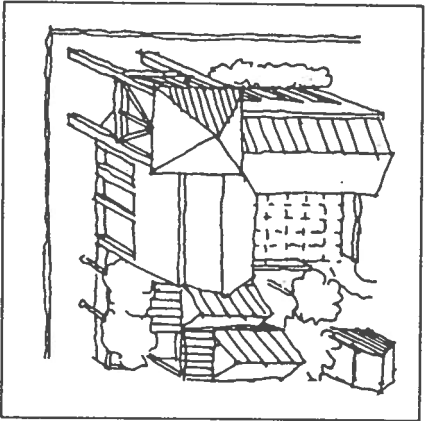
Parking is provided at 3 spaces/1,000 sq.ft. of retail space.

75% floor area ratio assumed.

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



## Travel and Entertainment

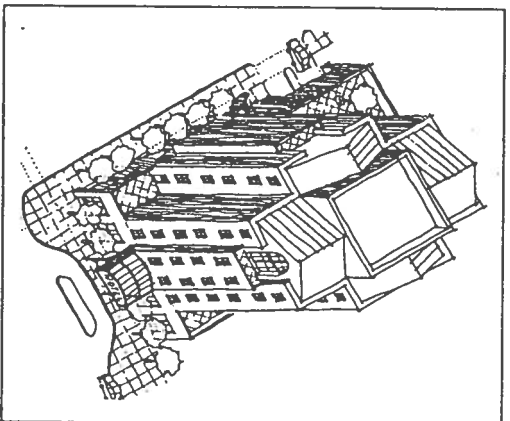


### Bed & Breakfast

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.

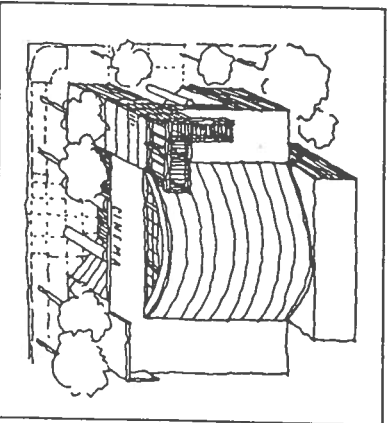
### Cinema

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)

4-5 story buildings.

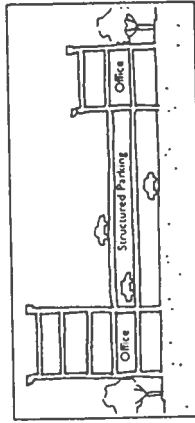
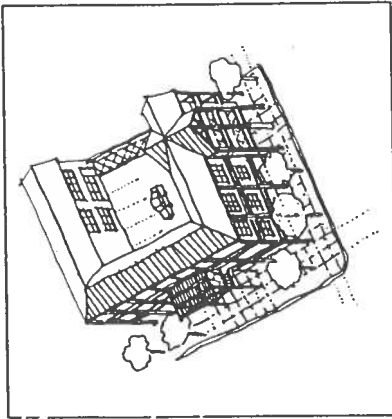
Structured parking is placed below grade or interior to the building.

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.

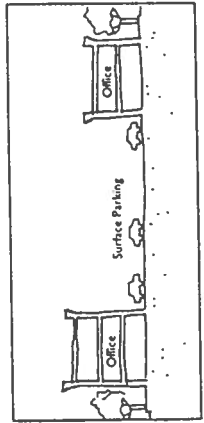
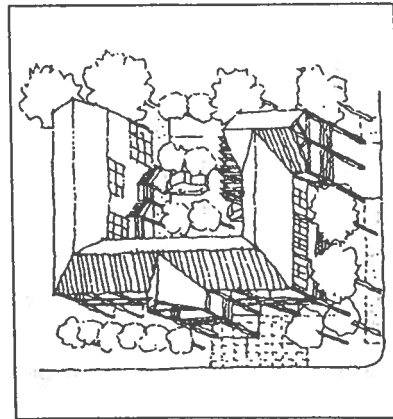
Surface parking is placed behind the building.

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.

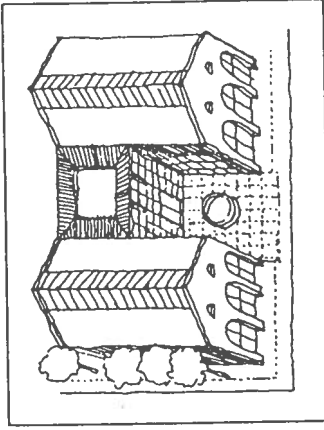
Surface parking is placed behind the building.

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.



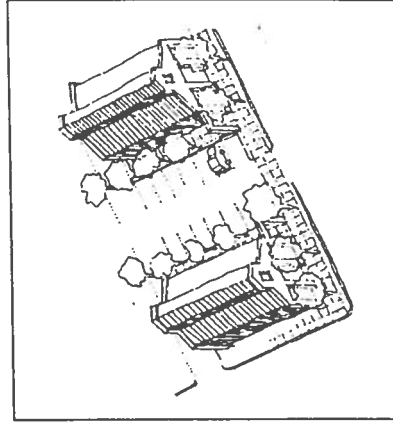
## Industrial

1 story buildings with surface parking.

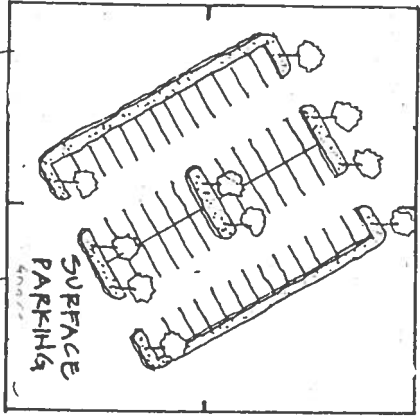
30% lot coverage assumed.

Industrial jobs are calculated at 700 gross sq.-ft./employee or 18 jobs/ac.

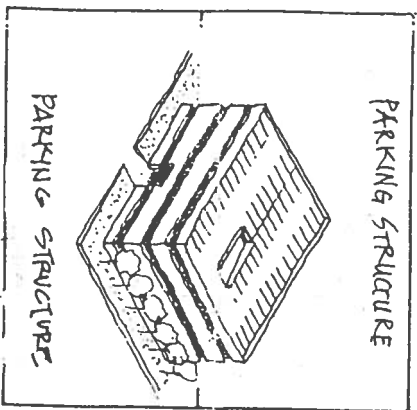
1 parking space/employee on-site.



# Parking



Surface Parking  
125 spaces/acre



Structured Parking  
3 stories  
375 spaces/acre



Path

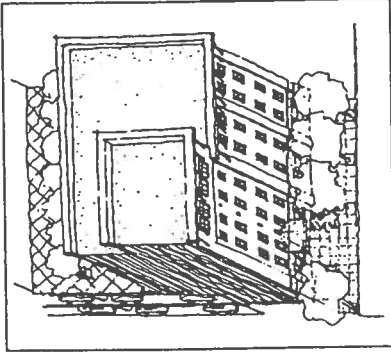


Road

# 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.



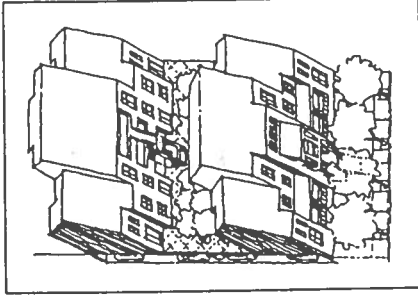
**Mid-Rise Apartments**

5-6 story buildings

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

60+ dwelling units/acre

Rental or condominiums



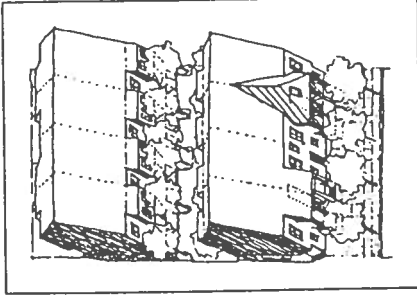
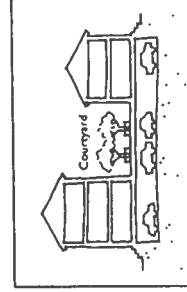
**Podium Apartments**

3-4 story buildings

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

50 dwelling units/acre

Rental or condominiums



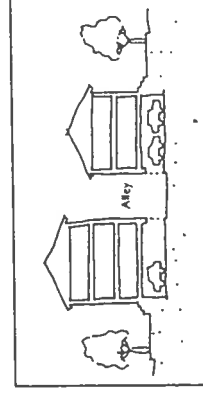
**"Tuck-Under" Apartments**

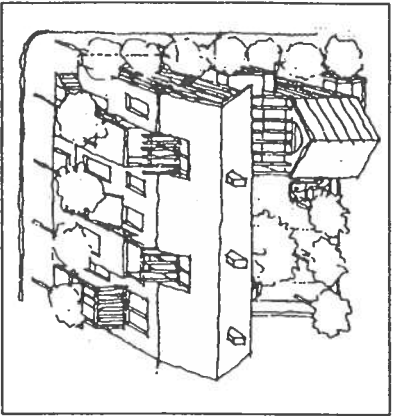
2-3 story buildings

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

30 dwelling units/acre

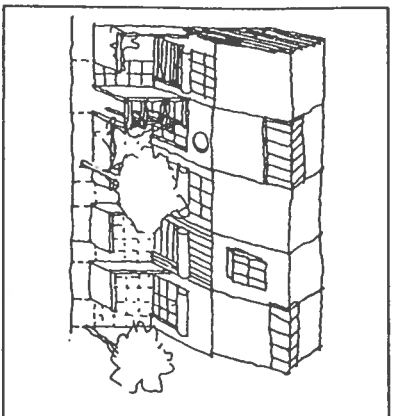
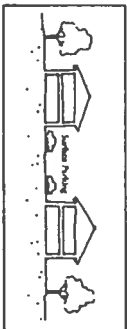
Rental or condominiums





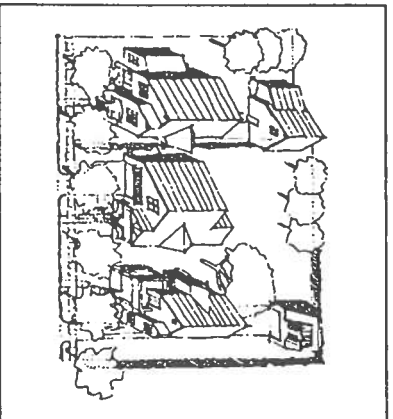
**Garden Apartments**

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



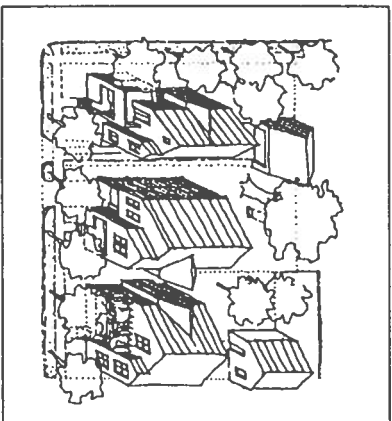
**Townhomes**

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



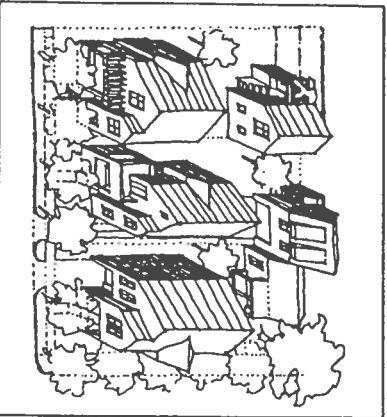
**Standard-Lot Single-Family**

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



**Small-Lot Single-Family**

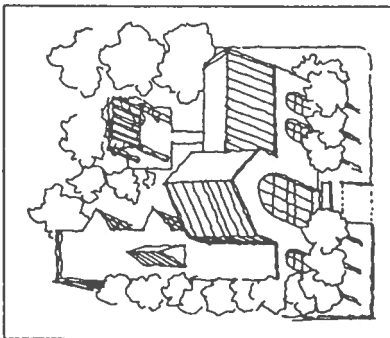
- 1-2 story buildings
- Parking in recessed or alley accessed garages.
- 8 dwelling units/acre
- Ownership



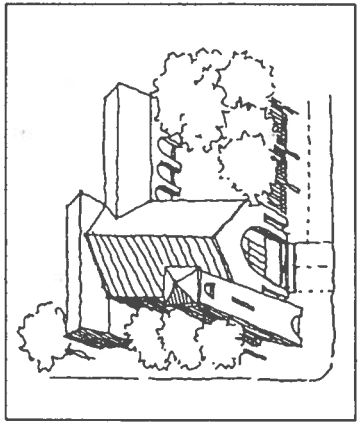
**Carriage Units (with In-Law)**

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

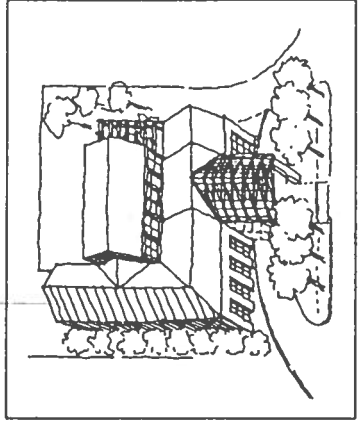
# Civic Uses and Parks



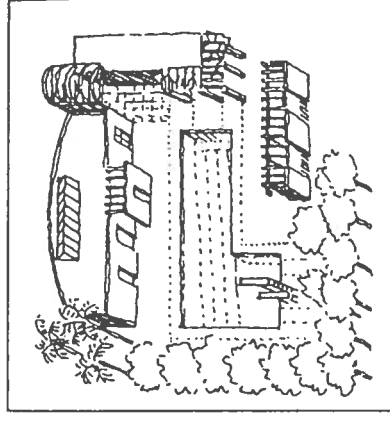
Library  
40,000 sq-ft, 2 acre site



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



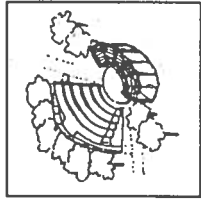
Town Hall/Community Center  
40,000 sq-ft, 1.5 acre site



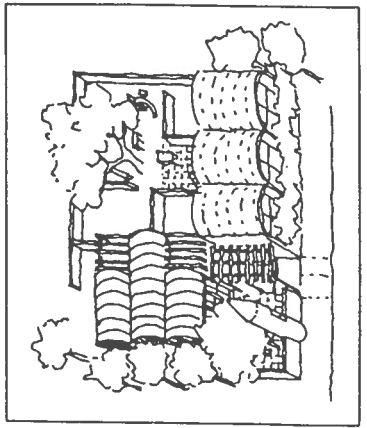
Community Pool  
80,000 sq-ft, 3 acre site



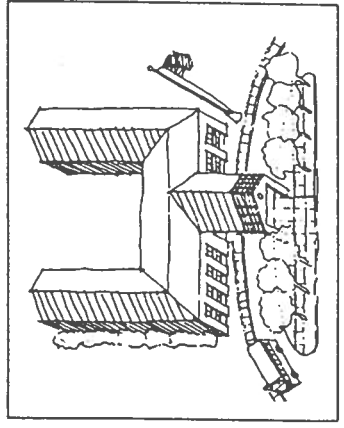
Pocket Park  
1 acre site



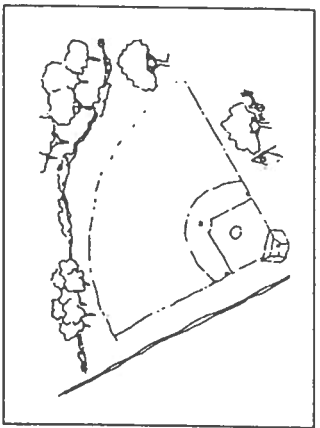
Amphitheater  
1/2 acre site



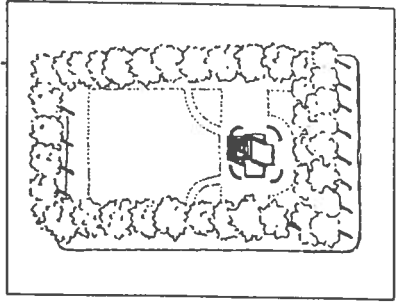
Day Care  
8,000 sq-ft, 1 acre site



Elementary School  
10 acre site



Neighborhood Park  
4 acre site



Village Green  
1-2 acre site



## Appendix K

### Financial Worksheet



# URBAN PLAN: FINANCING STRATEGY

	Acres	Per Acre Total Cost	Per Acre Profit to Developer	Per Acre Tax Benefit to City
<b>Mixed Use</b>				
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 =
<b>Commercial</b>				
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 =
<b>Employment Uses</b>				
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 =
<b>Housing (market rate)</b>				
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 =
<b>Housing (affordable)</b>				
		x \$250,000 =	x \$0 =	x \$0 =
<b>Parking</b>				
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 =
<b>Civic Uses</b>				
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 =
<b>Land</b>				
BART and City Land (Dotted Area)	20	x \$100,000 =	x \$0 =	x \$0 =
Vacant Land (Outside Dotted Lines)		x \$650,000 =	x \$0 =	x \$0 =
Occupied Land (Outside Dotted Lines)		x \$850,000 =		
<b>Other</b>				
Marcus Books		\$240,000 =	x \$0 =	\$20,000 =
Tunnel		\$1,000,000 =	x \$0 =	\$0 =
<b>Total Cost</b>		=	<b>Total Profit</b>	<b>Total Taxes</b>
		=	=	=

\* requires 375 parking spaces per acre of use

Total City Contribution (Total Cost - Total Profit) =



## Appendix L

### 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)

**Appendix M**

**Invitation and Map for Jurors**





# THE URBAN PLAN

A LEARNING EXPERIENCE BETWEEN OAKLAND TECH HIGH SCHOOL  
SENIORS AND UC Berkeley CITY PLANNING STUDENTS

## MEMO TO:

Kofi Bonner, San Francisco Redevelopment Agency  
Michelle Davis, San Francisco Redevelopment Agency

★ John Ellis, Anshen and Allen Associates  
Walter Hood, Department of Landscape Architecture UC Berkeley  
Councilwoman Sheila Jordan, Oakland City Council  
Martha Matsuoka, Urban Habitat  
Victor Rubin, Oakland-Metropolitan Forum  
representative from BART  
representative from Urban Ecology  
representative from Urban Strategies Council

## FINAL PRESENTATIONS: Friday, May 3rd from 8:30-10:30am

Hello. We are very pleased you are interested in joining us for Oakland Tech students' final presentation of their MacArthur BART Neighborhood Plan. Your presence and comments in the presentation will be very important to the students. Please confirm with Heather Hood's answering machine at 510-649-8697 that you are coming. Following are directions to the school for the big day:

