CUBBERLEY
CO-DESIGN

Needs Assessment and Summary of Background Research

Palo Alto Unified School District

CITY OF PALO ALTO

concordia
architecture | planning | community engagement

1. Needs Assessment

Needs from Three Perspectives

The needs for the future of Cubberley align three primary perspectives: that of Palo Alto Unified School District (PAUSD), that of the City of Palo Alto, and that of Palo Alto residents at large. From the onset of this project, the City and School needs were made clear.

School District Needs

PAUSD needs as described in the RFP are as follows: "For PAUSD, the overriding consideration regarding Cubberley is the need to provide for potential future school enrollment growth. Potential PAUSD employee housing, administrative facility needs and other extended educational needs are also a consideration. Current PAUSD enrollment projections do not support the need for an additional school within the next 5-10 years. However, both the proposed Stanford GUP and the City of Palo Comp Plan carry with them the risk of enrollment growth and the requirement for additional school facilities. While there are two discreet property-owners (City and PAUSD) within the 35 acres, the master planning process should recognize the benefit of planning the 35 acres collaboratively, while at the same time acknowledging the differing potential time horizons for City and PAUSD development." In short, with a time horizon of more than 50 years – the minimum life cycle of future buildings on site – the master plan must create the ability for a school of indeterminate size to be built at some point in the future. Uncertainty about future need is substantial enough to plan under the assumption that a large school may be needed in the future. Therefore, space needs to be preserved or able to be converted to school use in the future. In the short term, that space can be used for athletic fields, surface parking, or leasable rental space that generates revenue. Flexible building design that can be easily converted and reorganized is a design tool that can help accomplish the latter strategy if it is pursued. Among possible short-term uses, one recommendation from the Enrollment Management Advisory Committee is to create a small (roughly 100 students per grade) choice middle and high school. They recommended this school, in addition to existing schools, use alternative teaching and learning models to accommodate diverse learning needs of students. It is possible to plan for a small school in the short term with the ability to expand into a larger school in the future should the need arise.

City Needs

From the City's perspective, there are short-term needs that should be addressed soon. Because the buildings in use are at the end of their functional life, a replacement for the Cubberley Community Center is a pressing need. The City has a broad vision for a community center that: 1) provides a multi-cultural learning environment; 2) supports the visual and performing arts; and 3) offers wellness opportunities (fitness, athletics, therapeutic programs) to support the social, emotional and physical health of people of all ages and abilities.

Community Needs

The community engagement process is intended to uncover additional community needs. Based on our initial research and conversations, there is a high demand for rentable meetings spaces, performance spaces, and many of the other spaces that Cubberley already provides. The programs on the Cubberley site are highly utilized and many tenants expressed the need for expansion in addition to better program integration on the site. A future school on site can benefit from the diverse range of educational and extracurricular programs that Cubberley provides and vice versa.

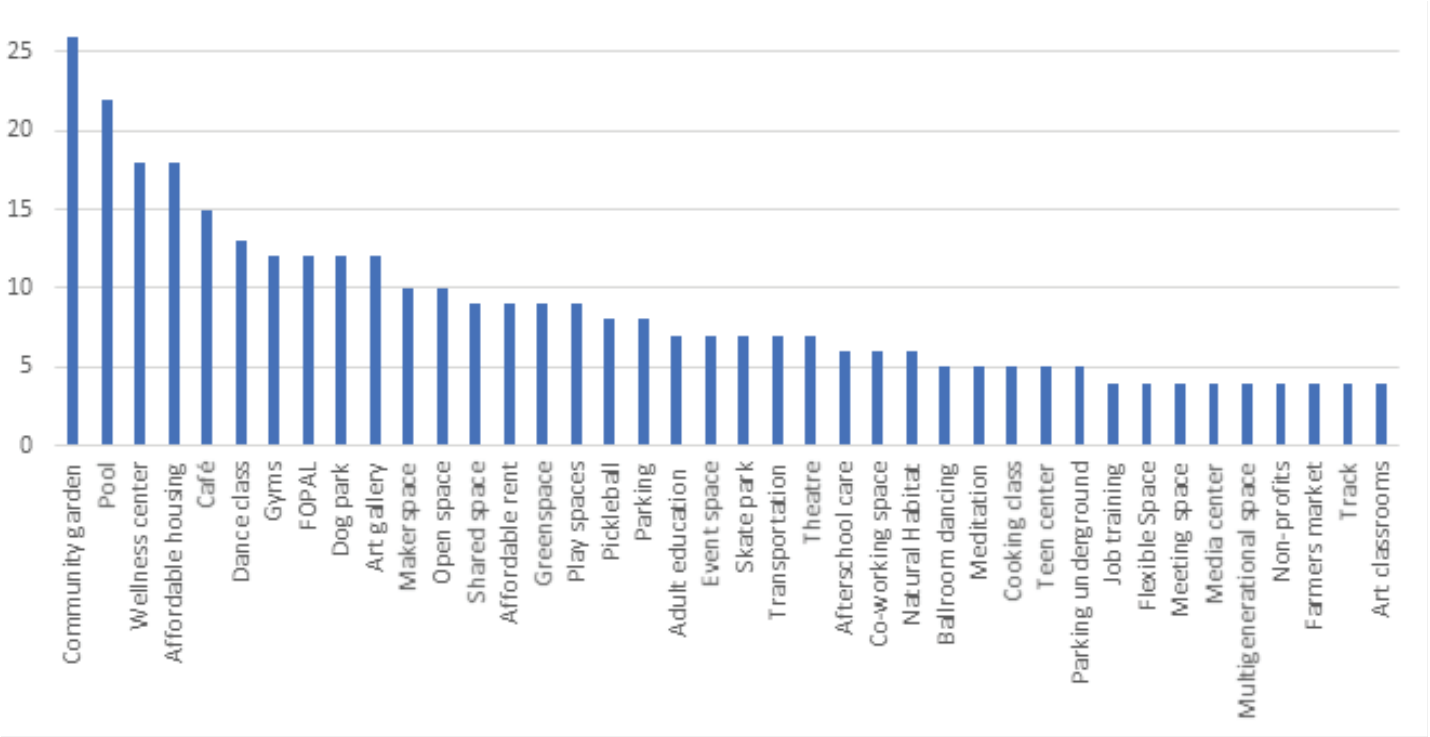
The Palo Alto community began to share their perspective on the future of Cubberley at the first community meeting on September 27th, 2018. 250 attendees worked together to propose new uses and recommend massing considerations.

Residents proposed nearly 600 ideas in total and 219 unique ideas. The most common individual ideas for new programming included community gardens, a pool, and a café. Groups also discussed teen centers, multi-generational spaces, and more spaces to support and show art. Theaters and other large performance spaces were also requested, particularly for dance programs, as well as large flexible spaces for gatherings and programs such as ballroom dancing. Participants also requested different types of health and wellness facilities including senior services, cardiac rehab, stroke rehab, and mental health services for all ages.

Affordable housing was another popular, but contentious idea. Many thought affordable housing, particularly for teachers, would be a good use for the site, but some disagreed outright. One group proposed that the adjacent School District site at 525 San Antonio Road, which is zoned R-1, would be a more appropriate location for housing.

Meeting participants proposed modernized athletic spaces, pickleball courts, and skate parks. Among ideas related to greenspace, in addition to community gardens, participants proposed a dog park, general open space, and playgrounds. Participants also requested a variety of creative working spaces such as maker spaces, workshops, and co-working spaces. They proposed a variety of food-based services including cooking classes, food programs for those in need and seniors, and farmers markets. Participants would like to make the area more bike friendly with dedicated paths, parking, and repair facilities.

Top ideas by frequency of mention



Grouped Ideas

Many of the ideas residents proposed relate to one another closely. To get a better understanding of common themes and clusters of ideas, we grouped them together by similarity. The graphic shows how programs cluster together and create broader trends. The size of each wedge is proportional to the frequency of proposed ideas at the meeting.

For instance, participants proposed a Tech Center, Tech lab, Fix-it Café, Robotics, STEM classrooms, Tech museum, Tech space, and Technology class. The graphic to the right groups these ideas together as "Tech Space" in the outer ring and then organizes that under "Creative Work Spaces" in the inner ring. "Collaborative/co-working spaces" and "Makerspace" also share this category. While they are distinct programs, they share some common features: in this case dynamic and flexible work spaces. These clusters can help inform program adjacencies and program stacking.

Among the most popular new ideas, or clusters of ideas, are more outdoor green spaces, community gardens, a health and wellness center, gallery space, makerspace and collaborative work space, food-related programming from a café to community kitchen, and housing.

Residents indicated which programs or spaces they believe have the potential to be shared between the community center and school. The most common ideas for shared programming include swim center (pool), all the outdoor fields and courts, auditorium, theater, and gyms. Culinary space, professional learning space, dance programs, and a library were also commonly requested to be shared use.

Residents also connected ideas directly to one another, indicating preferences related to shared uses and adjacencies. About half the groups connected the community center's gyms, auditorium, and theater to their counterparts on the school side, indicating that they could be shared and/or combined. Many tables connected school art classes to the community center's artist studios. Several groups suggested that a future school cafeteria be tied into a culinary class or culinary space and some also connected this to the community gardens. Participants also grouped community center music classes with school music and choir programming.

Prioritized Ideas

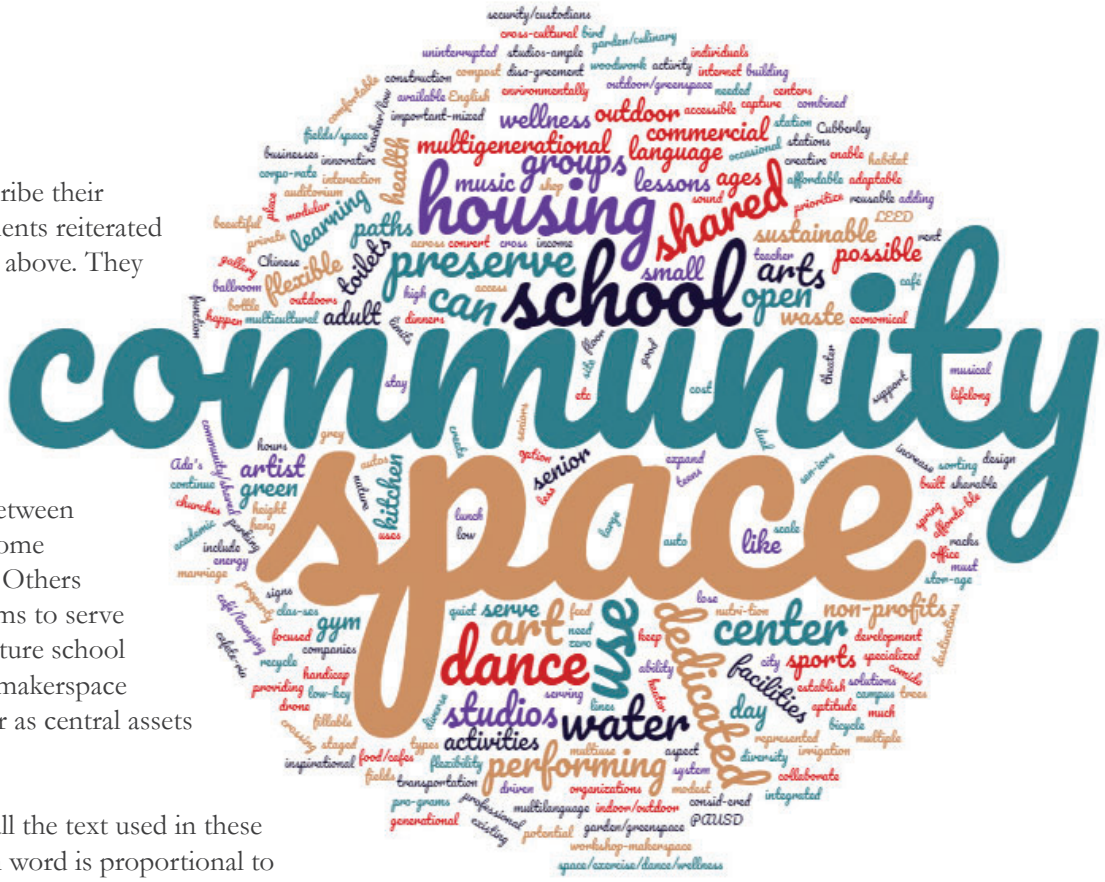
Groups were asked to add stickers to their top 5 favorite ideas to indicate a higher priority. The list below shows all the ideas that table groups prioritized with their stickers. The number in front of the first few indicate how many groups prioritized those ideas, with theatre being prioritized by five table groups. The list of prioritized programs echoes much of what was already discussed:

5: Theatre
4: Dance programs *(specific note on one: 12,000sq ft sprung floor)*
3: Community garden
2: Auditorium
2: Food/food court
2: Housing (1 low cost, 1 teacher housing)
2: Senior center including mental and physical therapy.
Administration office
Affordable opportunities
After school (5-12 y/o)
All fields
Artist Studios
Ballroom dance
Community health center
Co-working space
Culinary space
Culinary & vocational arts
Event space
Fix-it café (for bike, toasters, etc.)
FOPAL
Gyms
Include Greendell and 525 San Antonio in plan
Makerspace
More classrooms
Multicultural education
Multi-use gathering space
Music classes
Music performance space
Nature spaces
Outdoor use
Preschool program
Professional learning space
Reduced rent esp. for non-profits
Separate health/wellness center
Soccer fields
State of art high school
Trade/bike workshop
Underground pool
Upholstery class
Workout room

Vision

Lastly, groups added post-its to describe their overarching vision for the site. Residents reiterated many of the same themes described above. They envision a multi-generational center for lifelong learning, for health and fitness, for hanging out during the day in beautiful, inspirational outdoor spaces. They said that the gyms, theaters, fields, and auditoriums should be shared between the school and community center. Some recommended housing for teachers. Others emphasized the need for the programs to serve the community and integrate into future school curricula, leveraging dance, art, and makerspace activities from the community center as central assets for the school.

The word cloud to the right shows all the text used in these vision descriptions. The size of each word is proportional to frequency of word usage in the vision statements.

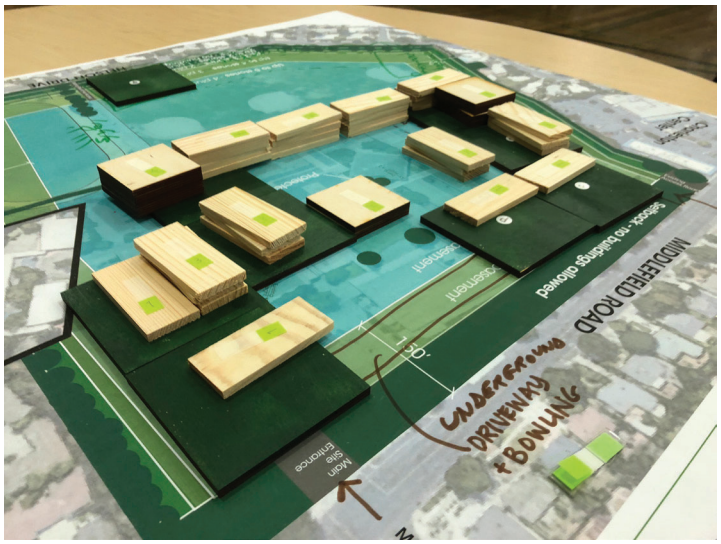


Participants around an Activity 1 table sheet

Space Use

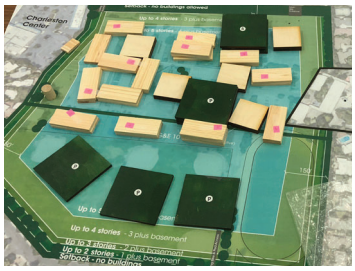
In the second activity, residents shared their preferences related to building height, green space, and parking strategy. Each table group was given tiles representing 425,000 sf of buildings and the anticipated required parking. 425,000 sq ft is a preliminary estimate of size based on the assumption that the largest possible school that may be needed would be 250,000 sq ft, comparable to Paly High or Gunn High, and future community center size may increase by 20% to 225,000 sq ft of indoor space. The table sheet showed the height restrictions and setbacks that are required by zoning. Participants were asked to show their preferences about the relationship between building height and green space by stacking the blocks and arranging them on the site map. The parking tiles could be used to show parking lots on one side, or turned over with the green side up to indicate underground parking. Stacked parking tiles indicated parking garages.

Table sheets from Activity 2



Consistent with their request to increase green space expressed in Activity 1, the majority of groups proposed underground or structured parking. Of all the 238 parking tiles across the 27 tables, 67% of the tiles were used as underground parking and 24% were used as multi-level structured parking garages, with the remaining 8% used as surface parking. A quarter of the groups that proposed structured parking also indicated that the roof of the garage should be an occupiable green roof.

Participants stacked their blocks to an average height of 2.5 stories. Single story and 5 story buildings were infrequent. Most groups used a variety of heights between 2 and 4 stories, generally with taller buildings towards the center of the property, away from the street edge. Almost all groups preserved the field areas as they are and grouped buildings on the north half of the site.



While participants used underground parking in their exercise, they also expressed concerns related to cost, feasibility, safety, and accessibility of underground parking. Some suggested surface parking for safety reasons and for easy access for less mobile users. They also want parking to be near their final destination. They are interested in expanding the main entrance to help with traffic.

Participants commonly indicated the desire for greenspace and landscaping around the perimeter of the site to make it better for surrounding residents and to cultivate a cohesive campus feel. They also added comments indicating the desire for courtyards and green occupied roofs to activate outdoor spaces on the site. Many table groups requested bike parking and safe bike/walking paths around the entire site. Some reiterated the desire to ensure the site is eco-friendly. Participants also want the age of users to be considered when programming. For instance, FOPAL is mainly run by older volunteers and would prefer to be on the ground floor.

Although this activity did not focus on programs, some participants suggested housing on site. Some participants said the top floor(s) of multi-storied buildings could be reserved for teacher housing. Participants also suggested leaving enough greenspace between buildings (perhaps with covered walkways) to have an amphitheater.

Participants at Cubberley Co-Design Meeting 1 on September 27th

Conclusion

There is a great deal of synergy between the needs and goals of the City, PAUSD, and community needs gathered at the first meeting. Taken together, the site has the potential to accommodate a new and improved community center, preserve the potential for a future school, and increase access to green space. When presented with the spatial constraints of accommodating those goals, participants indicated preference building up moderately and incorporating underground parking to preserve green space.

Based on all of this input, Concordia is now preparing three programming schemes that accommodate the needs and goals gathered thus far.

2. Trends in Educational and Institutional Design

While a future school on the Cubberley site may still be decades away, design trends in education and facility planning should inform the master plan. These include changes in education delivery, design research around the relationship between well-being and the built environment, and a greater push for environmentally sustainable design.

The state of education and educational delivery is in flux. Technology and a changing economy have called into question the 20th century learning model dominated by lecture-style classes and content acquisition as the primary learning goal. Newer approaches are experimenting with a variety of methods aimed at helping students develop into adaptable problem-solvers, critical thinkers, thoughtful communicators, and good team-players. Some of these models are Growth Mindset, Project-Based Learning, Blended Learning, Gamification, Alternatives to Traditional School, Social/Emotional Learning, Team-Building-For Learning, and Maker Learning. These models emphasize hands-on experience, student-driven exploration, and more peer-to-peer socialization in the learning process.

Part of this change is a shift from a one-size-fits all model to differentiated instruction tailored to individual students' learning styles and specific interests. For designers, this means a greater variety of alternative learning spaces, with classrooms organized around both quiet individualized learning and louder team-learning. Buildings are designed to provide a variety of spaces and functions to accommodate different sized groups – from the individual work carrel, to 'class commons' rooms and faculty teaming spaces.[1] Classrooms are often designed with movable walls to combine adjacent spaces when needed or subdivide the space into smaller team areas. New lines of easily moveable and stackable classroom furniture have emerged to support this shift towards flexible and adaptable spaces.

Another trend in education is an increasing use of tablets and smart-devices. These tools allow for a different approach to programming class and homework time. Many teachers are opting for a flipped-classroom model, where the students watch lectures at home and use class time for individual or group activities. This means the teacher spends more time coaching and giving students individualized attention and less time lecturing. Students spend more time working dynamically with their classmates and less time at home working by themselves. Because many tasks on the tablet auto-grade, teachers also have more time to plan lessons and collaborate with other teachers.

In this time of educational change and accelerating change in technology, schools and colleges are building more flexible buildings, which will be able to adapt to future needs. Educational space design is moving away from standardized, permanent, single use classroom spaces and towards an increasing variety of flexible, tech-enabled spaces that can adapt to new uses over time. Rather than a double-loaded corridor model, for instance, an open-floor plan column grid building could provide more flexibility: internal walls can be moved and replaced as needs change. Temporary or moveable walls can also be used to subdivide as necessary.

1 https://www.bdcnetwork.com/building-future-five-trends-higher-education-projects

Concurrent to these changes in education, research in educational and office space design has progressed. It is now widely acknowledged that natural light greatly impacts the productivity and wellbeing of students and workers. Well placed windows, skylights, and light tubes all contribute to bringing natural light into spaces, reducing dependency on flickering fluorescents. Studies show that the benefits of natural light include improved Vitamin D levels, visual system, circadian rhythms, sleep quality, mood, mental performance, alertness, and brain activity.[2] Natural light reduces the likelihood of cancer, abnormal bone formation, depression, stress, sadness, and violent behavior. While many of the solutions to daylighting spaces are on the architectural scale, massing and overall building layout are the first steps to ensuring spaces are well lit while remaining energy efficient.

Relatedly, design research in healthy buildings and biophilia have expanded our understanding of the relationship between nature and well-being. WELL is a rating system with standards and certifications focused on how buildings support human needs for air, water, nourishment, light, fitness, comfort, and mind.[3] Buildings that support mental and physical health incorporate sensory connection to nature, natural analogies such as non-linear patterns and natural colors and materials, and spaces that emulate the outdoors on a more abstract level – for instance, two of the fourteen patterns of biophilia that Terrapin developed are mystery – spaces and lines of sight that invite further exploration – and risk/peril – e.g., a balcony overlooking a 3 story atrium. These two examples relate to brain research in how they respectively engage the dopaminergic and noradrenaline circuits: the former is highly correlated with motivation and exploration and the latter with alertness. Built environments that engage with and emulate nature keep their users engaged, alert, and healthy.

Environmentally friendly design has grown in the past decades, with LEED emerging as the most prominent system for evaluating building performance. LEED v4's more flexible point system includes energy usage and efficiency, water efficiency, materials, rainwater management, human health and experience, regional impacts, and innovation among others. One of the growing debates within the context of sustainability is related to passive vs active design. Passive design features include how buildings are shaped and oriented in relation to the sun to minimize heat gain, how their spaces facilitate natural airflow, daylighting, and how their materials and fenestration patterns reduce the need for mechanical systems and energy use. Active design on the other hand, are systems such as automatic blinds, green roofs with active irrigation systems, and other mechanical or electronic systems that require ongoing maintenance and upkeep that reduce energy use. One criticism of the latter approach is that the mechanical systems fail over time and become costly to replace, especially if parts become unavailable. Over-reliance on active systems to hit LEED targets may result in a long-term reduction in energy efficiency if they are not maintained properly. Regardless, many of those strategies are employed at the architectural-design phase and will not have a large impact on master planning. Passive design strategies, however, will. Using design tools such as Sefaira, a energy and daylight modeling plugin for architectural design programs, Concordia will incorporate energy efficient massing and fenestration planning to reduce long-term energy use in concert with considerations for daylight, user health and well-being, functionality, and the overall site environment.

2 Shishegar, Nastaran & Boubekri, M. (2016). Natural Light and Productivity: Analyzing the Impacts of Daylighting on Students' and Workers' Health and Alertness. https://www.researchgate.net/publication/303484362_Natural_Light_and_Productivity_Analyzing_the_Impacts_of_Daylighting_on_Students'_and_Workers'_Health_and_Alertness

3 Well Certified, https://www.wellcertified.com/en/start-a-project

3. Background Research

This section includes a summary of relevant information Concordia has gathered that may inform the Cubberley Master Plan, including information about the Cubberley Site, the surrounding neighborhood context, and broader city-wide goals that it may help support.

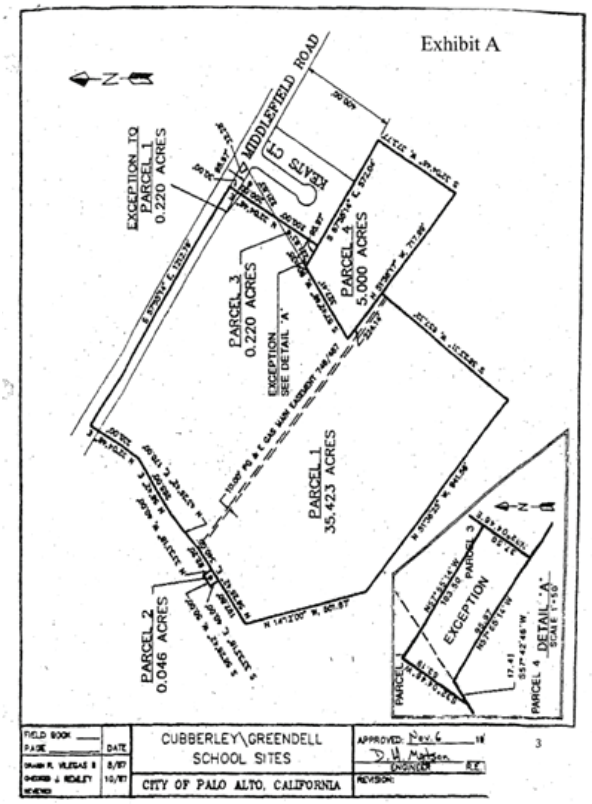
A. Cubberley Site Conditions

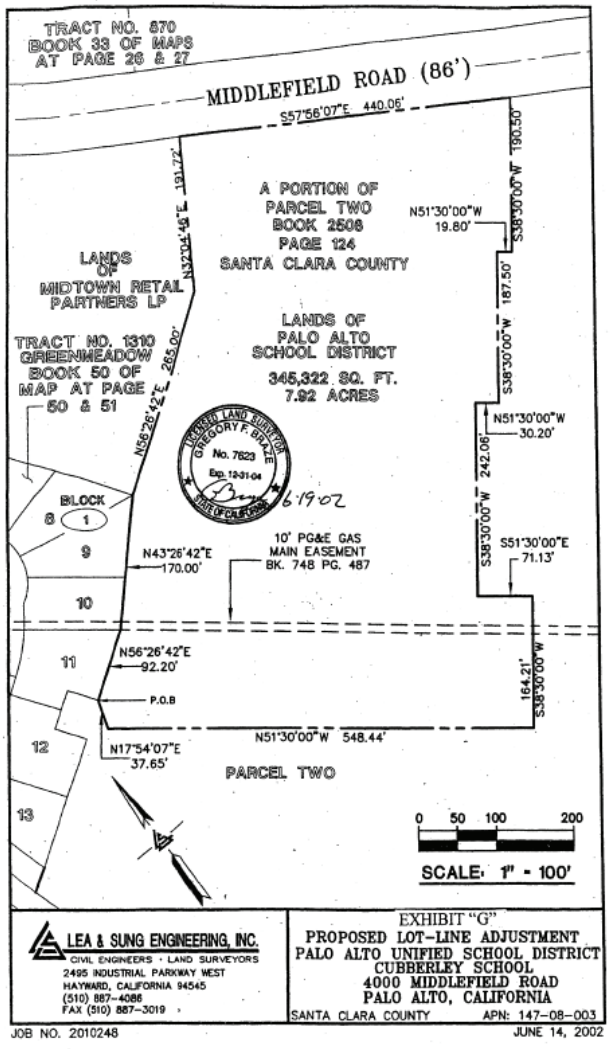
The Cubberley site is 35.4 acres at 4000 Middlefield Road, consisting of a 7.9 acre property owned by the City of Palo Alto, and a 27.5 acre area owned by the Palo Alto Unified School District (PAUSD). The PAUSD portion of the site is part of a larger parcel that also includes the 5.0 acre Greendell site. For the past decades, the City has leased the 27.5 acre portion of the PAUSD parcel for use as the Cubberley Community Center.

The 5 acre Greendell site is not within the scope of the Cubberley Master Planning Process. However, given its integration into the Cubberley site, including shared entrance, parking, and ownership, the Cubberley Master Plan will give great consideration to how the redeveloped 35 acres interface with the Greendell site.

The buildings on site were constructed in the late 1950's and with some additional buildings added in the 1960's, to serve as Cubberley High School. The school was closed in 1979 due to declined enrollment and fell into disuse for a decade. In 1989, the City entered into a lease agreement and covenant not to develop with the School District. At this time, a building conditions report was commissioned to inform the necessary repairs for the site. This report included detailed drawings of building plans and descriptions of materials used in the buildings. Following those necessary repairs, the site became home to the Cubberley Community Center. In 1991, Cubberley created a master plan that organized the space use of the buildings according to program uses, which became the program framework that is still largely present on the site.

The buildings on the site are reaching the end of their functional lifespan, now close to 60 years old. According to the current lease agreement between the City and PAUSD, the City deposits $1.86M into a property infrastructure fund specifically for repairing, renovating, and improving the Cubberley site. The buildings do not have central air conditioning and are not constructed to the efficiency standards used today.

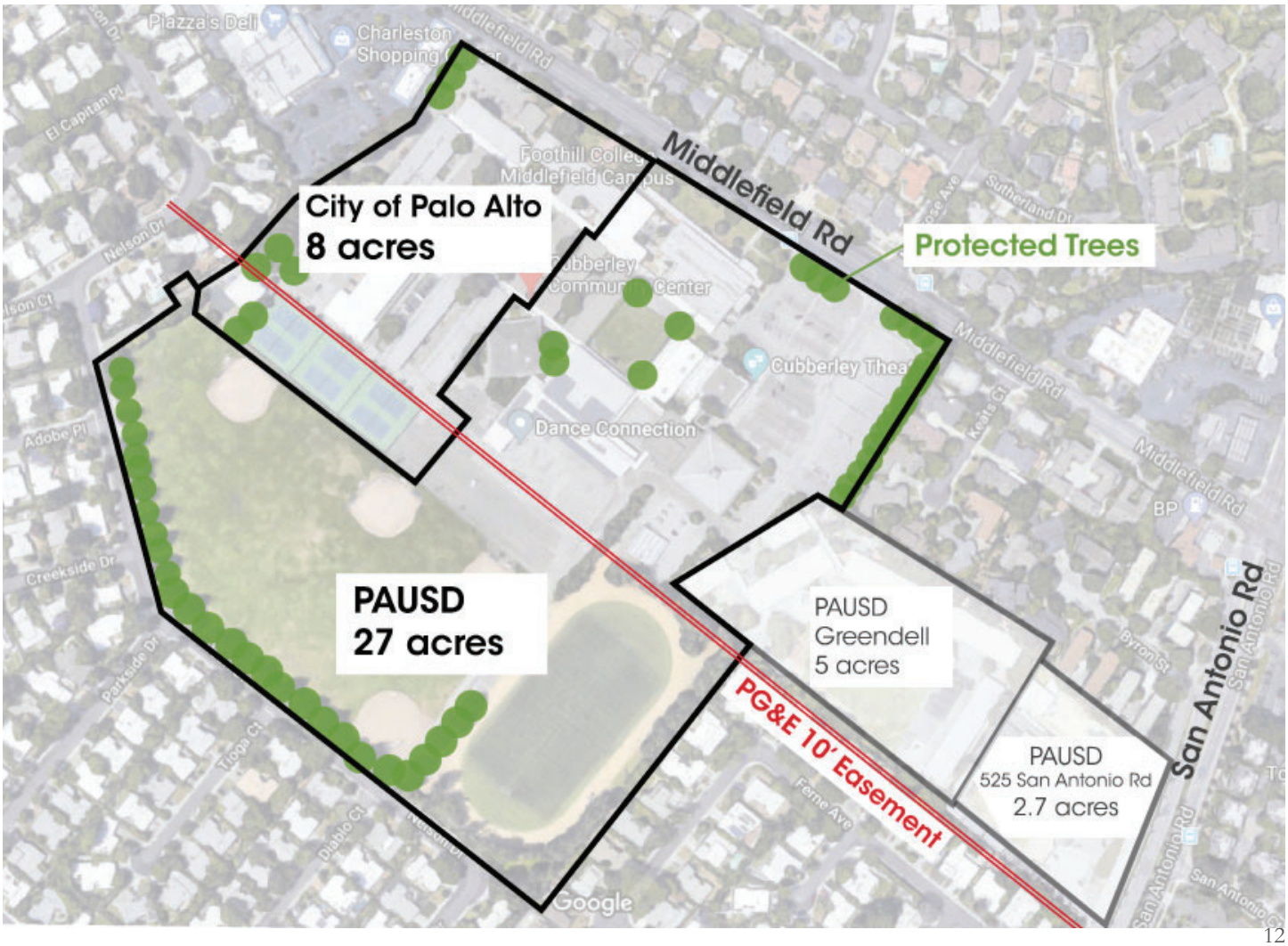




The site is also laid out inefficiently, especially given the value of land in Palo Alto. Most buildings on site are single rows of classrooms that open to the outside in underutilized gaps between the buildings, similar to other school buildings from the mid-century. At some point, likely in the 1970's to save on maintenance costs, these spaces between buildings, which may have been green spaces or lawn, were paved over with asphalt. Now, as almost one fourth of the site (about 8 acres) is unprogrammed paving and sidewalks between the buildings. The buildings that the 8 acres of impervious surfaces connect occupy 4.1 acres of the site. All except one are single story. This too is inefficient for ongoing maintenance and for general use of the site. The ratio of exterior walls and roofs to usable interior space is very high, which means that the area of the building envelopes that must be continuously maintained and periodically replaced is far greater than contemporary buildings that are denser and multi-story with similar floor areas. Taken together, the buildings and the paved areas between them account for over 12 acres of the site, or 34%, to accommodate just 4.3 acres of indoor floor area.

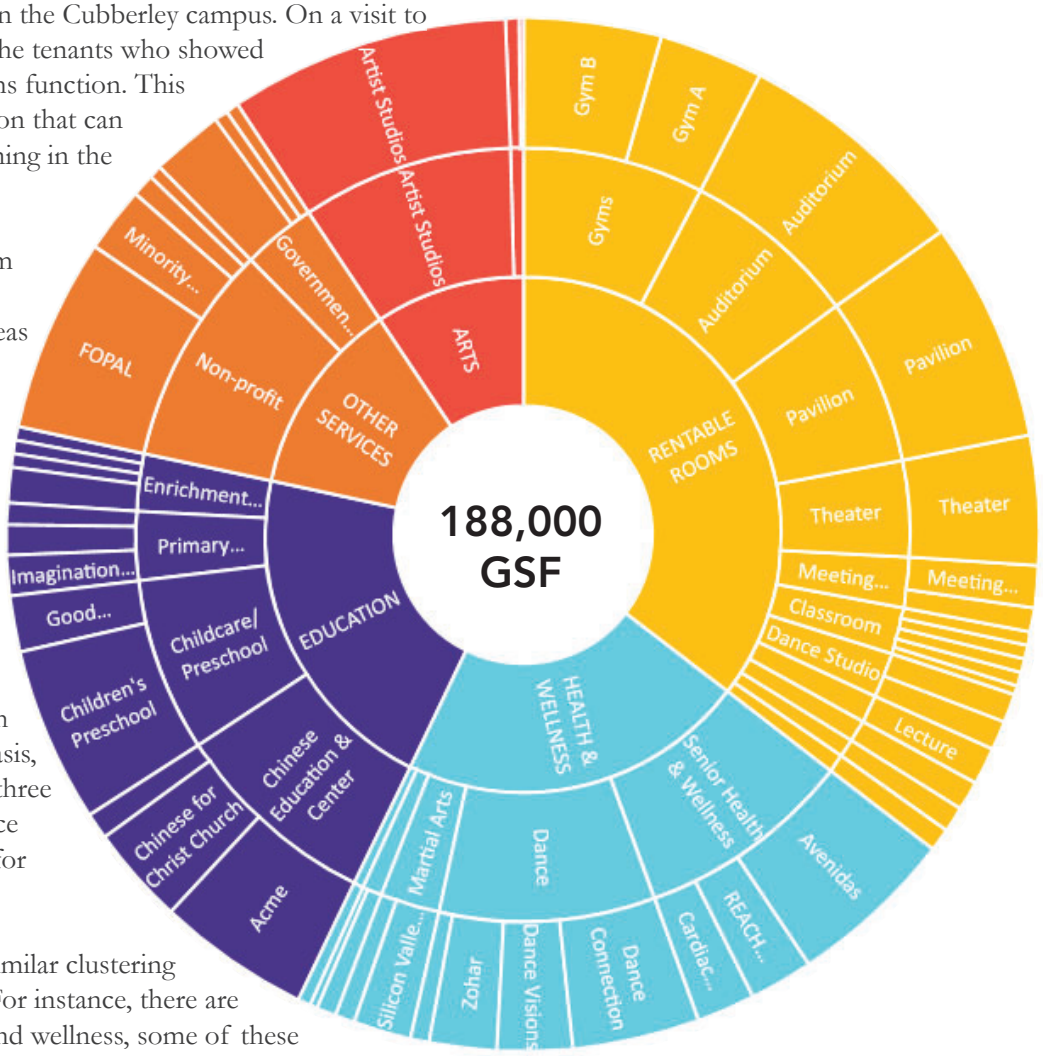
When asked if any buildings should be preserved, almost all table groups at the first community meeting said no. Given all of these factors, we do not recommend attempting to renovate the existing buildings on site. Possible exceptions to this are the auditorium and pavilion buildings if there is a strong will to preserve them. A reconfigured site with new buildings will provide far more options for indoor and outdoor program use and will create the possibility of increased interior square footage to accommodate the long term vision of a new school in addition to the community center.

Site map showing ownership, the PG&E gas easement and protected trees



Existing Use and Tenants

Concordia distributed a survey to Cubberley tenants to learn more about their programs and how they operate within the Cubberley campus. On a visit to Cubberley, we spoke with several of the tenants who showed us their spaces and how their programs function. This provides us with qualitative information that can inform more efficient adjacency planning in the future.



Overall, Cubberley suits most program providers well. Some said they could benefit from more space. Potential areas of improvement have to do with the overall organization of programs into more efficient clusters. Perhaps the most extreme example of how some programs on the site struggle with the existing layout is the Friends of the Palo Alto Library (FOPAL), whose rooms of media storage are spread out on opposite ends of the campus. A considerable amount of time is spent carrying books, of which they receive thousands on a weekly basis, from the sorting room to their other three buildings. Consolidation into one space would be a clear, time-saving benefit for them.

Other program-providers identified similar clustering opportunities among like-programs. For instance, there are several programs focused on health and wellness, some of these with a particular focus on senior health. They suggested that if they were clustered together, they could easily share exercise rooms or other spaces, and it would be more convenient for their users to have everything in one area. A similar sentiment was shared by some of the dance programs, who cooperate with each other often and already share spaces to some extent. Some providers recommended sound be taken into account: some programs would benefit from a quiet environ while others, especially those with young children, are naturally noisier.

Program providers also pointed to what already works well – that there are so many complimentary programs in one place, with access to hourly-rental spaces that support their programs. For instance, the gyms are regularly rented out in the mornings by Heartfit for Life and other exercise programs to do warm-up exercises. The rentable dance studios are a resource to the long-term tenants, tenants whose programs also complement one another, differing by age range and skill levels of the dancers they teach. The proximity to the theatre

Rentable Rooms

Pavilion
Classrooms
Lecture
Activity
Meeting Room
Dance Studios
Gym A & B
Gym Activity Room
Theater
Auditorium
Music Room

is of great convenience for the orchestral groups on site. The amphitheater is actively used throughout the day by many of the educational groups. There are three complementary programs that benefit Chinese-speakers and Chinese-learners: the Hua Kuang Reading Room is both a library, a learning center, and a "root finding" hub for Chinese Americans and anyone who wants to learn from their thousands of books on Chinese history and culture. Acme is an enrichment program for youth with a focus on Chinese language and culture. And Chinese for Christ is both a religious, educational, and community center. There are many other examples of programs and rental spaces at Cubberley that compliment and strengthen one another, and many such examples are documented in the CCAC report.

Many of these programs, some already described above, could also benefit students attending a future school on site, as there are several after school enrichment programs, including Brainvyne, MakeX (a makerspace for teens), Ivy Goal Education (tutoring), Acme, as well as resources like the Hua Kuang Reading Room. Other programs, including the two martial arts schools, the four dance studios, Melody Academy of Music (music lessons), and outdoor sports clubs all provide opportunities for after-school and weekend enrichment activities that would be highly accessible and beneficial students at a future school on the Cubberley campus.

Health & Wellness

Avenidas
REACH
Cardiac Therapy/Heart for Life
Art of Living
Ranger Taekwondo
Silicon Valley Karate
Dance Connection
Dance Magic
Dance Visions
Zohar
Palo Alto Soccer Club
Stanford Soccer Club

Education

Children's Preschool Center
Good Neighbor Montessori
Genius Kids
Living Wisdom School
BrainVyne
Imagination School
Ivy Goal Education
Make X
Acme Education Center
Chinese for Christ
Hua Kuang Chinese Reading Room
Children's Museum and Zoo

Visual & Performing Arts

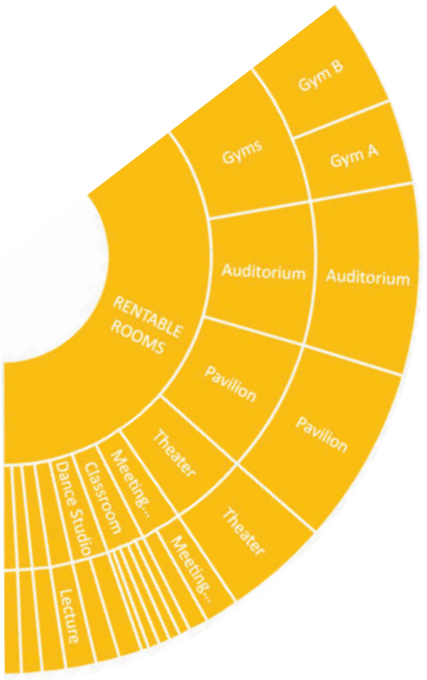
Artist's Studios
California Pops Orchestra
Palo Alto Chamber Orchestra
Melody's Music

Other Services

City of Palo Alto - OES
Cubberley Center Office
Palo Alto Historical Association
Palo Alto Humane Society
Minority Project
California Law Revision
Friends of the Palo Alto Library

As part of the site analysis, Concordia used previous site surveys and architectural drawings of the buildings at Cubberley to approximate the gross square footage (GSF) of the buildings on site and how that area subdivides among programs on site. These numbers reflect our closest approximations. The total square footage is more accurate than individual program approximations. "GSF" includes entire building footprint on each floor, including areas occupied by walls and other non-accessible spaces. By contrast, "net square footage" only looks at usable indoor floor area of a given space. For our purposes, all square footage numbers here are GSF. This information will inform the spatial needs of programs in the master plan.

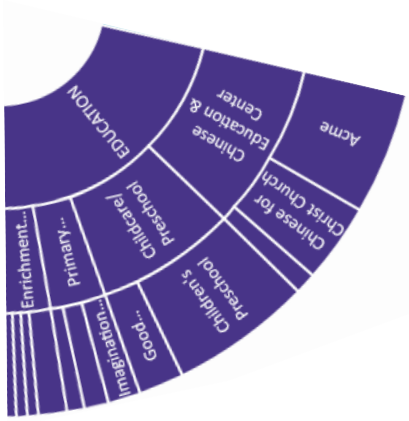
In total, the buildings on the site are approximately 188,000 GSF. Approximately 10,000 square feet are bathrooms, maintenance rooms, and storage. Of the remaining 178,000 GSF, 115,000 square feet are leased to long-term tenants and 63,000 are hourly rental spaces. To better understand space use across programs in a broader sense, we have grouped programs according to similarities. However, any organizational grouping of the programs on site will have inadequacies, because there are several programs that provide multiple services and therefore could fall into several categories. For instance, Avenidas is a senior center that provides a variety of classes and activities, including programs for Spanish-speakers and exercise classes. Consequently, Avenidas could be grouped with other educational programs, health and wellness programs, or as a multipurpose center. Hourly rental spaces with a clear programmatic function, such as the gyms or theater, could be grouped with the providers that use them, rather than grouped together as rentable rooms. Likewise, the three programs that have a strong Chinese-language component could have been organized separately – with Acme joining the other after school enrichment programs. Despite these drawbacks and risk of oversimplification, grouping the programs within some framework does give a general picture of the range of resources that Cubberley provides and can show how space across these groups of similar programs is allocated. We have organized the indoor programs on site within five general categories, which are in turn organized into subcategories. The five categories are Rentable Rooms, Health and Wellness, Education, Non-profit and Government Services, and Visual and Performing Arts. The size of each wedge is proportional to the indoor space use on site.



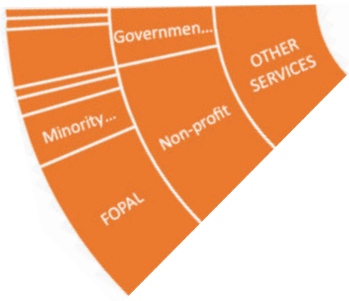
Rentable rooms account for 63,000 sf, or 35% of the buildings. The majority of this space is taken up by the two gyms, the auditorium, the pavilion, and the theater. A caveat here is that the auditorium is temporarily being rented by the Junior Museum and Zoo while their future building is under construction. Because this is a temporary accommodation, we have left the Auditorium in the rentable rooms category. The remainder is occupied by meeting rooms, classrooms, dance studios and other small rentable spaces.

The next largest program area, "Health and Wellness", accounting for approximately 39,000 GSF, or 22% of the buildings. The two largest program areas within this category are Senior Health & Wellness programs, among which we have included Avenidas, even though its services extend beyond health, REACH, which specializes in rehabilitation for stroke survivors, and Cardiac Fitness, which focuses on long-term cardio health, including some non-senior residents who have experienced heart-related health issues. Another large subcategory here is dance. There are four dance organizations that compose another large portion of the Health and Wellness category: Dance Connection, Dance Magic, Dance Visions, and Zohar. Some of these programs make use of what was formerly Cubberley High School's auto-shop; their spaces have high ceilings making it possible to host performances with stage lighting. While not all dance classrooms need ceilings this high, performance spaces do. The rest of the Health and Wellness category is occupied by two martial arts dojos, Ranger Taekwondo and Silicon Valley Karate, a wellness and meditation space with classes programmed by The Art of Living Foundation, and two soccer storage and team rooms rented by the Palo Alto Soccer Club and Stanford Soccer Club. These rooms support the soccer programs on the fields.

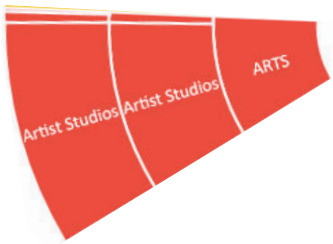
Educational programs account for approximately 37,600 GSF, or 21% of the programmed building area. There are three organizations that have a focus on Chinese language, history, and culture: Acme, Chinese for Christ, and the Hua Kuang Reading Room. There are two preschools, Good Neighbor Montessori, which teaches 24 students ages two to six, and The Children's Pre-School Center, Cubberley's oldest tenant, which has a toddler wing and a pre-school wing. Several classrooms are rented by three private schools, Genius Kids, Imagination Lab, and Living Wisdom School. Genius Kids' main campus is next door at Greendell, but they also use two Cubberley classrooms and the amphitheater for TK – 6 after school programs. In addition to Acme, there are four other afterschool and summer enrichment programs on site: Brainvyne, a STEAM focused program, Ivy Goal Education, tutoring, MakeX, a teen makerspace, and Melody Academy of Music, which provides group and private music classes.



There are seven other non-profit and government organizations on site, accounting for 22,000 GSF, or 12% of the programmed building space. Four of these are non-profits, of which the largest by far is Friends of the Palo Alto Library. People donate books here, where their volunteers organize them, sell them, and donate the proceeds to the library. The other three non-profits are the Minority Project, the Palo Alto Historical Association, and the Palo Alto Humane Society. The three government uses are California Law Revision, the City of Palo Alto department of Emergency Services, and the Cubberley Community Center Office, which manages the site.



The last of the five categories is Visual and Performing Arts, which accounts for almost 17,000 GSF, or 9% of the site. Almost all of this space is for artist studios. The Cubberley Artist Studio Program (CASP) supports the vitality of Visual and Performing Arts in Palo Alto by providing City-sponsored, affordable studio space for artists, building creative community and fostering public engagement with the arts and artists. The Cubberley Artist Studio Program consists of 22 studios, currently housing 23 artists; a rotating studio available for residences of up to 3 months. Also in Visual and Performing Arts wedge are rooms for the California Pops Administrative Orchestra, and the Palo Alto Chamber Orchestra. Dance could also be a part of the group however, dance and other health and wellness program providers are interested in grouping together as part of a health and wellness center.



Before concluding, it is worth reiterating that the rentable rooms extend the functions of many of the programs with dedicated spaces. In addition to being rented by the general public, program providers rent these spaces regularly. This feature is in part what makes the co-location of all of these programs more useful and cost-effective than if they were spread out in facilities without access to these flexible-use spaces. Many of the dance organizations use the rentable dance studios in addition to each other's spaces. The health programs make frequent use of the gyms. The orchestral programs use the theater. The educational programs use the shared outdoor amphitheater space. The tenant surveys and Meeting 1 results indicate that there may be more opportunity for program optimization and shared use spaces in the future. Some of these suggestions include the consolidation of the dance facilities into one dance center, the addition of a changing rooms/ locker rooms that can be used by the dance, martial arts, and sports programs, and the co-location of senior health programs into one Health Center.

Site Zoning

The largest physical constraint governing what is possible on the Cubberley site is zoning. The primary zoning is Public Facilities (PF), and it falls within an overlay of the Site and Design Review Combining District (D). The intent and procedures of the site and design review district is described in the zoning code: "The site and design review combining district is intended to provide a process for review and approval of development in environmentally and ecologically sensitive areas, including established community areas which may be sensitive to negative aesthetic factors, excessive noise, increased traffic or other disruptions, in order to assure that use and development will be harmonious with other uses in the general vicinity, will be compatible with environmental and ecological objectives, and will be in accord with the Palo Alto Comprehensive Plan."

Before a construction permit can be issued for the site, plans and elevations must be submitted to the Planning Commission, the Architectural Review Board, and the City Council to approve that the plans conform to the intent above and the following objectives:

- To ensure construction and operation of the use in a manner that will be orderly, harmonious, and compatible with existing or potential uses of adjoining or nearby sites.

- To ensure the desirability of investment, or the conduct of business, research, or educational activities, or other authorized occupations, in the same or adjacent areas.

- To ensure that sound principles of environmental design and ecological balance shall be observed.

- To ensure that the use will be in accord with the Palo Alto Comprehensive Plan.

This review process will occur during the architectural design and construction process that will follow the completion of the master plan. Although this review process will not occur during the master planning process, the overlay creates an added degree of necessity to align with the comprehensive plan and to plan in a context-sensitive manner, both in terms of neighborhood appropriateness and ecological impact.

The primary zoning district, Public Facilities, includes specific parameters regarding both use and site development standards.

Permitted Uses

Accessory and Support Uses
- Eating and drinking service s in conjunction with a permitted use
- Retail services as an accessory use to the administrative offices of a non-profit organization, provided that such retail services do not exceed 25% of the gross floor area of the combined administrative office services and retail services uses.

Agricultural and open space uses
- Retail services in conjunction with a permitted use
- Park uses and uses incidental to park operation

Educational, Religious, and Assembly Uses
- Business or trade schools
- Churches and religious institutions
- Educational, charitable, research, and philanthropic institutions
- Private educational facilities

Public/ quasi-public facility uses
- Public or private colleges and universities and facilities appurtenant thereto
- Special education classes
- All facilities owned or leased, and operated or used, by the City of Palo Alto, the County of Santa Clara, the State of California, the government of the United States, the Palo Alto Unified School District, or any other governmental agency

Recreational Uses
- Community Centers
- Utility Facilities
- Neighborhood recreation centers
- Outdoor recreation services
- Youth clubs

Residential Uses
- Residential care facilities, when utilizing existing structures on the site
- Day care centers

Service Uses
- Art, dance, gymnastic, exercise or music studios or classes
- Hospitals
- Outpatient medical facilities with associated medical research

Office Uses
- Administrative office services for non-profit organizations

Other uses
- Other uses, which in the opinion of the director, are similar to those listed as permitted or conditionally permitted uses

Temporary Uses
- Temporary parking facilities, provided that such facilities shall remain no more than five years

Transportation Uses
- Airports and airport-related uses

Non-Permitted Uses

Accessory and Support Uses
- Accessory facilities and accessory uses
- Sale of agricultural products produced on the premises

Agricultural and open space uses
- Second dwelling units
- Agricultural uses including animal husbandry, crops, dairying, horticulture, nurseries, livestock farming, tree farming, viticultures and similar uses…
- Botanical conservatories, outdoor nature laboratories, and similar facilities.
- Native wildlife sanctuary

Educational, Religious, and Assembly Uses
- Educational, charitable, research, and philanthropic institutions

Public/ quasi-public facility uses
- Communication facilities

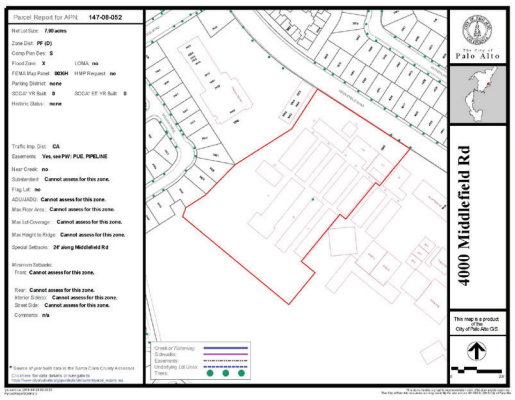
Recreational Uses
- Recreational use including riding academies, clubs, stables, country clubs, and golf courses

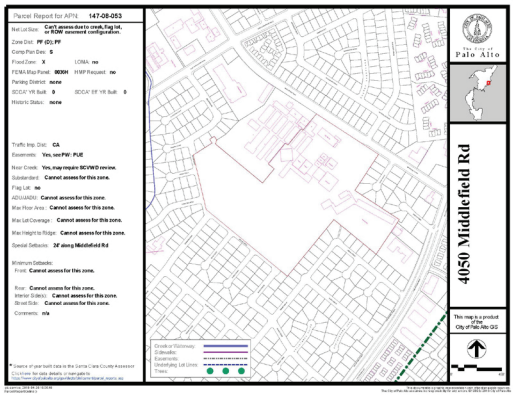
Residential Uses
- Single-family dwellings
- Manufactured housing
- Guest ranches
- Residential care homes
- Residential use, and accessory buildings and uses customarily incidental to permitted dwellings

Service Uses
- Animal care, including boarding and kennels
- Cemeteries
- Cemeteries not including mausolea, crematoria, or columbaria
- Small day care homes
- Large day care homes

Site Development Standards

The maximum building coverage on the site is 30%, limiting the building footprint to 10.38 acres, or 451,591 square feet. The maximum Floor Area Ratio (FAR) for the site is 1:1. This means the total building square footage, including the area of each floor in multi-story buildings, cannot exceed the size of the site: 1,542,024 square feet. For reference, the existing building area on the site is 188,000 square feet. The two largest schools in Palo Alto, Paly High and Gunn, are each roughly 250,000 square feet. The zoning limitation on total area exceeds the anticipated joint school and community center use of the site by over threefold. New additional uses will not conflict with the FAR limitations.



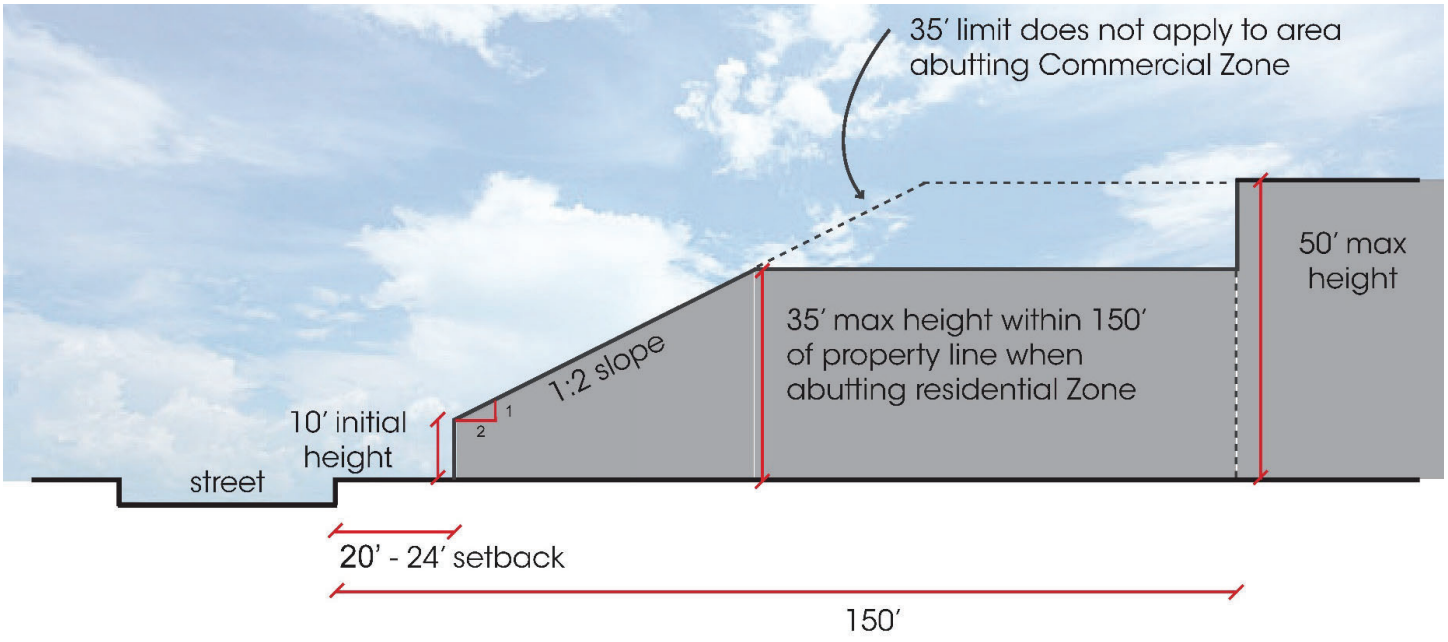


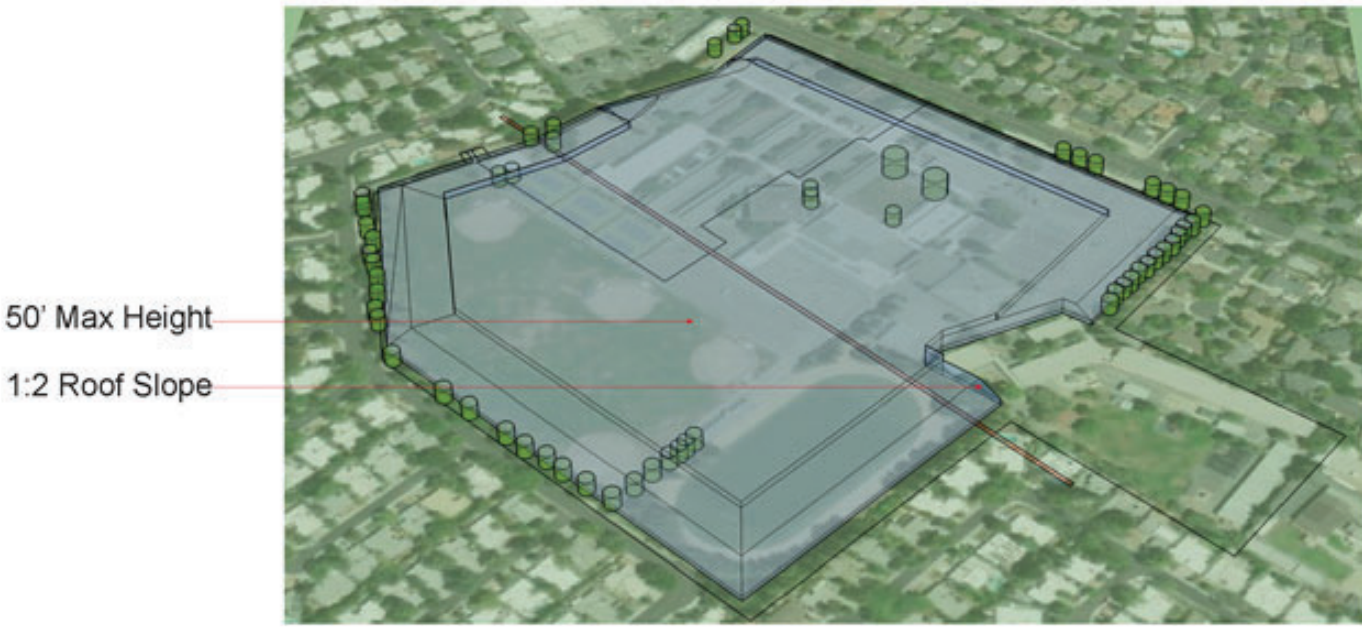
Santa Clara County Assessor's maps

Maximum Height

There are maximum heights on the site that relate to adjacent zoning areas. These regulations are intended to ensure that buildings on the site are in scale with the neighborhood context. They restrict tall buildings near the street, but allow for increasing height farther from the street edge. When applied in 3-D, these height regulations form a "zoning envelope", which is the volume on the site within which buildings can exist. The zoning envelope requirements for PF districts are influenced by the zoning requirements of adjacent districts. The Cubberley site abuts two districts: R-1 residential zoning for the majority of the site, and Commercial Ground Floor for a small portion of it. The diagrams below illustrate the differences. In both case, there is a 20' setback from the street where no buildings can be built. Then, there is an initial allowable height of 10' that increases at a 1:2 slope away from the street. At 150' from the street edge, the maximum building height is 50', which could comfortably accommodate a 4-story building. Due to the size of the Cubberley site, the vast majority of the area on the site falls under this 50' building envelope canopy, providing a great deal of flexibility for where buildings sit and how they stack.

Zoning Envelope Diagram





Zoning Envelope

Additional Requirements

- Because it is near a creek, a future project may require Santa Clara Valley Water District review.
- There is a special setback on Middlefield Road of 24'.

Below are summarized versions of the additional PF District Design Requirements in terms of how they will impact the Cubberley site. (See Palo Alto Zoning Code 18.28.060 for full details)

- Recycling Storage: An appropriately sized indoor area or exterior enclosure for recycling storage must be included in the redevelopment.
- Employee Shower Facilities: For any new or enlarged government building designed for employee occupancy or private educational facilities exceeding 10,000 square feet of gross floor area, one shower is required. If said buildings exceed 20,000 square feet, two showers are required. If exceeding 50,000 square feet, four showers are required.
- Landscaping of Yards: All required interior yards, in this case the 20' setback, abutting opposite a residential district shall be planted and maintained as a landscaped screen. For portions of the site that share a common site line with a residential district, a solid wall or fence between 5' and 8' in height shall be constructed and maintained along the common site line.
- Transfer of Development Rights: This provision has to do with the possible transfer of development rights in the case of historic or seismic rehabilitation of existing buildings to other sites eligible to receive bonus FAR development rights. Cubberley may qualify as a sender site, depending on the historic and/or seismic condition of its buildings. There are stringent limitations on both sending and receiving sites as well as a formal process for any such transfer through the city manager's office. This could only be pursued in the case of rehabilitating existing buildings on site, but if invoked, could possibly be a source of funding for such a rehabilitation. At this time, this provision is unlikely to impact planning decisions for the site.

Parking Needs

The section of the code addressing parking does not place a requirement on Community Center use. *(See 18.52.040 Off-Street Parking, Loading and Bicycle Facility Requirements, Table 1.)* Individual programs will carry particular parking loads. For the time being, we are using a blended use ratio of 1 stall per 250 sf of interior space for community center uses most similar to office space and retail activities. Parking loads for large assembly spaces such as the theater and auditorium, and athletic spaces such as the gyms will be calculated separately. The community center portion of Cubberley may require up to 900 parking stalls. We believe the actual need will be below that once the final program is established.

Parking requirements for educational uses are based on number of teaching stations (classrooms, inclusive of specialty class space such as gyms and auditoriums). High schools require 4 spaces per teaching station. Middle and elementary schools require 2 spaces per teaching station. Assuming the largest possible outcome, a high school with 2000 students will require roughly 300 parking spaces. Schools also carry a bicycle space load of 1 space for every 5 students. However, it is our understanding from interviews that students in Palo Alto bike to school at a significantly higher rate than this 20%. We intend to plan for enough bike spaces to accommodate 40% of students biking.

Additionally, 50 spaces should be reserved for Greendell. Under these assumptions, we currently estimate the site will need to accommodate up to 1250 parking stalls and up to 1000 bike stalls after final buildout. Vehicle parking needs may be reduced as plans are refined.

Utilities

There are several utility lines that run from Middlefield road to the buildings on the site. These include water, sewage, and electricity. None of these lines pose constraints to redevelopment, as they can be moved or rerouted relatively easily.

There are two PG&E natural gas lines that run beneath Middlefield Road. These are lines 132 and 109 and they are both 24" and have a maximum pressure of 400psi. Line 132 runs along the southern edge of the road, near the site, while 109 is roughly 65' north of Line 132. Because there are two active pipelines within 1500 feet of the site, the site does not meet the "Stage 1" screening requirements of the California Department of Education guidelines. A "Stage 2" risk analysis will be necessary prior to construction to evaluate the potential risk that these lines pose to people on the site.

In addition to these two gas lines, there is a 10' PG&E easement that runs through the center of the site, parallel to Middlefield Road. This line has been inactive since the 1960's. PG&E does reserve the 10' easement for a future pipeline use here, although they have no current plans to add such a line. This 10' easement does add a site constraint. No buildings should be planned within that easement, as PG&E reserves the right to dig there to add and access a pipeline in the future.

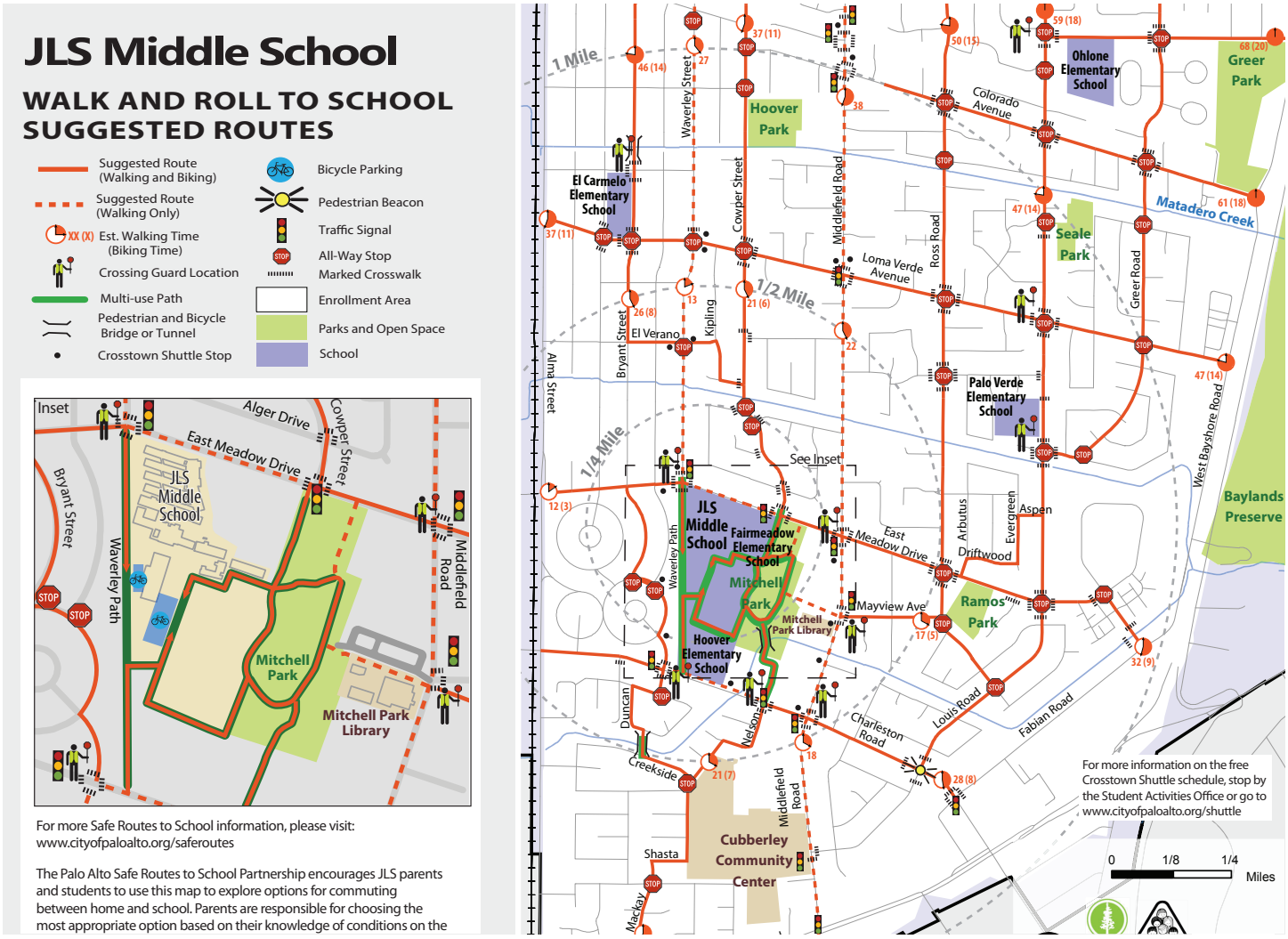


Image courtesy of Safe Routes to School Walk and Roll Committee

Site Access

Cubberley is primarily accessed from Middlefield Road, at an intersection with traffic lights, opposite Montrose Avenue. This entrance brings visitors to the main parking lot and connects with the parking between the community center and the fields. Another vehicular access point, also on Middlefield, is adjacent to the Charleston Shopping Center. This access road connects to parking on the north-west side of the site and continues to Nelson Drive. However, the Nelson Drive exit is gated and is not usually publicly accessible.

Pedestrians and cyclists have more options for site entry. The site can be accessed from Nelson Drive on either side of the fields. Bike access to Cubberley is also improving due to the capital improvement of Montrose Ave and Louis Road into bike boulevards. This addition to the bike network terminates at the main Cubberley entrance. There is also a pedestrian connection to the Charleston Shopping Center through a gate in the chain link fence between the sites. The Walk and Roll committee provided us with a helpful map that shows the best routes to Cubberley for pedestrians and cyclists.

Given the existing intersection at Montrose and Middlefield that provides regulated car and bike access, there is good reason to maintain this intersection as the primary point of entry and egress in the new master plan, unless a contingency arises to do otherwise.

Neighborhood Asset Map

B. Neighborhood Assets

The surrounding neighborhood around Cubberley is predominately R-1 Single Family Residence districts. To the south, the Greenmeadow neighborhood is a historic district predominately comprised of single-story mid-century modernist homes. Greendell, Mitchell Park, and the Charleston Shopping Center are nearby assets of particular relevance both for their proximity and program.

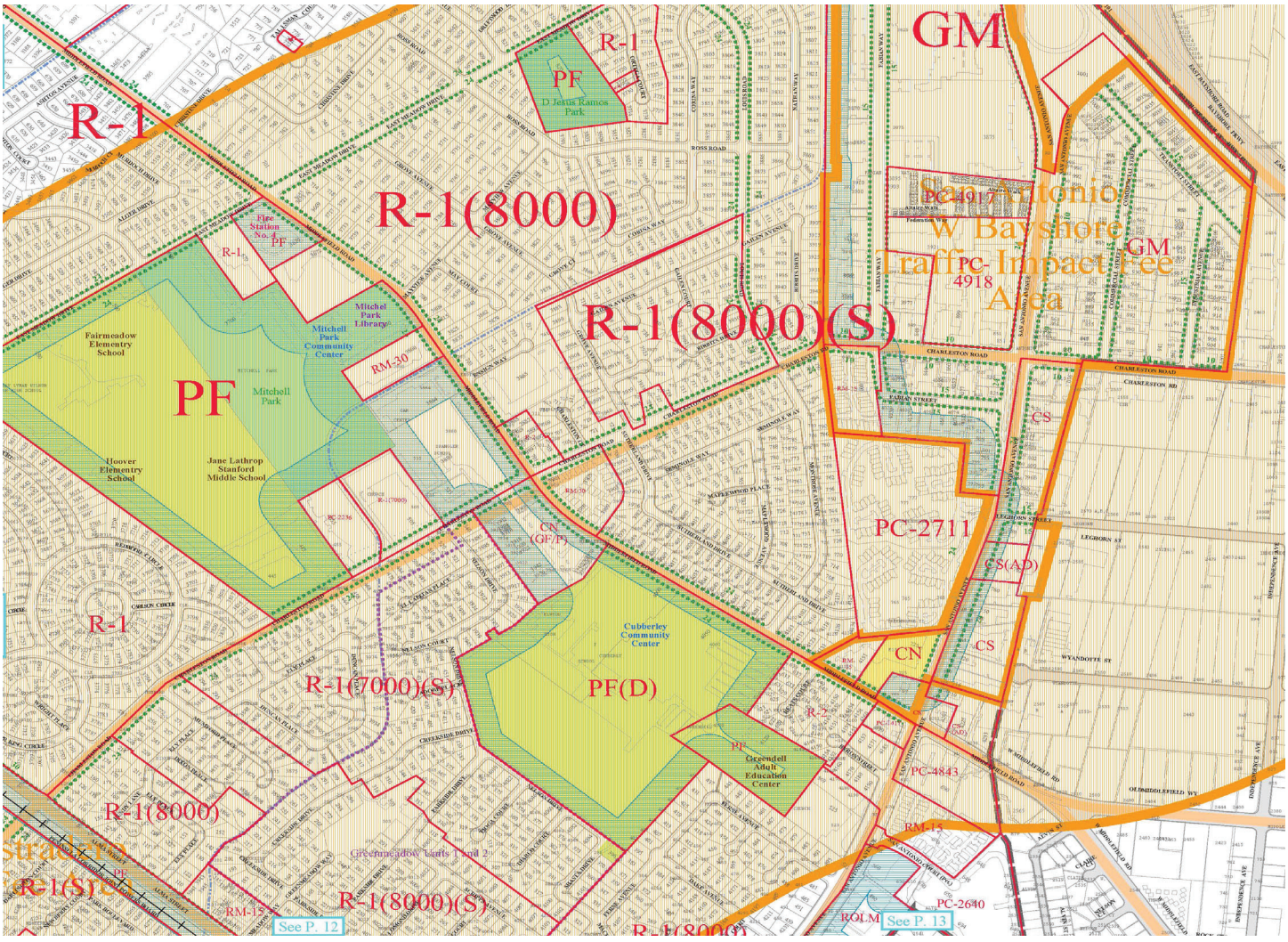
Historic homes in Greenmeadow

Greendell and 525 San Antonio Road

An adjacent school asset of special interest is the Greendell and 525 San Antonio Road campuses. These two school sites, together comprising 7 acres. The Greendell site is of particular interest to the Cubberley Master Plan because it is technically the same parcel as the School District's portion of Cubberley, and its site access and parking needs are met on the Cubberley site. 525 San Antonio Road, purchased by PAUSD in 2011, is leased to the Athena Academy and Genius Kids. Vehicular access to this site is from San Antonio Road.

Greendell's site access and parking needs must be addressed in the Cubberley Master Plan. The parking requirements for elementary schools are two spaces per teaching station (classroom). Greendell has 25 classrooms, therefore requires 50 parking spaces on the Cubberley site. The bike requirements of 1 bike space for every 5 students can be accommodated on the Greendell site.

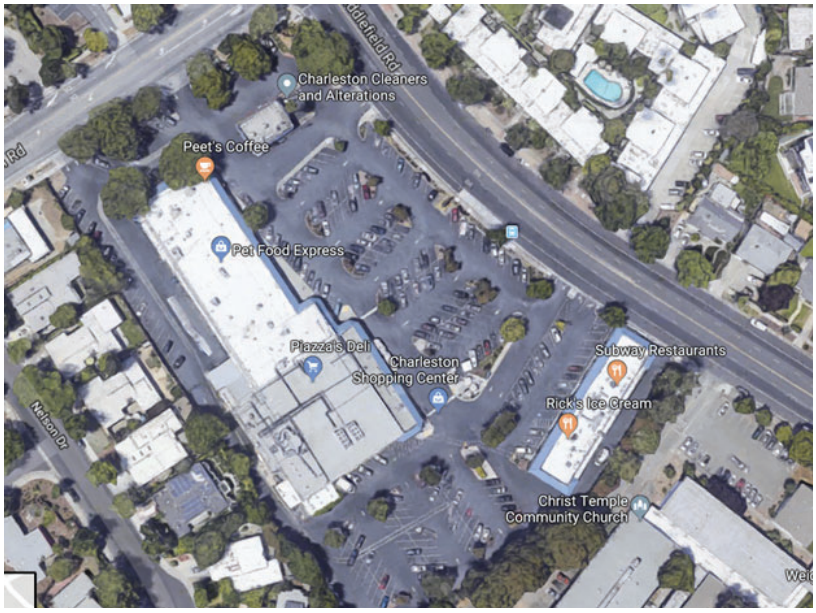
Greendell and 525 San Antonio Road



Zoning map of the area

Charleston Shopping Center

Another exception to the residential zoning surrounding Cubberley is the Charleston Shopping Center to the north corner of the site along Middlefield Road. This shopping center is zoned as a commercial district (CN) with a Ground Floor Commercial (GF) and Pedestrian Shopping (P) overlay. Current tenants of this shopping center include Piazza's Fine Foods, Mountain Mike's Pizza, Pet Food Express, Rojoz Gourmet Wraps, Peet's Coffee, Charleston Cleaners, a State Farm office, a Subway, Green Elephant Gourmet, Rick's Ice Cream, and three salons: Annabelle Salon and Spa, Great Clips, and Blades Hair Salon and Barber. There are also many commercial uses near the site to the southeast along Middlefield Road. Just 200 feet away from the Cubberley site is lot shared by a two-story office building, a plant nursery and a gas station. Another gas station is across the street at the corner of Middlefield and San Antonio Road, and the character of the area to the northeast of this intersection, extending into Mountain View, is entirely commercial.



Piazza's Fine Foods at Charleston Shopping Center

Mitchell Park Community Center and Library

In the northwest direction, there is an 80-acre mega-block anchored by Mitchell Park Community Center and Library that includes two churches and seven schools, a fire station, a little league baseball diamond, and Stevenson House, a low income senior housing program. Three of the schools are PAUSD schools: Fairmeadow Elementary, Hoover Elementary and JLS Middle. The others are private or religiously affiliated: Challenger Pre-K-8, Milestones Pre-K, Achieve Kids (a special education non-profit), and Covenant Children's Center (childcare and Pre-K), which is a part of Covenant Presbyterian Church. Additionally, the Palo Alto Chinese School holds classes on the JLS campus at night. All of these educational resources benefit from Mitchell Park, which includes a multi-purpose great lawn, three playgrounds (including the very popular all-inclusive Magical Bridge Playground), seven tennis courts, two pickleball courts, four handball courts, horseshoe pits, and a fenced dog run. The Mitchell Park Community Center and library redeveloped in 2014, includes a library, a teen center, Ada's Café, rentable educational and multipurpose spaces, the largest of which is equipped with a full kitchen for large events. This City asset is distinct from Cubberley in that programming is operated directly by the city as opposed to private and non-profit tenants.

Mitchell Park

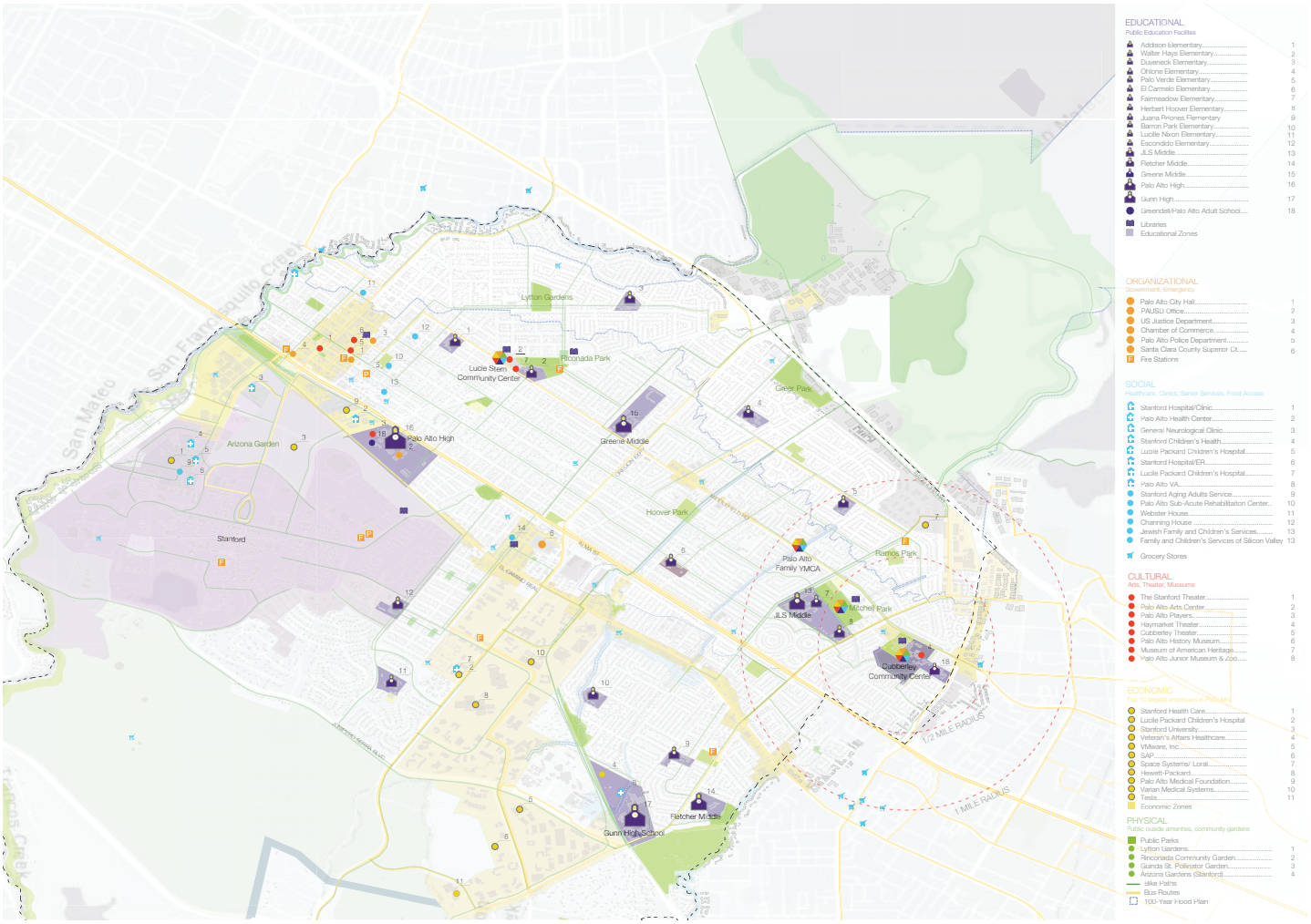
Other Nearby Assets

Some other nearby assets are of note for their programmatic relationship to Cubberley. The Oshman Family Jewish Community Center is a large facility near Cubberley that includes health and fitness programs, youth programs, arts and cultural programming, co-working spaces. There is senior housing that is a part of the Taube Koret Campus for Jewish life adjacent to the Oshman JCC. Peninsula Youth Theater, just over the border in Mountain View, is a youth theater production company that puts on shows at the Mountainview Center for the Performing Arts. The City of Palo Alto's Ramos Park is also within a ½ mile radius of the site.

Mountainview Center for the Performing Arts

Key Takeaways

- The plan for Cubberley should respect the neighborhood's residential character, perhaps with specific sensitivity to the Greenmeadow Historic District.
- The plan for Cubberley should take into account the other community assets in walking distance, particularly Mitchell Park, so as to compliment, but not necessarily duplicate, what is offered there.
- Cubberley will need to accommodate the entry, egress and parking needs of Greendell and be designed to integrate the campuses.
- Bike and pedestrian access to Cubberley should integrate into the existing bike network, with access from Nelson Drive and Montrose Ave.



C. City Assets and Broader Goals

At the City scale, Cubberley serves as a vital element of the Palo Alto's community centers and parks, providing complimentary services to what is available at other locations. It is also a major educational asset, as the third largest contiguous school property after Paly and Gunn. It is the best option for a future third high school should the need for one arise.

Another city-scale context to consider is the context of Citywide plans for the future of the city as a whole. Concordia has reviewed several city and school district plans and documents, including:

- Cubberley Community Advisory Committee (CCAC) Report
- The 2030 Comprehensive Plan
- Parks, Trails, Natural Open Space and Recreation Master Plan
- Walk and Roll Recommendations for Greendell/Cubberley
- 2018-2020 Sustainability Implementation Plan
- California Regional Water Quality Control
- Palo Alto Bicycle and Pedestrian Transportation Plan
- Public Art Master Plan
- Enrollment Management Advisory Committee Final Presentation
- PAUSD Enrollment Projections

All of these plans and reports provide useful information and perspectives that bear on Cubberley. Some of these include direct and specific recommendations for Cubberley; the CCAC Report's recommendations undergird the overall intent of the Cubberley Co-Design Master Plan. Other plans here provide more general goals that the Cubberley plan can help address. Concordia intends to align the master plan for Cubberley as much as possible with the recommendations and goals set forth in these plans.

The 2030 Comprehensive Plan integrates the perspectives and goals across several domains: Land Use & Community Design, Transportation, Housing, Natural Environment, Safety, Business & Economics, and Community Services & Facilities. It draws from many other more focused plans. We have organized particularly relevant excerpts from the plan objectives within each plan element below. This is an inventory of City goals that may be pursued and partially addressed through the Cubberley Master Plan.

Comprehensive Plan Citywide Policy Goals

- **Promote** and expand available incentives for the retention and rehabilitation of historic buildings in all zones and revise existing zoning and permit regulation to minimize constraints to adaptive reuse.
- **Encourage** development that creatively integrates parking into the project.
- **Strengthen** identity of important community-wide gateways.
- **Develop** strategies to enhance gateway sites with special landscaping, art, public spaces, and/or public buildings.
- **Incorporate** the goals of the Urban Forest Master Plan. Establish incentives to encourage native trees and low water use plantings.
- **Continue** the citywide undergrounding of utility wires. Minimize the impacts on street tree root systems and planting areas.

Comprehensive Plan Land Use Goals *Relevant to Cubberley*

Policy L-1.1 Maintain and prioritize Palo Alto's varied residential neighborhoods while sustaining the vitality of its commercial areas and public facilities.

Policy L-1.2 Limit future urban development to currently developed lands within the urban service area.

Policy L-1.3 Infill development in the urban service area should be compatible with its surroundings and the overall scale and character of the city to ensure a compact, efficient development pattern.

Policy L-1.8 Maintain an active engagement with Santa Clara County, San Mateo County, neighboring cities, other public agencies including school districts and Stanford University regarding land use and transportation issues.

Policy L-1.11 Hold new development to the highest development standards in order to maintain Palo Alto's livability and achieve the highest quality development with the least impacts.

Table L-1 Reduce Greenhouse Gas Emissions by 80% below 1990 emissions by 2030 (S/CAP goal)

Program L-2.5.1 Collaborate with PAUSD in exploring opportunities to build housing that is affordable to school district employees.

Note, there are many more policies and programs aimed at increasing housing options in Palo Alto. The Cubberley site is not zoned to allow for housing, so we are leaving those recommendations off this list. However, if there is strong community support for housing on site, it may be possible that a variance for that use could be acquired.

Policy L-2.9 Facilitate reuse of existing buildings.

Policy L-2.10 Ensure regular coordination between the City and PAUSD on land development activities and trends in Palo Alto, as well as planning for school facilities and programs..

Program L-2.10.1 Collaborate with PAUSD to plan for space to accommodate future school expansions or new school sites, and evaluate zoning space to accommodate new schools.

Policy L-2.11 Encourage new development and redevelopment to incorporate greenery and natural features such as green rooftops, pocket parks, plazas and rain gardens.

Policy L-2.12 Ensure that future development addresses potential risks from climate change and sea level rise. (*note, we have reviewed future sea level rise scenarios, and Cubberley is outside of NOAA's 6' of sea level rise model, which is possible by the end of the century. Assuming such a condition in the future without any mitigating infrastructure, the site will be vulnerable to flooding during storm events. However, there are so many more valuable assets between Cubberley and the coast that it is inconceivable that Palo Alto would not act to protect it's coast from sea level rise prior to this dire scenario.*)

Policy L-3.1 Ensure that new or remodeled structures are compatible with the neighborhood and adjacent structures.

NOAA Sea Level Rise Viewer

Policy L-4.16 Improve the local-serving focus, and provide safe pedestrian, bicycle and multimodal access to all three Palo Alto Neighborhood Centers – Charleston Shopping Center, Edgewood Plaza and Midtown Shopping Center. Support their continued improvement and vitality.

Policy L-6.1 Promote high-quality design and site planning that is compatible with surrounding development and public spaces.

Policy L-6.3 Encourage bird-friendly design.

Policy L-6.4 In areas of the City having a historic or consistent design character, encourage the design of new development to maintain and support the existing character.

Policy L-6.5 Guide development to respect views of the foothills and East Bay hills along public street corridors in the developed portions of the City.

Policy L-6.6 Design buildings to complement streets and public spaces; to promote personal safety, public health and wellbeing; and to enhance a sense of community safety.

Policy L-6.7 Where possible, avoid abrupt changes in scale and density between residential and non-residential areas and between residential areas of different densities.

Policy L-6.10 Encourage high quality signage that is attractive, energy-efficient, and appropriate for the location, and balances visibility needs with aesthetic needs.

Policy L-7.8 Promote adaptive reuse of old buildings. (Note, there are some buildings on the Cubberley site, including the Theater, that may be worth preserving)

Program L-7.8.1 Promote and expand available incentives for the retention and rehabilitation of buildings with historic merit in all zones and revise existing zoning and permit regulations to minimize constraints to adaptive reuse.

Policy L-8.2 Provide comfortable seating areas and plazas with places for public art adjacent to library and community center entrances.

Policy L-8.3 Encourage small-scale local-serving retail services, such as small cafes, delicatessens and coffee carts, in civic centers: Mitchell Park, Rinconada Library and Cubberley Community Center.

Policy L-8.4 Create facilities for civic and intellectual life, such as better urban public spaces for civic programs and speakers, cultural, musical and artistic events.

Policy L-8.5 Recognize public art and cultural facilities as a community benefit. Encourage the development of new and the enhancement of existing public and private art and cultural facilities throughout Palo Alto. Ensure that such projects are compatible with the character and identity of the surrounding neighborhood.

Policy L-8.6 Seek potential new sites for art and cultural facilities, public spaces, open space and community gardens.

Policy L-8.7 Encourage religious and private institutions to collaborate with the community and the surrounding neighborhood.

Policy L-9.2 Encourage development that creatively integrates parking into the project, including by locating it behind buildings or underground wherever possible, or by providing for shared use of parking areas. Encourage other alternatives to surface parking lots that minimize the amount of land devoted to parking while still maintaining safe streets, street trees, a vibrant local economy and sufficient parking to meet demand.

Policy L-9.3 Treat residential streets as both public ways and neighborhood amenities. Provide and maintain continuous sidewalks, healthy street trees, benches and other amenities that promote walking and "active" transportation.

Policy L-9.4 Maintain and enhance existing public gathering places and open spaces and integrate new public spaces at a variety of scales.

Policy L-9.6 Create, preserve and enhance parks and publicly accessible, shared outdoor gathering spaces within walking and biking distance of residential neighborhoods.

Policy L-9.7 Strengthen the identity of important community-wide gateways, including the entrances to the City at … Middlefield Road

Policy L-9.8 Incorporate the goals of the Urban Forest Master Plan, as periodically amended, into the Comprehensive Plan by reference in order to assure that new land uses recognize the many benefits of trees in the urban context and foster a healthy and robust tree canopy throughout the City.

Policy L-9.8.1 Establish incentives to encourage native trees and low water use plantings in new development throughout the city.

Policy L-9.9 Involve the Urban Forester, or appropriate City staff, in development review.

Policy L-9.10 Design public infrastructure, including paving, signs, utility structures, parking garages and parking lots to meet high-quality urban design standards and embrace technological advances. Look for opportunities to use art and artists in the design of public infrastructure. Remove or mitigate elements of existing infrastructure that are unsightly or visually disruptive.