**A G E N D A  R E P O R T  S U M M A R Y**

**MEETING DATE:** 12 May 2009

**SUBJECT: Redwood Grove Vision Statement Update and Implementation Recommendations**

**RECOMMENDATION:**
Receive report

| **ESTIMATED FISCAL IMPACT** | **ATTACHMENTS** | **PUBLIC HEARING NOTICE** |
|---|---|---|
| **AMOUNT:** _____<br>**BUDGETED:**<br>**Y** _____ **N** _____<br>**FUNDING SOURCE:**<br>**Finance Director:**<br>_____<br>Russell J. Morreale | The memorandum with recommendations will be sent under separate cover | **Date of Publication** |
| | | **PREVIOUS COUNCIL CONSIDERATION**<br>Date(s): |
| | | **CEQA STATUS**<br>(If Required) |

_____ _____
Department/Director Name Douglas J. Schmitz, City Manager

_____ _____
Date (Date submitted to CM) Date (Final Sign off Date)

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# AGENDA REPORT

**DATE:** May 12, 2009

**TO:** City Council

**FROM:** Beverly Tucker, Recreation Director

**SUBJECT:** **Redwood Grove Subcommittee Vision Report**

## RECOMMENDATION

Consider recommendations from the Parks, Arts & Recreation Commission Redwood Grove Subcommittee.

## DISCUSSION

The Parks, Arts & Recreation Commission will hold a special meeting May 6, 2009 regarding this item. That makes it too late to include the report in the Council meeting packet due to the advance time needed for preparation. The report will be distributed under a separate cover in advance of Tuesday night's meeting.

**A G E N D A  R E P O R T**

**DATE:** May 12, 2009

**TO:** City Council

**FROM:** Parks, Arts & Recreation Commission

**SUBJECT:** **REDWOOD GROVE MASTER PLAN AMENDEMENT IMPLEMENTATION**

## RECOMMENDATION

- Motion approving the Redwood Grove Master Plan Amendment
- Motion supporting the acquisition of land adjacent to Shoup Park, and the suspension of capital improvement projects for Patriot Corner until resolved.
- Motion accepting the Police Department recommendation on On-Site Caretaker
- Motion approving public/private partnerships with Acterra and Youth Science Institute as follow:
    - Acterra to provide habitat restoration and land stewardship services
    - Youth Science Institute to provide year-round, school-age programs
- Motion approving facility improvements as follow:
    - Repairs to the Staff House for interim use to meet California Building Code Title 24 Educational Group E occupancy requirements.
    - Hiring an architect to assess site building needs and design

## BACKGROUND

The Redwood Grove Task Force (RGTF) was formed in January 2008 as a collaborative effort between the Los Altos Parks, Arts and Recreation Commission, Los Altos City Council and City staff to interpret the Redwood Grove Master Plan and develop recommendations for preserving and improving Redwood Grove.

The six acres of Redwood Grove were originally established as a residence of the Halsey Family in 1927 with a 3,400 sq ft house. In 1942, the property was sold to the Bessey Family when six additional small buildings were added to the property as rental units; the last of these buildings, Cottage #9, was razed in 2009. The Staff House was likely built in the 1940s/50s. The City of Los Altos purchased the 5.6 acres in 1974 as an open space preserve and adopted the Redwood Grove Master Plan in 1980.

Since 1980, Redwood Grove has been used in accordance with the Master Plan (Attachment #1), limited to activities related to natural history and education, and "quiet times" for enjoying the

surroundings and solitude. Redwood Grove has served over 6,000 children annually through school-year programs and summer day camps.

For thirty years, the City of Los Altos had not provided the level of maintenance required to ensure the well-being of Redwood Grove's ecosystem and the integrity of its buildings. The Redwood trees are threatened, invasive plants dominate the landscape and riparian erosion is uncontrolled. Both the Nature Center (Halsey House) and the Staff House have been deemed uninhabitable due to structural, operational and environmental hazards.

The RGTF emphasizes Redwood Grove's place in Los Altos as a center for nature-based education that extends beyond high-quality school-age programs, but includes volunteer and educational opportunities that bring residents of all ages together in life-long learning.

## DISCUSSION

### 1. Master Plan Amendment

The objectives of the 1980 Redwood Grove Master Plan are as follows:

- Preserve the area's irreplaceable natural resources for future use and enjoyment
- Offer only those facilities that encourage uses appropriate to the resources
- By design, regulate the circulatory patterns of the visitor to lesson the impact on critical areas while utilizing the entire site.

The Master Plan identifies areas of concern that have remained largely unresolved or unimproved since 1980 including the removal of invasive plants and planting of a redwood grove under-story; addressing access issues for both cars and pedestrians; ADA accessibility and restroom shortcomings; security/caretaker issues; determining whether trail, bridge, walkway and signage improvements are necessary; and reviewing flood issues.

In the proposed amendment to the Master Plan, the RGTF more specifically calls out details for implementation (Attachment #2):

- The natural setting and seasonal stream are preserved while access and circulatory patterns are improved.
- Redwood Grove habitat restoration and volunteer land stewardship occur under the guidance of regional experts.
- Redwood Grove continues to be the site of nature-based education provided by regional experts.
- The natural beauty of Redwood Grove's forest, seasonal stream and small open glades are complimented with minimal structures not to exceed the footprint of existing buildings. Buildings are platinum LEED certified. (Attachment #3)

### 2. Connection to Adjacent Open Space

The RGTF emphasizes the importance of the acquisition of private property, or an easement for use, to connect Shoup Park and Redwood Grove; City Council is in negotiations with a property owner. A footpath and small bridge joins two premiere open spaces with extraordinary mutual benefits:

- Expands user opportunities with additional points of passage; alleviates single-entry pedestrian/vehicle traffic.
- Allows shared, off-street parking and safe drop-off zone
- A cost-effective option for facility improvement; a single, multi-use building can serve both parks.

The RGTF recommends that no capital improvement projects be considered for Patriot Corner or the Garden House until City Council has a definitive resolution on the connection to Shoup Park.

The RGTF recommends supporting an access point from Manresa Road with an unpaved, pedestrian footpath.

- Santa Clara Water District (property owner) has granted easement
- Allows for emergency vehicle access

The RGTF recommends enhancing the Fremont Road/Lennox Way access to allow for safe pedestrian passage.

### 3. On-site Caretaker

The RGTF concurs with the Los Altos Police Department Report (Attachment #4) that a caretaker is not necessary at Redwood Grove.

- Limited access to vehicles at off-hours and regular police patrol, with the possible addition of electronic surveillance, are effective means to secure the location.

- Maintaining a reasonable level of year-round programming at Redwood Grove and establishing an on-site administrative office further contribute to security.

### 4. Public/Private Partnerships

The RGTF recommends partnering with regional experts for habitat restoration and education purposes. Regional organizations offer a level of expertise and efficiency that is not achievable with city staff. After discussions with many organizations and agencies, the RGTF recommends the services of Acterra and Youth Science Institute (YSI) as follows:

**Acterra**

Acterra, a non-profit organization formed in 2000 through the merger of two highly-regarded environmental organizations: the Peninsula Conservation Center Foundation (founded 1970) and Bay Area Action (founded 1990), has as its mission to bring people together to create local solutions for a healthy planet. The Acterra Stewardship program provides opportunities for individuals and groups to learn about ecology and participate in restoration work. The program is currently restoring sites at Pearson-Arastradero Preserve (in a partnership with the City of Palo Alto), along the San Francisquito watershed, and at schools and parks on the peninsula. Acterra attributes include-

- Proven expertise in habitat restoration and land stewardship
- Only full-service organization of its type in the Bay Area
- Operate a native plant nursery with thousands of specimen
- Provide permanent solution for creating a sustainable habitat.
- Los Altos Public Works does not have the expertise or personnel to develop a plan and accomplish more than basic maintenance.

- Cost effective and educational in using community-based programming to achieve results
- Acterra staff present on-site for all workdays
- Assist with grant opportunities
- Supported by Los Altos Public Works and Parks and Recreation Department.
- Important source for community service hours for teens.
- Services reviewed annually for benchmark accomplishments

The Acterra proposal (Attachment #5a, 5b & 5c)) outlines services over a three-year period with a one-time restoration/ education plans development cost. Compensation should be negotiated between the City and Acterra. The RGTC recommends Park in Lieu fees be used for habitat restoration.

**Youth Science Institute**

Youth Science Institute (YSI), an independent not-for-profit organization, is a leader in nature-based science education. YSI focuses on hands-on learning of life sciences, physical sciences and social sciences, including biology, chemistry, physics, geology and astronomy. Programs are conducted at its three Science and Nature Centers in Vasona, Sanborn and Alum Rock parks, in schools and at community events. Centers feature live mammals, birds, insects, amphibians and reptiles. YSI attributes include-

- Specific expertise in school-age curriculum
- Services include complete registration and administration of classes; City of Los Altos only provides site
- 53 years experience
- Serve 30,000 children each year
- Meet Los Altos criteria for a modular K-6$^{th}$ grade school tour curriculum.
- Preferred provider by Los Altos School District
- Assist with grant opportunities

YSI operates by means of a combination of class fees and donations. Los Altos is required to assess YSI a per-student fee to cover overhead for site use only; The RGTF recommends reducing the standard overhead recovery since YSI handles registration and administration of program. YSI may need to assess a start-up fee to adapt curriculum to the Redwood Grove site. Terms of agreement should be negotiated between the City and YSI. (Attachments #6a, 6b, 6c & 6d)

## 5. Facility Improvements

**Planning and Design**

The RGTF recommends engaging an architect to address Redwood Grove facility needs. The architecture firm should have expertise in the following areas:

- Energy and resource efficient design
- Progressive sustainable building techniques
- Park buildings and built/natural environments
- LEED Platinum certification process

The following minimum features are required for an educational facility:

- Two 450 sq ft rooms to meet California Building Code Group E Educational use
- Administrative office

- Storage closets for administrative supplies
- ADA compliant public restroom facilities
- Small entry/exhibit space to house Fava Indian artifacts

Additional recommended features:

- Small demonstration kitchen for on-site garden food preparation
- Greenhouse for native pants
- Teaching garden
- Ohlone Village demonstration area

The RGTF recommends adding an outdoor gathering circle with a campfire element to Redwood Grove. The gathering circle is built of natural materials and harmonizes with the environment. Many Los Altos organizations seek a campfire opportunity.

The RGTF recommends completing the following improvements as called out in the 1980 Master Plan:

- ADA parking should be established.
- Internal pathways should be repaired and upgraded to meet ADA guidelines and aid in habitat restoration and maintenance efforts.
- Interpretative and directional signage should be enhanced.

**Staff House Repairs**

Due to the long-term process of architectural planning and design, and the desire to have programming resume at Redwood Grove as soon as possible, the RGTF recommends repairing the Staff House to serve as an interim administrative office for outside organizations and city staff, and an assembly location for educational use. The Staff House has served as an administrative office for Recreation Department summer camp programs.

- The removal of an interior wall allows for the assembly of 25 people
- Repairs must meet California Building Code Group E Educational Occupancy requirements.

**Halsey House Status**

According to a staff report dated April 20, 2009, structural, operational and environmental hazards render the Halsey House uninhabitable (Attachment #7). Occupancy is prohibited.

The Halsey House as is-

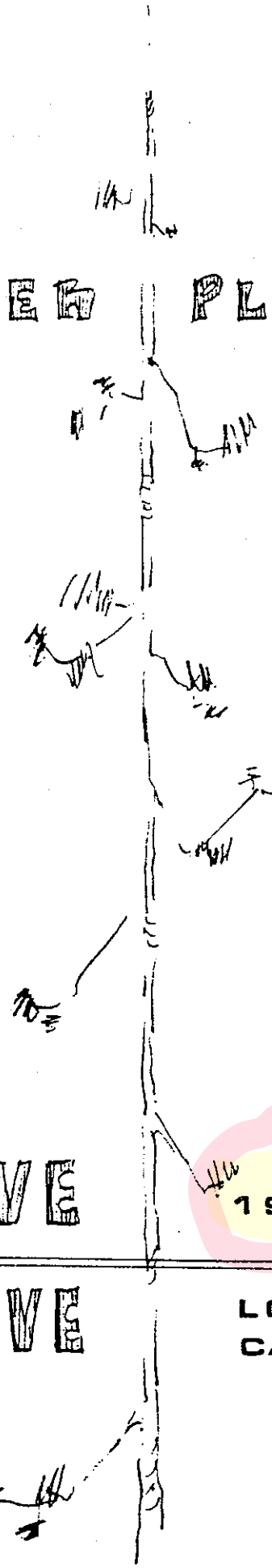
- A 3,400 sq ft Spanish Revival residence built in 1928
- Designated a "local landmark" by City of Los Altos in 1981
- Used as an education center since 1980
- The Kalman Score on the Historic Resource Inventory was recently reduced to 73/100 from 95/100 (Attachment #8).
- Served as a residence for only 20 years
- Has been physically altered over time.
- Economics and alterations to achieve California Building Code Group E Educational Occupancy requirements are imprudent.

The Historic Resource Inventory considers exterior detail only. Staff estimates the costs associated with maintaining the exterior details while creating a compliant space to be $1.5 to $2 million dollars. Staff estimates cost of removal to be $40K.

**Attachments:**

1. 1980 Redwood Grove Vision Plan
2. 2009 Vision Plan Amendment from PARC
3. Arastradero Preserve Building Photos
4. Caretaker Report- Younis/Tucker
5. a. Acterra Proposal
   b. Timeline
   c. Acterra Memo- Tucker
6. a. Youth Science Institute Memo- Ford
   b. Youth Science Institute Fact Sheet
   c. Youth Science Institute Summary of Programs
   d. Youth Science Institute Flier
7. Nature Center Condition Report- Brees
8. Halsey House DPR Report 2009
9. a. June 17, 2008 City Council Meeting Agenda
   b. Redwood Grove Landscape Architect Memo-PARC

# MASTER PLAN

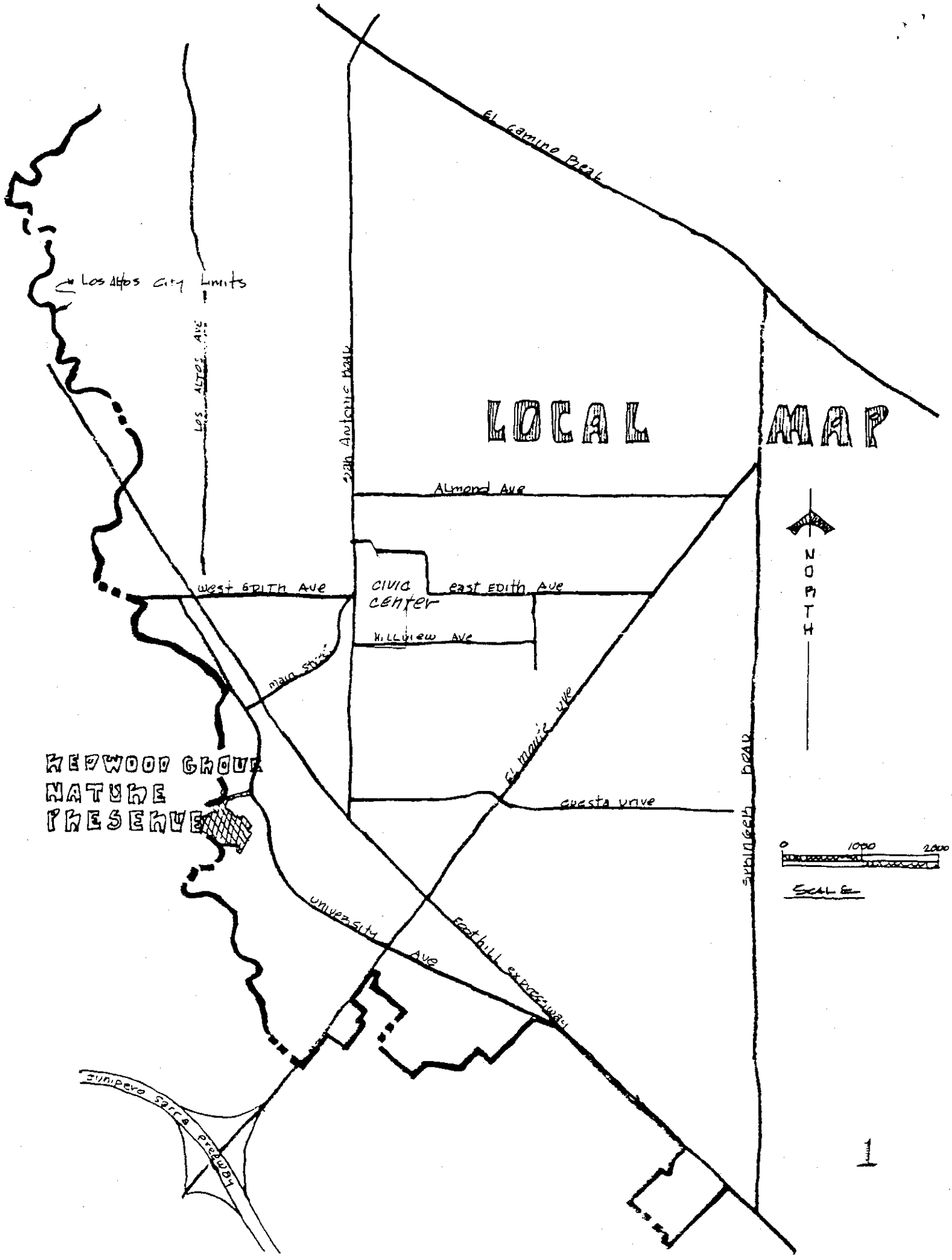


# REDWOOD GROVE NATURE PRESERVE

1960

LOS ALTOS
CALIFORNIA

Multiple Use Managers, Inc.
P.O. Box L West Point, CA


LOCAL MAP
El Camino Real
Los Altos City Limits
Los Altos Ave
San Antonio Road
Almond Ave
West EDITH Ave
CIVIC center
East EDITH Ave
Hillview Ave
Main Street
El Monte Ave
Cresta Drive
Redwood Grove Nature Preserve
University Ave
Foothill expressway
Junipero Serra Freeway
Sunnyoaks Road
NORTH
0
1000
2000 ft
SCALE

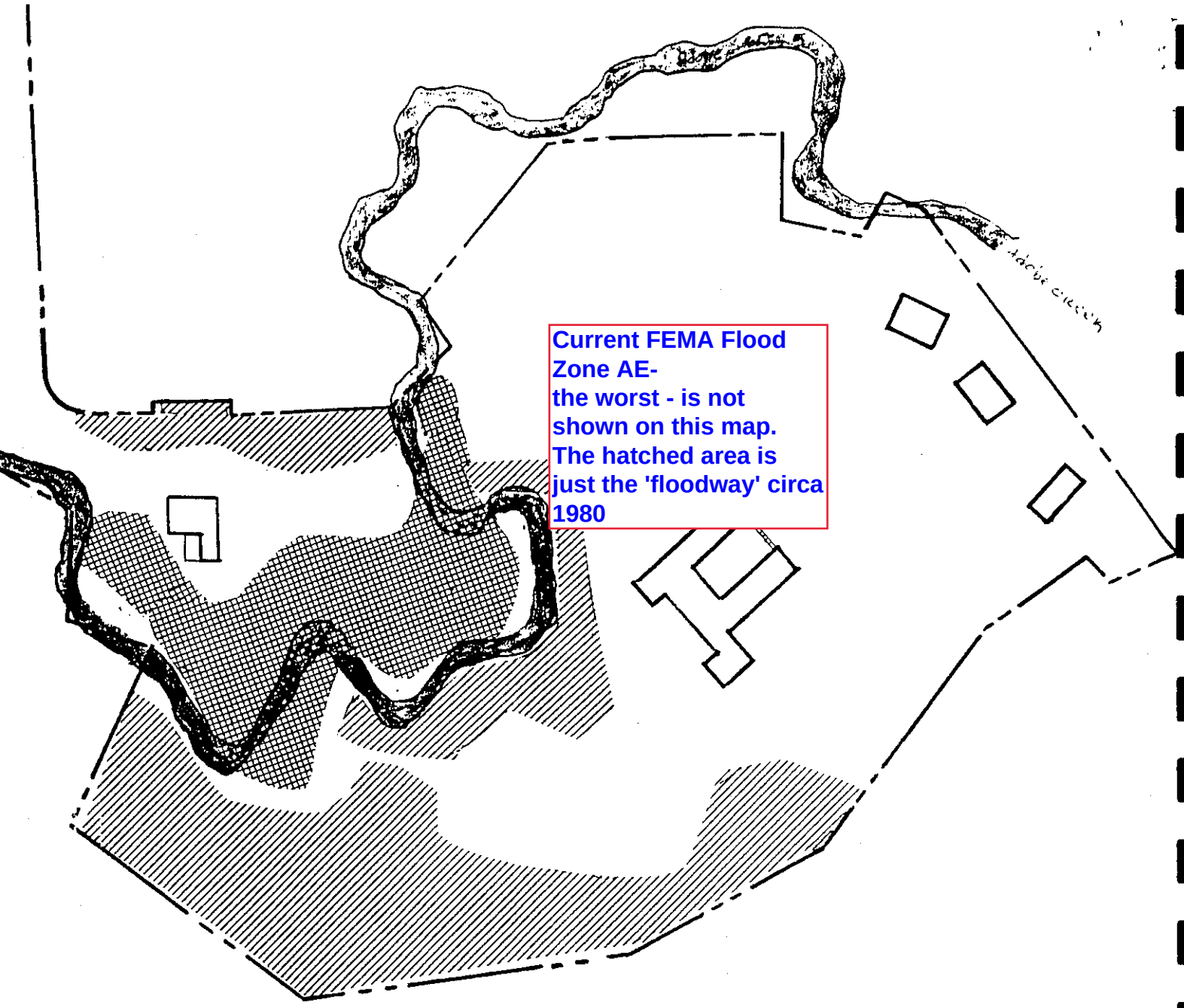
# introduction / local environs

This plan is designed to provide concepts and direction necessary to guide use and preservation of a rare spot of beauty in the city of Los Altos.

It's objectives are:

1) Preserve the areas irreplaceable natural resources for future use and enjoyment
2) Offer only those facilities that encourage uses appropriate to the resources
3) By design, regulate the circulatory patterns of the visitor to lessen impact on critical areas while utilizing the entire site

Redwood Grove Nature Preserve is 5.7 acres in size and is located off University Avenue in the city of Los Altos. The area is located in the coastal province zone of California.




Current FEMA Flood Zone AE-
the worst - is not shown on this map.
The hatched area is just the 'floodway' circa 1980

# RESOURCES

ADOBE CREEK

REDWOOD GROVE

OAK/WOODS

SCATTERED TREES + GRASS

NORTH

0 60 120 180 Feet.

MULTIPLE USE MANAGERS INC. | 1980

# the resources

The ecological entities of the Redwood Grove Nature Preserve have been greatly modified by humans through years of use and development. It is difficult to tell exactly what effect development has had on flora and fauna, but the property has changed considerably from pristine times.

The Redwood Grove Nature Preserve is traversed by Adobe Creek which flows from the southeast through the northern half of the property. Adobe Creek floods periodically during periods of heavy rains innundating nearly a third of the preserve.

The dominant vegetation of the preserve is the grove of coastal redwood trees planted in the early part of this century. There is very little understory in the grove today because many plants associated with natural redwood groves were never introduced to this site.

In the oak/woods area of the preserve, there are a number of large specimen size live oak trees located to the west of Adobe Creek. It is likely that this area is the most natural undisturbed area within the preserve.

The entry way consists primarily of ornamental shrubs, a few trees and a profusion of weeds.

The southern half of the preserve is dominated by grasses. There is an extensive thicket of black berry along the southeast edge of the grassland bordering the property line. Scattered throughout the area are fruit trees and other non native plantings.

# planning considerations

## CLIMATE

Located between the Santa Cruz Mountains to the west and San Francisco Bay to the northeast ensures Los Altos and the Redwood Grove Nature Preserve a very mild climate. Most rainfall takes place in the winter months. Summer months can become warm, however, fogs occur frequently helping keep the temperature moderate and providing moisture to keep many plants healthy.

## TERRAIN

The majority of the area is generally flat, sloping gently from the south to the north edge of the preserve. However, there is a steep vegetative covered slope varying from 25 to 75% on the western edge of the property.

## WILDLIFE

Wildlife populations are restricted primarily to the small mammals such as mice, gophers, squirrels, skunks and other such animals generally found in urban communities; and to birds which are represented by blue jays, robins, finches, humming birds and numerous other species that utilize the preserve and surrounding areas.

All planning, development and maintenance objectives should be carried out with wildlife as a major concern in order to prevent negative impacts. (See appendix for wildlife species list)

## VEGETATION

The dominant vegetation of the area is a grove of redwood trees located on both sides of Adobe Creek in the northern section of the preserve.

This grove should be analyzed for vigor and possible expansion due to popularity and resulting use.

In general, the total area will be studied for future vegetative manipulation. (See appendix for vegetation species list)

## ACCESS

Presently vehicle access to the area restricts the general public by means of signing at the entrance to the preserve on University Avenue.

The overall area is quite small and access to the site by vehicles--including bicycles--can create conflicts with pedestrians and the natural inherent values of the site.

## CIRCULATION

The present entrance road offers the only well defined traveled route in the preserve. Generally, all foot traffic is indiscriminate and restricted only by certain vegetation and Adobe Creek during winter months. Trail development could help reduce

certain physical impacts to the redwood grove and encourage use in other less used areas of the preserve.

## FACILITIES

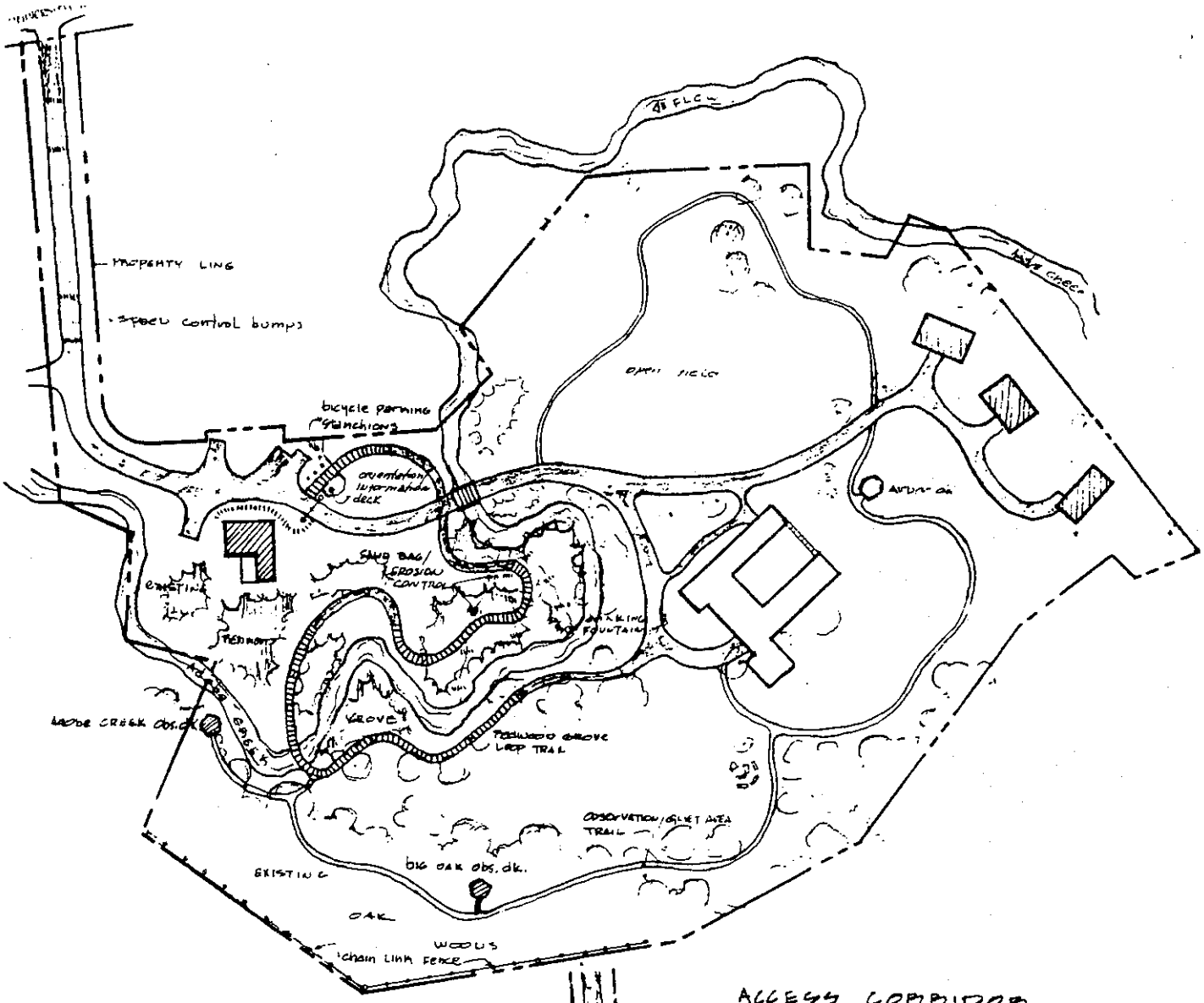
There are five existing structures on the property. The buildings are in good enough condition to justify rehabilitation or reconstruction. Presently, and in the past, they have been used for residences and the main building has also been utilized as a junior museum. Consideration of other uses or possible demolition of a structure should be reviewed.

Restrooms, gates, trails, bridges, raised walkways, observation platforms, signing and interpretive features all have to be considered in the overall plan.

## VISITOR USE

Since 1974 when the city of Los Altos purchased the Redwood Grove property, general public use has been limited --- due mainly to lack of development and information available about the area. This will obviously change with development and intensive management in coming years.

During the last couple of years, the city has operated a day camp during summer months for kids from 5 to 10 years of age. Local schools and community college classes have utilized the preserve on various occasions.




# GENERAL DEVELOPMENT CONCEPT

NORTH

0 60 120 180 FEET

MULTIPLE USE MANAGERS INC.
1980

ACCESS CORRIDOR

ENTRANCE TERMINAL

REDWOOD GROVE LOOP TRAIL

OBSERVATION/QUIET AREA TRAIL

PEDESTRIAN/SPECIAL VEHICE ACCESS

OBSERVATION DECK

OUTDOOR EDUCATION/DISCUSSION AREA

NATURALIST/CARETAKER RESIDENCE

MAIN NATURE STUDY BUILDING AND JUNIOR MUSEUM

NATURE STUDY SUPPORT BUILDINGS

# the plan for resource management and visitor use

## RESOURCE MANAGEMENT

Redwood Grove Nature Preserve is a small natural area, and as a result its resources are easily affected by outside influences. It would be impossible in this small area to try and maintain a pure un-touched, primeval ecological system - man's influence has altered the site considerably.

## CONCEPTS OF MANAGEMENT

### General

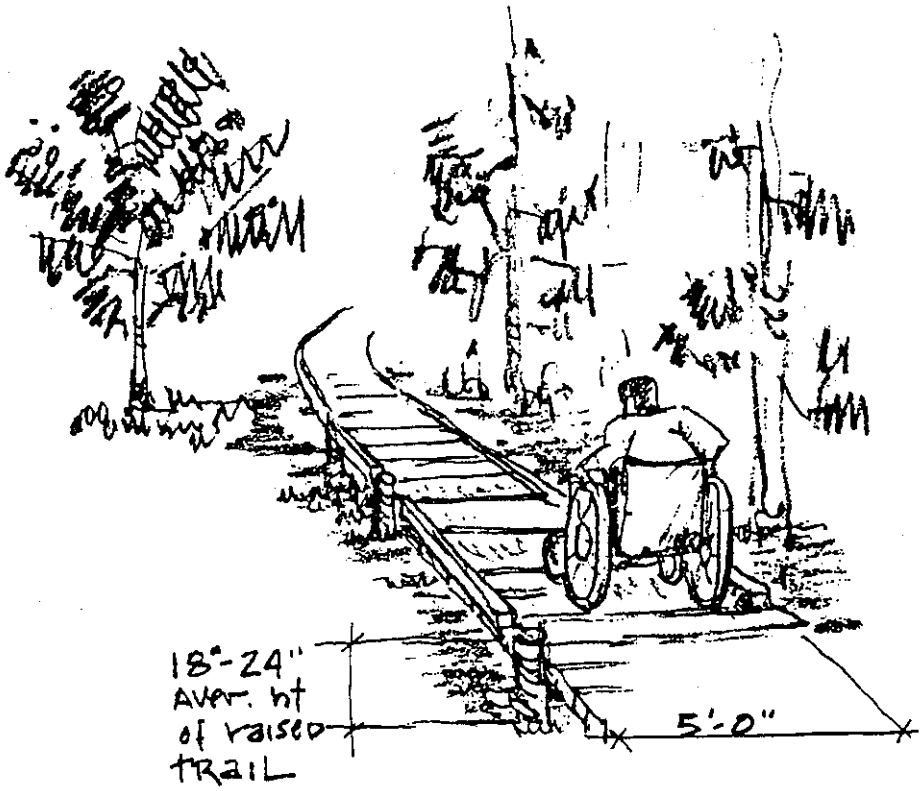
Develop as a nature/conservation area - where individuals can enjoy solitude, natural beauty, and a place where they can learn something about the natural world in which they live.

### TRAILS

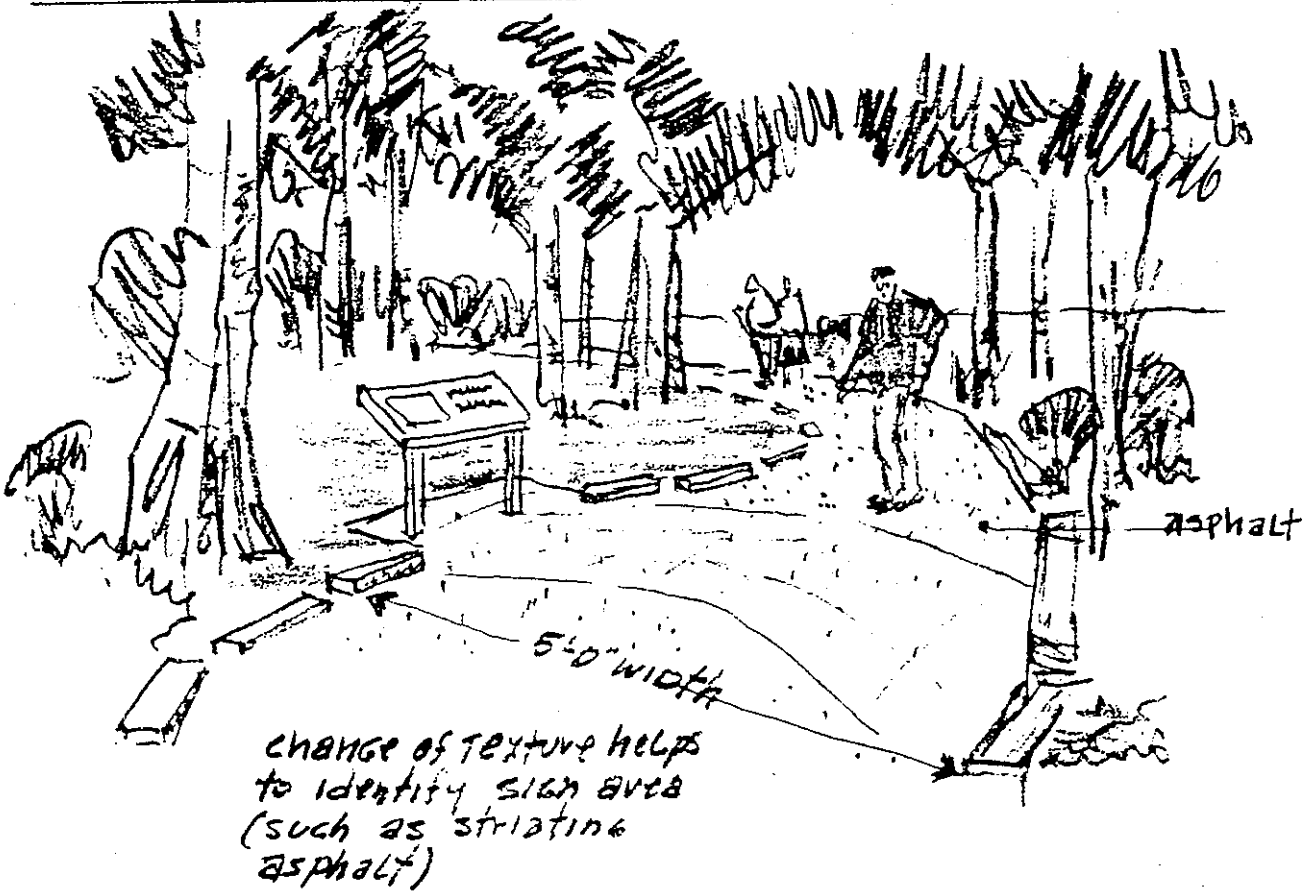
The area should include a self guided nature trail with observation sites. A portion of the trail should be hard surfaced to accomodate the handicapped. Also a trail should be into an area that would be "zoned" as a quiet/observation area - with a portion of such a trail being elevated.

### BUILDINGS

The main building is and should continue to be developed as an education/instruction center (junior museum). However, live animals should not be kept in this building. One or two of the smaller buildings should be utilized as instructional annexes and/or laboratories where animals could be housed. The remaining (small building)




RAISED REDWOOD GROVE LOOP TRAIL




HARD SURFACED REDWOOD GROVE LOOP TRAIL

could be used for security housing. The structure adjacent to the entrance road should serve as housing for a naturalist/caretaker.

ENTRANCE ROAD

The present entrance road should be improved to a location near the first residence that would become known as the "Entrance Terminal" area. Speed control barriers should be installed on the entrance way for both vehicles and bicycles.

ENTRANCE TERMINAL

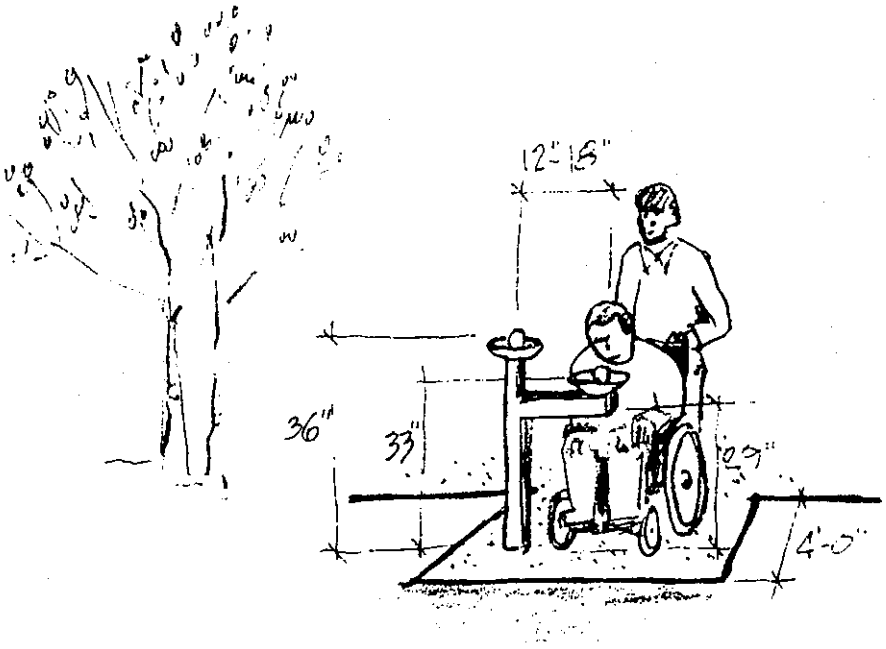
At the proposed "Entrance Terminal", a gate should be installed along with an information and orientation structure that would also include interpretive information. Also located at this site would be parking for bicycles. There would not be any parking for vehicles provided here, only a turn-around.

VEHICLE PARKING

Vehicles should have to utilize off-site parking along University Avenue. The only vehicles with access to the park would be service, maintenance, security and handicapped vehicles. One parking space should be developed at the entrance building, and one behind the last small building if it is to be used as a residence for security purposes.

SANITARY FACILITIES

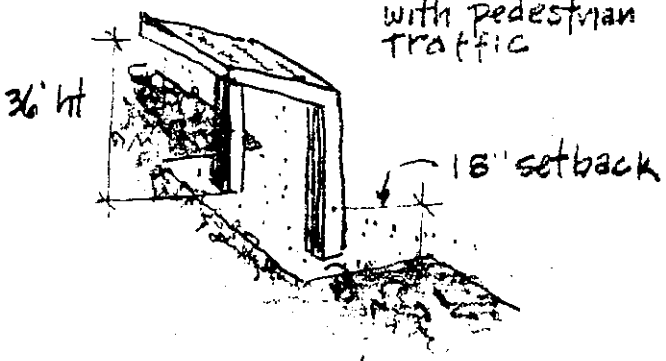
Sanitary facilities (restrooms) should be located in the main building. Present facilities should be remodeled to provide access from outside and for the handicapped.




DRINKING FOUNTAIN

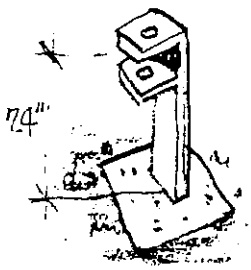
routed Letters are helpful for the blind

Signs should Never interfere with pedestrian traffic




INFORMATION/INTERPRETIVE SIGNS

Stanchions allow cyclists to Lock both frame and wheels




BICYCLE PARKING

BOUNDARY FENCE

Where necessary, the boundary of the property should be delineated with appropriate fencing material, such as low rail fencing in some areas, and even chainlink where security and unwanted access is a major problem.

VEGETATION MANAGEMENT

Vegetative management within the project area should be carefully thought out. For example, enhancement planting within and adjacent to the redwood grove could increase enjoyment of that area by providing a more natural condition as associated with native groves. Understory plantings, both seedlings and larger trees should be established within and in adjacent areas to the grove.

A review of the oak/woods/grassland area suggests that supplemental plantings would allow for more intense use of that particular area while "screening" visitors from themselves. The result could be a more compact "biome" than is normally found in nature.

Some selective control of vegetation will be required to maintain trail access, to control the spread of noxious plants, and where desirable, even the removal of non native plants.

The one exception of non-native plantings would be the court area of the main building. This area could be planted to the theme of "early missions" of California. It could also be utilized for its beauty and educational values.

WILDLIFE MANAGEMENT

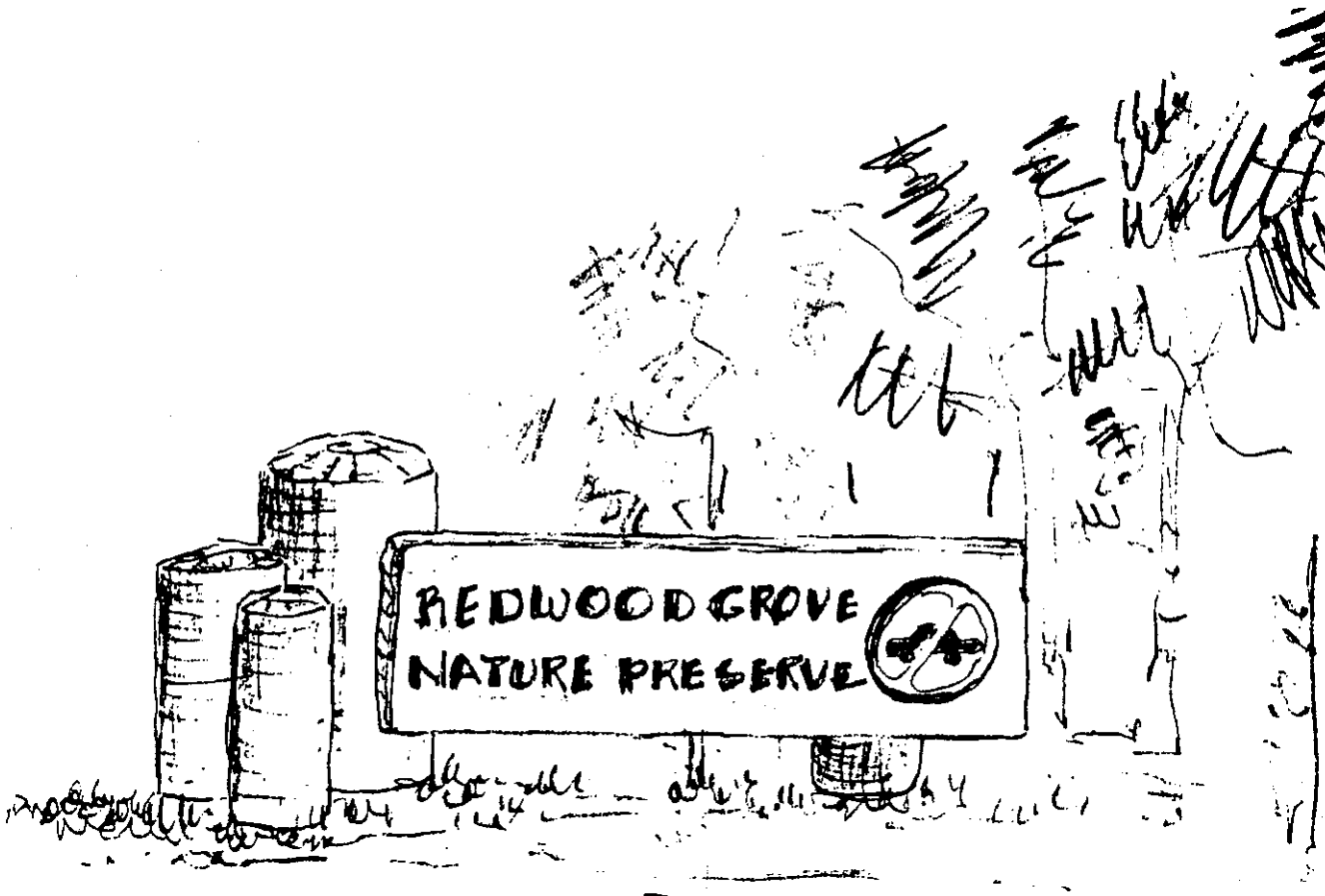
Because of the Preserves size and the surrounding urban area, the introduction of wildlife not already present

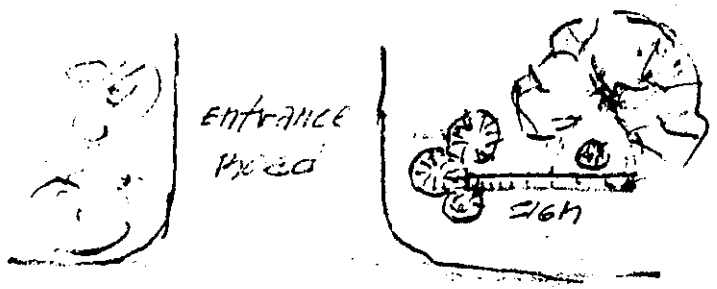
is not recommended. Anticipated increase in visitor use will require an effort to sustain present wildlife populations. It may be possible however, to increase some specific species by minor habitat modifications.

RECOMMENDED USES AND LIMITATIONS

While groups as well as individuals are encouraged to utilize the Preserve, group use should be limited to activities related to natural history and the educational aspects of the area.

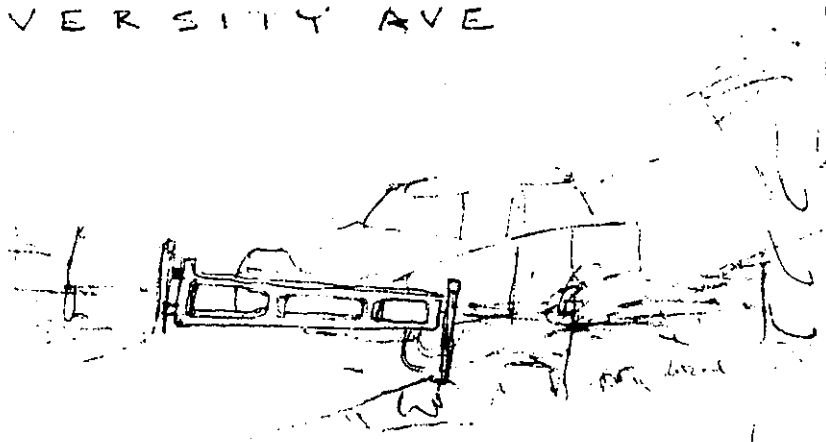
In addition to the natural history and educational benefits of the preserve, the area should offer "guiet" times, possibly in early morning and evenings when individuals can visit the area to enjoy not only its natural surroundings but its solitude as well. The development of the outdoor education/discussion area located southwest of the main building should be restricted in size to about 20 feet by 20 feet and accomodate approximately thirty people. Nearly all the work should be done by hand labor, leveling small "bench areas" for sitting purposes. Hand construction of the site would minimize disturbance and retain the natural setting of the area.




ENTRANCE SIGN

UNIVERSITY AVE



CONTROL GATE

# phase development costs

PHASE I

| Access Corridor | Measure | Unit Cost | Cost $ | Phase Total |
|---|---|---|---|---|
| Entrance Sign | 2'x2' | .50 sq ft | 400.00 | |
| Speed Controls | 2 | 200.00 | 400.00 | |
| Plantings | | | | |
| Trees | 5 | 35.00 | 175.00 | |
| Shrubs | 25 | 15.00 | 375.00 | |
| Water Line | 500' | 12.00 l.f. | 6000.00 | |
| | | Sub total | 7350.00 | |
| Entrance Terminal | | | | |
| Grade and Gravel Turn around and Parking Stall | 150' | 5.00 l.f. | 750.00 | |
| Vehicle Control Gate | 12' | 1500,00 | 1500.00 | |
| Wood Fencing | 200' | 12.oo l.f. | 2400.00 | |
| Information/ Interpretation Deck | 12'x12' | 15.00 sq. ft. | 2160.00 | |
| Plantings | | | | |
| Trees | 10 | 35.00 | 350.00 | |
| Shrubs | 25 | 15.00 | 375.00 | |
| Ground Cover | 50 | .50 | 25.00 | |
| Information/ Interpretation sign | 2'x6' | 100.00 sq.ft. | 1200.00 | |

Entrance Terminal (cont'd.)

| | Measure | Unit Cost | Cost $ | Phase Total |
|---|---|---|---|---|
| Bicyle Parking Stanchions | 8 | 50.00 | 400.00 | |
| | | Sub Total | 9160.00 | |

Redwood Grove

| | | | | |
|---|---|---|---|---|
| Pave Loop Trail Segement(2" asphalt) | 370' x 5' | 5.00 l.f. | 1850.00 | |
| Construct Raised Deck Trail | 460' x 5' | 30.00 l.f. | 13800.00 | |
| Erosion Control | | | | |
| Soil Bags | 200 | 2.00 | 400.00 | |
| Soil | 45 c.y. | 5.00 | 225.00 | |
| Plantings | | | | |
| Trees | 20 | 35.00 | 700.00 | |
| Shrubs | 25 | 15.00 | 375.00 | |
| Ground Cover | 200 | .50 | 100.00 | |
| | | Sub Total | 17450 .00 | |

Pedestrian/Special vehicle Access

| | | | | |
|---|---|---|---|---|
| Pave From Bridge | 10'x650 | 8.00 l.f. | 5200.00 | |
| | | Sub Total | 5200.00 | |

Drainage Control At Buildings — No estimated costs. Work to be permormed by City.

TOTAL PHASE I $ 39,160.00

PHASE II

Observation/quiet Area Trail

| | | | | |
|---|---|---|---|---|
| Clear Vegetation Construct Trail | 2'x1306 | 1.00 l.f. | 1360.00 | |
| | | Sub Total | 1360.00 | |

| Orientation/observation Decks | Measure | Unit Cost | Cost | Phase Cost |
|---|---|---|---|---|
| Adobe Creek | 12'x12' | 15.00 sq.ft. | 2160.00 | |
| Big Oak | 10'x10' | 75.00 sq.ft. | 7500.00 | |
| Arbor | 15'x15' | 10.00 sq.ft. | 2250.00 | |
| Arbor Vine Supports | 15'x15' | 3.00 sq.ft. | 675.00 | |
| | | Sub Total | 12585.00 | |
| **Fencing** | | | | |
| Security Fence NW Corner (chain link) | 360 l.f. | 6.50 l.f. | 2080.00 | |
| Entrance Terminal (Picket Fence) | 200 l.f. | 11.00 l.f. | 2200.00 | |
| Rehabilitate Old Wire Fence | 400 l.f. | 2.00 l.f. | 800.00 | |
| | | Sub Total | 5080.00 | |
| **Outdoor education/ Discussion Area** | | | | |
| Grading | 400 sq.ft. | 1.50 sq.ft. | 600.00 | |
| Seeding | 400 sq.ft. | .10 sq.ft. | 40.00 | |
| | | Sub Total | 640.00 | |
| **Additonal Plantings** | | | | |
| Trees | 15 | 35.00 | 525.00 | |
| Shrubs | 25 | 15.00 | 375.00 | |
| Ground Cover | 150 | .50 | 75.00 | |
| | | Sub Total | 975.00 | |
| **Miscellaneous** | | | | |
| Drinking Fountain | 1 | 2000.00 | 2000.00 | |
| Signing | 8 | 50.00 | 400.00 | |
| | | Sub Total | 2400.00 | |
| | | PHASE II TOTAL | | $23,040.00 |

PHASE III

| | Measure | Unit Cost | Cost $ | Phase Total |
|---|---|---|---|---|
| Remodel & Install In Main Building | Bathrooms | | | |
| Mens | -- | -- | 10000.00 | |
| Womens | --- | -- | 10000.00 | |
| | | Sub Total | 20000.00 | |
| Access Corridor | | | | |
| Resurface Road (2" asphalt) | 350'x10' | 8.00 l.f. | 2800.00 | |
| | | Sub Total | 2800.00 | |
| Entrance Terminal | | | | |
| Resurface Road and Turn Around | 650'x10' | 8.00 l.f. | 5200.00 | |
| | | Sub Total | 5200.00 | |
| | | PHASE III TOTAL | | $28000.00 |
| | | TOTAL COST ALL PHASES | | $90,200.00 |

# appendices

# concepts — developed and reviewed by consultant, staff and public

## RESOURCE MANAGEMENT CONCEPTS

* Develop and manage as a nature study area
  - manage existing vegetation/no new plantings
  - manage existing vegetation and add plantings where appropriate
  - develop self guiding nature trail
  - develop observation sites in strategic areas of the preserve

* Utilize and manage the area for group use
  - develop outdoor activity (amphitheater) area
  - utilize main building for meetings
  - utilize small buildings at the south end of property for meetings

* Revert area to original habitat and manage for nature study and educational purposes

* Manage present habitats with minor modifications with emphasis on educational benefits

* Continue and expand day camp use of area

* Allow overnight use of the area
  - outdoor camping for selected groups
  - use of certain existing buildings by specified groups

* Development of additional aquatic habitats
    - in-stream enhancement
    - pond development

* Utilize the preserve as a "quiet area"
    -all of the time
    - zone for specific times/such as afternoons and evenings

* Manage area and facilities for arts and crafts
    - for all general types, including ceramics, sewing, etc.
    - for specific uses related to area environment, such as landscape painting, etc., native culture crafts, etc.

* Vegetation
    - manage vegetation in its existing state
    - modify vegetation for educational benefits
    - eliminate noxious plants
    - selective control of noxious plants

## VISITOR USE CONCEPTS

* Vehicle access
    - unlimited access to the preserve
    - limited to handicap vehicles
        - only to entrance terminal turn around
        - to the area, including buildings
    - limit to maintenance and service vehicles only
    - limit all private vehicles to a developed turn around at end of entrance roadway
    - construct "speed bumps" on entrance roadway

* Bicycle access
  - unlimited access to preserve
  - limit to "entrance terminal" near first residence encountered on property
  - limit to entrance at University Avenue

* Parking
  - utilize off-site parking only
  - limited parking at entrance terminal turn-around for both vehicles and bicycles
  - limited parking at buildings for both vehicles and bicycles

* Trails
  - develop and hard surface a loop trail through the Redwood Grove
  - hard surface access trails to buildings
  - develop a "observation/quiet" area trail throughout the preserve
  - elevate certain portions of the trail

* Sanitation
  - construct toilet building at "entrance terminal"
  - construct toilet facility near main building
  - remodel section of main building to house restrooms/with outside entrance
  - do not provide outside restrooms in the area

* Existing structures
  - remove buildings and revert to natural conditions

- utilize main building for education instruction center/junior museum
- establish building along entrance road as a security/caretaker/natural residence
- utilize three smaller residences
    + overnight camp program
    + crafts buildings
    + instruction laboratory
    + security housing

* Establish boundary control
    - use chain link fencing for control
    - utilize appropriate materials for periphery fencing and/or control

* Entrance right-of-way and easement
    - maintain area in present condition
    - resurface/blacktop entrance road to "terminal turn-around" and place speed control barrier
    - expand corridor to edge of easement, add fence and new plantings

# outline for interpretation

## CULTURAL

* Who lived here in the past?
    - Indians
    - settlers
    - etc...

## HISTORY

* What historical importance are the structures?
* How did this property relate to early Los Altos?

## ANIMALS

* What animals are here?
    - invertebrates
    - fish
    - amphibians
    - reptiles
    - birds
    - mamals

## PLANTS

* What plants exist here?
    - aquatic
    - ferns
    - grasses
    - flowers
    - shrubs
    - trees
    - poisonus plants

- edible plants
- exotic species

## ECOLOGY

* What are the interrelationships, plants to animals--etc.....?
* What critical factors are here?

# P R O P O S E D  P L A N T S

The following plants were chosen because of their native characteristics and their ability to adapt to this site with a minimum amount of maintenance.

## T R E E S

| | | |
|---|---|---|
| Aesculus californica | -- | California Buckeye |
| Cercis occidentalis | -- | Western Redbud |
| Cornus nuttali | -- | Pacific Dogwood |
| Quercus lobata | -- | Valley Live Oak |
| Quercus wislizeni | -- | Interior Live Oak |
| Sequoia sempervirens | -- | Coastal Redwood |

## S H R U B S

| | | |
|---|---|---|
| Ceanothus gloriosus | -- | Point Reyes Ceanothus |
| Fremontodendron californicum | -- | Flannel Bush |
| Mahonia aquifolium | -- | Oregon Grape |
| Rhamnus californica | -- | Coffeberry |

## L O W  S H R U B S  &  G R O U N D  C O V E R S

| | | |
|---|---|---|
| Adiantum jordani | -- | California maidenhair fern |
| Ardista japonica | -- | Shady Ardista |
| Asperula odorata | -- | Sweet Woodruff |
| Mahonia nervosa | -- | Long Leaf Mahonia |
| Mahonia repens | -- | Creeping Mahonia |
| Polystichum munitum | -- | Sword Fern |

# LISTING OF EXISTING PLANTS

## ENTRY DRIVEWAY

| | |
|---|---|
| Aesculus californica | California Buckeye |
| Baccharis pilularis | Coyote Bush |
| Bambusa spp. | Bamboo |
| Buxus sempervirens | English Boxwood |
| Cedrus deodara | Deodar Cedar |
| Cytisus racemosus | Broom |
| Escallonia sp. | Escallonia |
| Echinocystis horrida | Wild Cucumber |
| Heteromeles arbutifolia | Toyon |
| Hedera helix | English Ivy |
| Koelreutaria paniculata | Goldenrain Tree |
| Ligustrum ovalifolium | California Privet |
| Magnolia grandiflora | Southern Magnolia |
| Nerium oleander | Oleander |
| Punica granatum | Pomegranate |
| Prunus ilicifolia | Hollyleaf Cherry |
| Quercus agrifolia | Coast Live Oak |
| Rosa | Rose |
| Rhus diversiloba | Poison Oak |
| Rubus vitifolius | Blackberry |
| Spiraea vanhoutei | Spiraea |
| Sambucus caerulaa | Blue Elderberry |
| Schinus molle | Pepper Tree |
| Viburnum tinus | Laurustinus |

## REDWOOD GROVE AREA

| | |
|---|---|
| Aesculus californica | California Buckeye |
| Arbutus menziesi | Madrone |
| Accr macrophyllum | Bigleaf Maple |
| Alnus rhombiforia | White Alder |
| Hedera heliz | English Ivy |
| Oxalis oregana | Redwood Sorrel |
| Prunus lyonii | Catlina Island Cherry |
| Pinus rediata | Monterey Pine |
| Rhus diversiloba | Poison Oak |
| Rubus vitifolius | Blackberry |
| Sambucus caerulea | Blue Elder |
| Sequoia sempervirens | Redwood |
| Umbellularia californica | California Bay |
| Vinca major | Periwinkle |
| Cotinus coggygria | Smoke Tree |

## OAK WOODS AREA

| | |
|---|---|
| Acer macrophylla | Bigleaf Maple |
| Baccharis pilularis | Coyote Bush |
| Cytisus scoparius | Scotch Broom |
| Dryopteris arguta | California Shield Fern |

## LISTING OF EXISTING PLANTS (CON'T)

| | |
|---|---|
| Hedera helix | English Ivy |
| Polystichum californicum | Coastal Wood Fern |
| Quercus agrifolia | Coast Live Oak |
| Rhus diversiloba | Poison Oak |
| Rubus vitifolius | Blackberry |
| Umbellularia californica | California Bay |

## MISCELLANEOUS PLANTS IN OTHER LOCATIONS

| | |
|---|---|
| Acacia baileyana | Bailey Acacia |
| Bambusa spp. | Bamboo |
| Arbutus menziesii | Madrone |
| Chaenomeles japonica | Flowering Quince |
| Cytisus racemosus | Broom |
| Heteromeles arbutifolia | Toyon |
| Hedera helix | English Ivy |
| Juglans hindsii | California Black Walnut |
| Malus spp. | Apple, Crabapple |
| Punica granatum | Pomegranate |
| Pinus radiata | Monterey Pine |
| Prunus laurocerasus | English Laurel |
| Quercus agrifolia | Coast Live Oak |
| Quercus lobata | Valley Oak |
| Rosa | Rose |
| Sambucus caerulea | Blue Elderberry |
| Schinus molle | Pepper Tree |
| Salix babylonica | Weeping Willow |
| Sequoia sempervirens | Redwood |
| Syringa vulgaris | Lilac |
| Wisteria sinensis | Wisteria |

Note: This vegetation list developed by Foothill College, May 1975

## Wildlife Species of redwood Grove

| | | NESTING AREAS | | | |
|---|---|---|---|---|---|
| | | WOODLAND | SHRUB | GRASS | NOTE |
| OAK-GRASSLAND FAUNA | | | | | |
| Opossum | Didelphis marsupialis | x | | x | Hollow log |
| California Meadow Mouse | Microtus californicus | | | x | |
| Raccoon | Procyon lotor | x | | x | Hollow log |
| Botta Pocket Gopher | Thomomys bottae | | | x | |
| Red-Winged Blackbird | Agelaius phoenuceus | | x | | Reeds, tulle |
| * Anna's Hummingbird | Calypte anna | x | x | | |
| * House Finch | Carpodarcus mixicanus | x | x | | |
| California Quail | Lophortyx californica | | | x | |
| English Sparrow | Passer domesticus | x | | | Near buildin |
| Cliff Swallow | Petrochilidon albifroms | x | | | Near buildin |
| Western Meadowlark | Sturnella neglecta | | | x | |
| * Robin | Turdus migratorius | x | | | |
| Alligator Lizard | Gerrhonotus coeruleus | | | x | |
| Gopher Snake | Pituophis catenifer | | | x | |
| Western Fence Lizard | Scelporus occidentalis | | | x | |
| Western Garter Snake | Thamnophis elegans | | | x | |
| Common Garter Snake | Thamnophis sirtalis | | | x | |
| OAK-WOODLAND FAUNA | | | | | |
| Opossum | Didelphis marsupialis | x | | x | Hollow logs |
| California Meadow Mouse | Microtus californicus | | | x | |
| Raccoon | Procyon lotor | x | | x | Hollow logs |
| * Mole | Scapanus latimus | | | x | Oak duff |
| * Western Gray Squirrel | Sciurus griseus | x | | | |
| * Fox Squirrel | Sciurus niger | x | | | |
| * Botta Packet Gopher | Thomomys bottae | | | x | |
| Red-Winged Blackbird | Agelaius phonuceus | | x | | |
| * Scrub Jay | Aphelcoma californica | x | x | | Low tree |
| Purple Finch | Carpodacus purpureus | x | | | Conifer |

* Observed

| OAK-WOODLAND FAUNIA (CON'T) | | WOODLAND | SHRUB | GRASS | NOTE |
|---|---|---|---|---|---|
| Wrentit | Chamaea fasciata | | x | | |
| Stellar Jay | Cyanocitta stelleri | x | | | Conifer |
| Western Flycatcher | Epidonax difficilis | x | | | Needs water & shade |
| Brewer Blackbird | Euphagus cyanocephalus | x | x | x | In colony |
| Hermit Thrush | Hylocichla guttata | x | | x | Small tree |
| Tree Swallow | Tridoprocae bicolor | x | | | Dead trees |
| California Quail | Lophortyx californica | | | x | |
| Song Sparrow | Melospiza melodia | | x | x | |
| Mockingbird | Mimus ployglottus | x | x | | Dense tree |
| Savanna Sparrow | Passerculus sandwichensis | | | x | |
| Rufous-Sided Towhee | Pipilo erythrophtalmus | | x | x | |
| Brown Towhee | Pipilo fuscus | x | x | | Low tree |
| Bushtit | Psalteri parus minimus | x | x | | |
| Goldfinch | Spinus lawrencei | x | x | | |
| House Wren | Troglodytes aedon | x | | | Hole in tree |
| Robin | Turdus migratorius | x | | | |
| Mourning Dove | Zenaidura macroura | x | | x | |
| Alligator Lizard | Gerrhonotus coerulcus | | | x | |
| Gopher Snake | Pituophis catenifer | | | x | |
| Common Garter Snake | Thamnophis sirtalis | | | x | |
| Western Garter Snake | Thamnophis elegans | | | x | |
| Fence Lizard | Scelporus occidentalis | | | x | |

Note: This wildlife list developed by Foothill College, May, 1975

**MORRIS & WENELL** architects and planners, inc.

301 West Locust Street
Lodi, California 95240
Phone (209) 369-8258

# ARCHITECTURAL EVALUATION OF FIVE STRUCTURES LOCATED IN REDWOOD GROVE PARK, LOS ALTOS, CALIFORNIA

May 16, 1980

On May 6, 1980 Robert Morris of MORRIS & WENELL Architects and Planners Inc. made a site inspection of the above site. The purpose of the site visit was to obtain an architect's opinion of the condition of the existing structures located on the site and render an opinion of their existing condition for possible continual use.

Structure No. 1 is located approximately 100 yards from the entrance of the park. This facility is a wood-framed residence, with trussed rafters, a wood crawl space with a concrete foundation, asphalt shingled roof and is approximately 1,000 square feet in area and poorly maintained. The existing window sash, wood siding and structure appear to be in sound condition. Some sash is of wood, some is of metal. The overall structural condition of the house appears to be adequate, however, at the east corner the drainage is very poor (i.e. ground water has had contact with the wood for a continued period of time). Traditionally, this would indicate dry rot at the sill line. At the west side of the structure, the foundation and crawl space are visible and appear to be in good condition. Access to the interior of the structure was not available, therefore, no opinion can be expressed concerning the plumbing, wiring or interior condition. Aesthetically the building has a very pleasing form. If it were to be repainted, reroofed with shakes and the exterior relandscaped, it could be an asset to the property.

Building No. 2 is located approximately in the center of the site. This facility was the main residence of the estate. The structure is approximately 3,400 square feet in size, stucco exterior, wood-frame with crawl space and concrete foundation. The roof is Spanish-style clay tile. The house appears to be approximately forty to fifty years old. The yard on the west side of the house slopes towards the foundation and in some instances, earth is directly adjacent to the foundation plates. I would expect there is a considerable amount of dry rot and possible termite infestation on this side. If any reconstruction work is to be done on this structure, regrading for proper drainage would be the first item I would recommend.

Inspection of the crawl space indicated a well-designed foundation system. Inspection of the attic space indicated a relatively good roof framing system, this is extremely important due to the heavy loads imposed by the clay tile roofing. The roofing itself is in very good condition, with the exception of limited areas that could use additional mortaring and minor repairing. The western portion of the facility is currently being used as a community meeting facility and has been remodelled with a mish-mash of different techniques. I was able to make a limited inspection of the electrical wiring. What I did see was an antiquated knob and tube system. The plumbing appears to be in average working condition. We were informed that a new septic system has been recently installed. The heating system within the facility is a combination of gas wall heaters and gas floor furnaces. The bulk of the residence has oak flooring that is in reasonably good condition and would just need resanding and sealant if it were to be reconditioned. In summary, the structure is old, however, it has had reasonably good maintenance and in my opinion is worthy of reconstruction or restoration.

Buildings 3, 4, and 5 are three wood-framed, flat roof structures with built-up roofs. Each is approximately 750 square feet. Each facility is wood sided and all appeared to be in relatively good condition. Once again, as the other facilities, drainage adjacent to the units appears to be the single greatest problem, with the southernmost unit in the greatest need of site repair. The residences were not available for interior inspection, but basically appeared to be in better condition than Structures 1 and 2.

## SUMMARY OF STRUCTURES 1 - 5

It is my opinion that all facilities are in good enough condition to justify reconstruction rather than demolition. As I have indicated above, immediate site drainage correction should be the first order of work to relieve any future water damage. Secondly, the roofs should be repaired as necessary to prevent any leakage. Further recommendations for each unit can be made when some idea of a budget is established.

One significant point should be considered before any construction or design is commenced and that is the impact of Section 104 of the Uniform Building Code, 1976 edition. This section refers to additions, alterations, and repairs to existing structures and essentially establishes the requirements on bringing the facility up to code. I have enclosed a copy of this section.

If additional information is required, please do not hesitate to contact us.

Sincerely,

MORRIS & WENELL

Robert Morris, R.A.
President

RM:rf

Attachments

## COMMENTS FROM COMMUNITY ORGANIZATIONS

Several community organizations from the Los Altos area were contacted. Each group was asked how Redwood Grove potentially could be incorporated into their activities. Also, many of these groups were questioned whether they could provide services useful in developing the park.

The following comments were received:

| Organization | Comments |
|---|---|
| Camp Fire | Activities: Use area for cook-outs and ceremonies |
| De Anza Junio College | Activities: Use area and main building for classes |
| Los Altos Art Club | Activities: The area can provide subjects for paintings and drawings. Also, main building can be used for classes |
| Los Alto Garden Club | Services: Assist in planting plans and plant maintenance |
| Los Altos Historical Commission | Activities: Use main building for classes and meetings |
| Los Altos -Mountain View High School District | Activities: The area could be the subject of class excursions |
| Los Altos P.T.A. Council | Activities: The area could be the subject of class excursions |
| Stanford Boy Scouts | Activities: Use the area for overnight camping and den meetings. Also, the park may be suitable as a place where scouts can perform work to obtain badges<br>Services: Maintenance and other work may be done in the park as part of an individual's or a group's project |

The following organizations were also contacted, however these groups failed to forward information:

- Garden House Senior Citizens Association
- Girl Scouts
- Hillview Senior Center
- Los Altos Mountain View Elementary School District
- Sierra Club of Loma Prieta

Los Altos Parks, Art and Recreation Commission
Redwood Grove Task Force
May 6, 2009

Redwood Grove Master Plan Amendment

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## INTRODUCTION

A significant community asset and unique open space, Redwood Grove remains an ideal location for an educational Nature Center, day camps for school-age children; a nature-based gathering spot for families and community organizations; and a quiet setting for contemplative wanderings.

Redwood Grove is currently characterized by the following:

- 5.7 acres of natural landscape: Redwood trees and other California native plants and trees, and a seasonal creek.
- The Halsey House, "Nature Center" (approx 3,400 sq ft): A Spanish Revival residential building registered as a local landmark on the Los Altos Department of Parks and Recreation Historical Resource Inventory.
- The Staff House (approx 900 sq ft): A secondary residential building.

Redwood Grove's natural elements and facilities have been neglected and are in a state of severe disrepair. Invasive plants, absent under-story and riparian erosion threaten landscape. The Redwood trees are at risk for loss. Structural, operational and environmental hazards render the buildings uninhabitable.

In accordance with the Master Plan, dated 1980, Los Altos should maintain and enhance the current use of Redwood Grove:

- Restore, preserve and improve its natural resources;
- Offer only facilities that encourage complementary use; and,
- By design, regulate circulatory patterns to lesson impact while utilizing the entire site

## A. OVERALL DESIGN

**The natural setting and seasonal stream are preserved while access and circulatory patterns are improved.**

- A connection to Shoup Park should be sought. Passage requires either the purchase, or an easement for use, of private property
  - A footpath and small bridge from Shoup Park expands user opportunities by connecting two of Los Altos' premiere open spaces.
  - Both locations benefit from shared, off-street parking and a safe drop-off zone while alleviating traffic on University Avenue.
  - A connection provides a cost-effective option for facility improvement: a single, multi-use building can serve both parks.

Path accomplished

- Manresa Road provides an additional point of access by means of an easement granted by the Santa Clara Water District.
  - Establish an unpaved footpath.
  - Passage meets emergency vehicle access requirements.

No footpath

- Enhance Fremont Road/Lennox Way access to allow for safe pedestrian passage.
- ADA parking should be established.

No parking added

- Internal pathways should be repaired and upgraded to meet ADA guidelines and aid in habitat restoration and maintenance efforts.
- Interpretative and directional signage should be enhanced.

Much better signage accomplished

## B. HABITAT RESTORATION

**Habitat restoration and volunteer land stewardship occur under the guidance of regional experts.**

A regional organization with expert staff achieves the following:

- Develops plans for sustainable land management
- Executes restoration efforts in collaboration with city staff
- Creates interpretive and educational materials and signage
- Initiates and manages community volunteer programs

Under such guidance, Los Altos creates at Redwood Grove the following ecosystems: Redwood, Oak Woodland, Riparian, Grassland and the plants of the Ohlone people. A teaching garden and orchard offer day-to-day examples of local organic food cultivation and speak to historic use of the property.

A volunteer program provides the entire community a life-long ecological education while achieving land maintenance. Residents of all ages serve as both land stewards and environmental docents.

## C. PROGRAMS

**Redwood Grove continues to be the site of nature-based education provided by regional experts.**

A regional organization or agency provides programming for school-age children offering a modular K-6$^{th}$ grade school tour curriculum adapted for hands-on teaching at Redwood Grove.

The modules follow the State of California Public School Content Standards in Science and History-Social Science with core concepts to include, California natural history, early people and immigrants, native plants and animals, habitats, life cycles, food chains, ecosystems, geology, topography, erosion, material resources and scientific process.

This curriculum can be adapted for preschool tour programs, after-school enrichment and children's birthday parties. Redwood Grove also serves youth and adults with community nature programs including night hikes, nature walks, birding, campfire programs, storytelling/star parties and other activities in the setting of an open space preserve.

## D. FACILITIES

**The natural beauty of Redwood Grove's forest, seasonal stream and small open glades are complemented with minimal structures not to exceed the footprint of existing buildings. Buildings should be LEED Platinum certified.**

Redwood Grove should offer facilities for educational or instructional purposes. The following minimum features are required:

- Two 450 sq ft rooms to meet California Building Code Title 24 Group E Educational Occupancy use
- Administrative office
- Storage closets for administrative supplies
- ADA compliant public restroom facilities
- Small entry/exhibit space to house Fava Indian artifacts

Additional recommended features include-

- Small demonstration kitchen for on-site garden food preparation
- Greenhouse for native plants
- Teaching garden
- Ohlone Village demonstration area

Facilities should showcase energy and resource efficient design and progressive sustainable building techniques, being used in and of themselves for educational purposes.

Created in harmony with the landscape, a gathering circle should be added to the site. This outdoor seating area, constructed of natural materials, is built around a campfire element for group gatherings.

**City of Palo Alto Pearson-Arastradero Preserve 1530 Arastradero Road, Palo Alto, CA**


# AGENDA REPORT

**DATE:** 30 March 2009

**TO:** PARC Redwood Grove Subcommittee

**FROM:** Tuck Younis, Police Chief
Beverly Tucker, Recreation Director

**SUBJECT: CARETAKER ANALYSIS FOR REDWOOD GROVE**

## BACKGROUND

Redwood Grove was purchased by the City of Los Altos in 1975 and since that time contract caretakers have periodically provided varying levels of maintenance for the park. Some contractors lived on the premises in a City-owned building and some did not. The last contracted caretaker ceased providing care in March 2008 and the building used as residence was vacated in June 2008.

The caretaker duties for the last contracted position were limited to regular care and maintenance for plants, landscaping, cleaning, watering, trail maintenance and garbage removal. The care-taking services were averaged to require 80 hours per month and did not include any security duties.

In order to provide a comprehensive overview of an on-site caretaker, staff researched previous and current crime statistics and contacted other local agencies who either currently have or have previously had on-site caretakers.

## DISCUSSION

### Public Safety Analysis

In an effort to evaluate the impact a live-in caretaker's presence has on the demand for police services and undesirable activity, the Police Department conducted a three year review of Calls for Service and Crime Reports for calendar years 2006, 2007 and 2008 (Attachment A).

The data covers full years, however for the purpose of data comparison, for years 2006 and 2007 there was a caretaker employed by the City for the full year and in 2008 the caretaker was only employed from January through March. The information which was considered for examination is comprised of Calls for Service (emergency and non-emergency calls from the community), Officer Initiated (events which are solely initiated by a police officer without a request from the community) and Reports Taken / Citation Issued (criminal activity which required a Crime Report or Citation).

The analysis of the data shows that in 2008 there was an increase, although numerically small (1 in 2006 and 2007 to 4 in 2008) in Reports Taken / Citation Issued. There was a greater increase in the

number of Calls for Service (3 in 2006 and 4 in 2007 to 14 in 2008) and a notable increase in Officer Initiated activity (0 in 2006 and 2007 to 44 in 2008).

Based on the data, it is the opinion of Staff that the minimal increase in Reports and Citations which occurred in 2008 is inconsequential and shows that the presence of the Care Taker did not have an impact on criminal activity at Redwood Grove. The more notable increase in Calls for Service is understandable given that the Recreation and Police Departments had numerous contacts with residents who live near the park and encouraged them to call the Police Department at the first sign of any issue which was occurring in the park.

As for the considerable increase in Officer Initiated activity at Redwood Grove, this is a direct result of the Police Department's concerted efforts to increase the visible presence in and around the park and the Police Administration's desire to document and measure the activity. No such direction was given in 2006 and 2007; therefore there was no comparable data. It should be noted that the direction to maintain a visible police presence remains in place and that regular patrol checks in the area continues.

Based on the analysis of the demand of Police service data, it is the opinion of Staff that the presence of a caretaker does not have a significant impact on calls for service, crime or criminal activity at Redwood Grove.

### Liability Associated with Live-in Caretakers

The City's insurance provider, Association of Bay Area Governments (ABAG), does not recommend hiring an employee or a volunteer to serve in a live-in caretaker capacity. However, a contract caretaker position with a detailed job description outlining specific duties and on-call hours could be considered. The contract would also need to stipulate specific insurance levels the contractor would be required to maintain.

Requiring insurance does not limit the City's exposure if the contactor is injured on the premises. The City of San Jose used an independent contract caretaker for many years in the Police Stables, a City owned facility on City property. The caretaker served the duel role of providing an occupied presence on nights and weekends and providing basic care for the police horses. The caretaker was required to maintain his own insurance coverage. In 2001, the caretaker suffered a significant injury on the job, requiring extended hospitalization and recovery. The caretaker subsequently sued the City for damages and payment of medical expenses. Although the City eventually prevailed in court, it still paid the considerable medical expenses in full. Following the incident, the City of San Jose discontinued using a caretaker.

### Public Agency Caretaker Survey

Staff conducted a survey of local public agencies currently use or previously used caretakers living on-site.

### The City of Cupertino

The City of Cupertino housed a live-in caretaker at McClellan Ranch Park, an 18 acre nature reserve for many years. According to City Naturalist, Barbara Banfield, due to the high cost of renovations needed to the City-owned residence, the position was eliminated approximately five years ago. The

City determined that the cost of the renovations outweighed the merits of a live-in caretaker. Since discontinuing the on-site caretaker, no significant safety issues have arisen in the park.

### The City of Mountain View

The City of Mountain View currently employs a live-in caretaker for Deer Hollow Farm, an educational farm and garden located within Rancho San Antonio Open Space Reserve. The City of Mountain View employee lives in a house owned by the Midpeninsula Regional Open Space District (MROSD). The live-in caretaker has extensive duties including after hours animal care for the farm animals owned by the City. The caretaker is required to carry personal liability insurance that also names both the City of Mountain View and MROSD as additionally insured. Although the caretaker provides facility and site maintenance and limited docent duties; according to Acting Recreation Supervisor, Lauren Merriman, an important component for housing an employee onsite is the farm animal care. The caretaker is responsible for feeding, grooming, medical care, breeding, birthing needs and any unusual circumstances arising with the farm animals.

### Midpeninsula Regional Open Space District (MROSD).

The Midpeninsula Regional Open Space District (MROSD) contracts with several on-site caretakers on District owned properties. District Clerk Greg Sam describes these caretakers as primarily living in remote locations, usually inaccessible to the general public. In several situations, the caretakers were already living on the premises when the District acquired the lands either through gift or purchase. The caretakers often have very limited duties and little public contact. MROSD does have a couple of properties that house District staff, however in those situations; the staff does not generally have caretaker duties.

### Town of Los Altos Hills

The Town of Los Altos Hills does not employ any live-in caretakers. Prior to taking over the operation of Westwind Barn from the non-profit Friends of Westwind Barn (FWB), live-in caretakers were housed in the barn. FWB was sued by two former caretakers over substandard living conditions and uncompensated overtime. Eric Christiansen, Recreation Supervisor, stated the Town has no intention of hiring a live-in caretaker for the Westwind Barn.

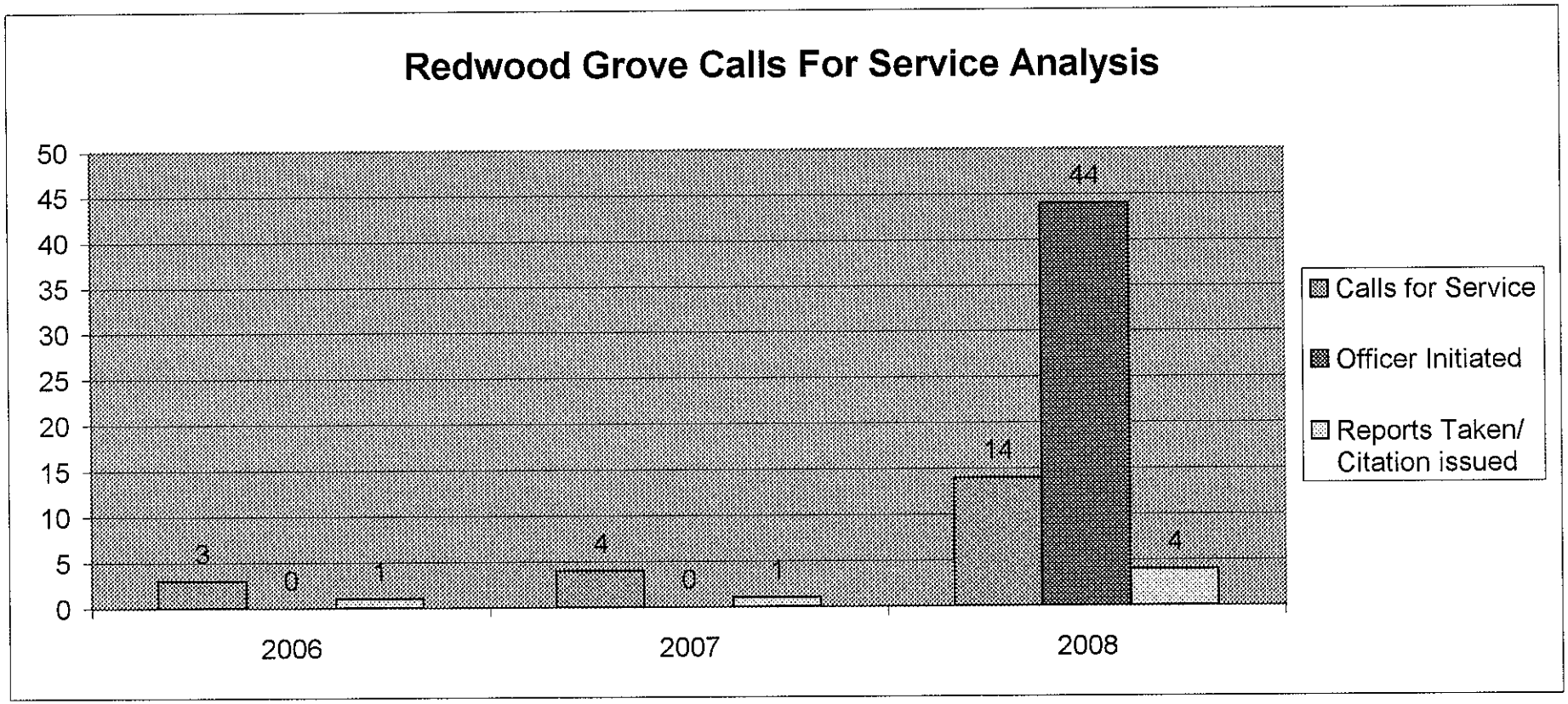
## CONCLUSION

Staff does not recommend hiring a live-in caretaker for Redwood Grove. The low crime statistics and liability concerns combined with the expense of paying a caretaker and maintaining living quarters out weigh any benefits.

Attachment(s):

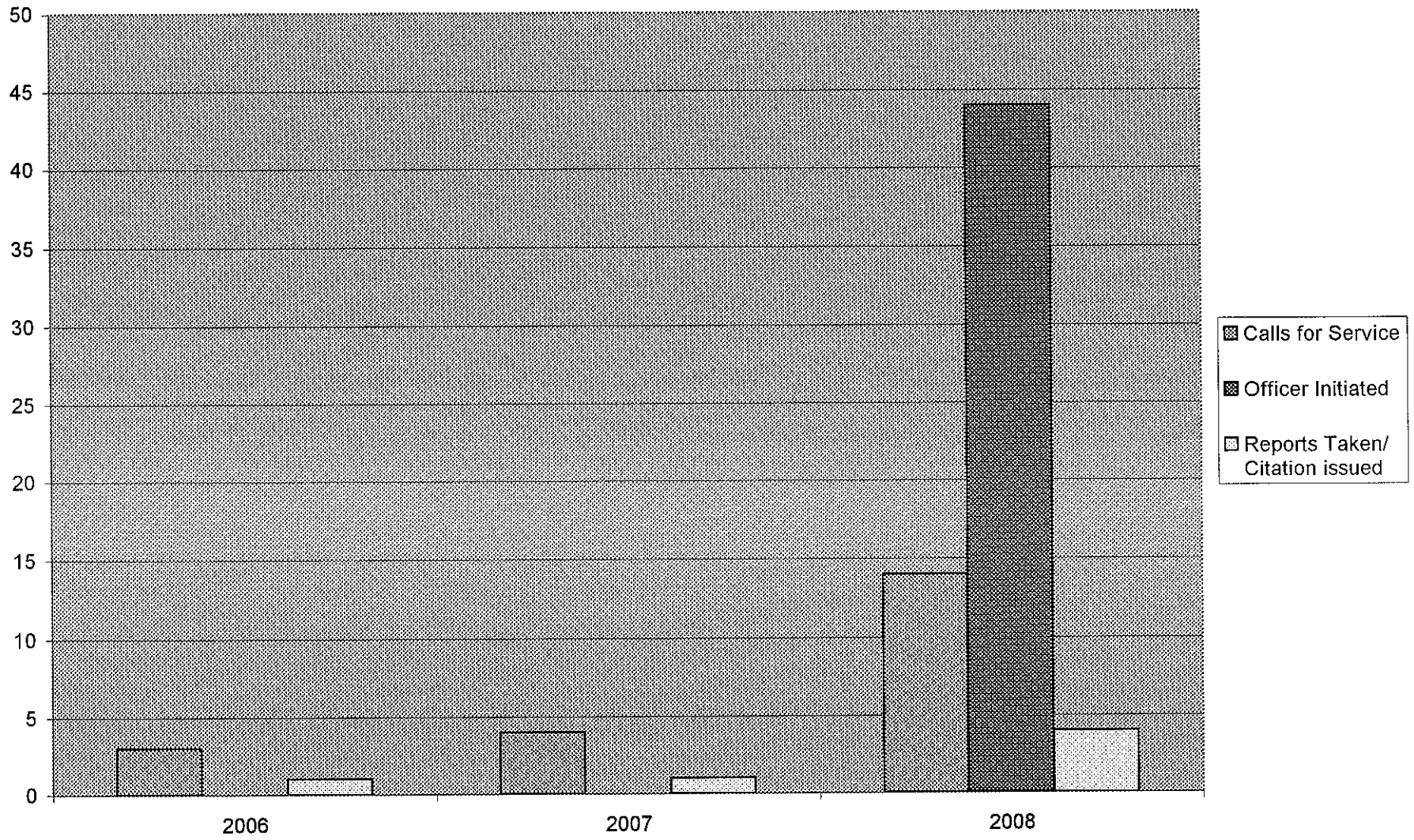
A. Redwood Grove Police Call-out Stats

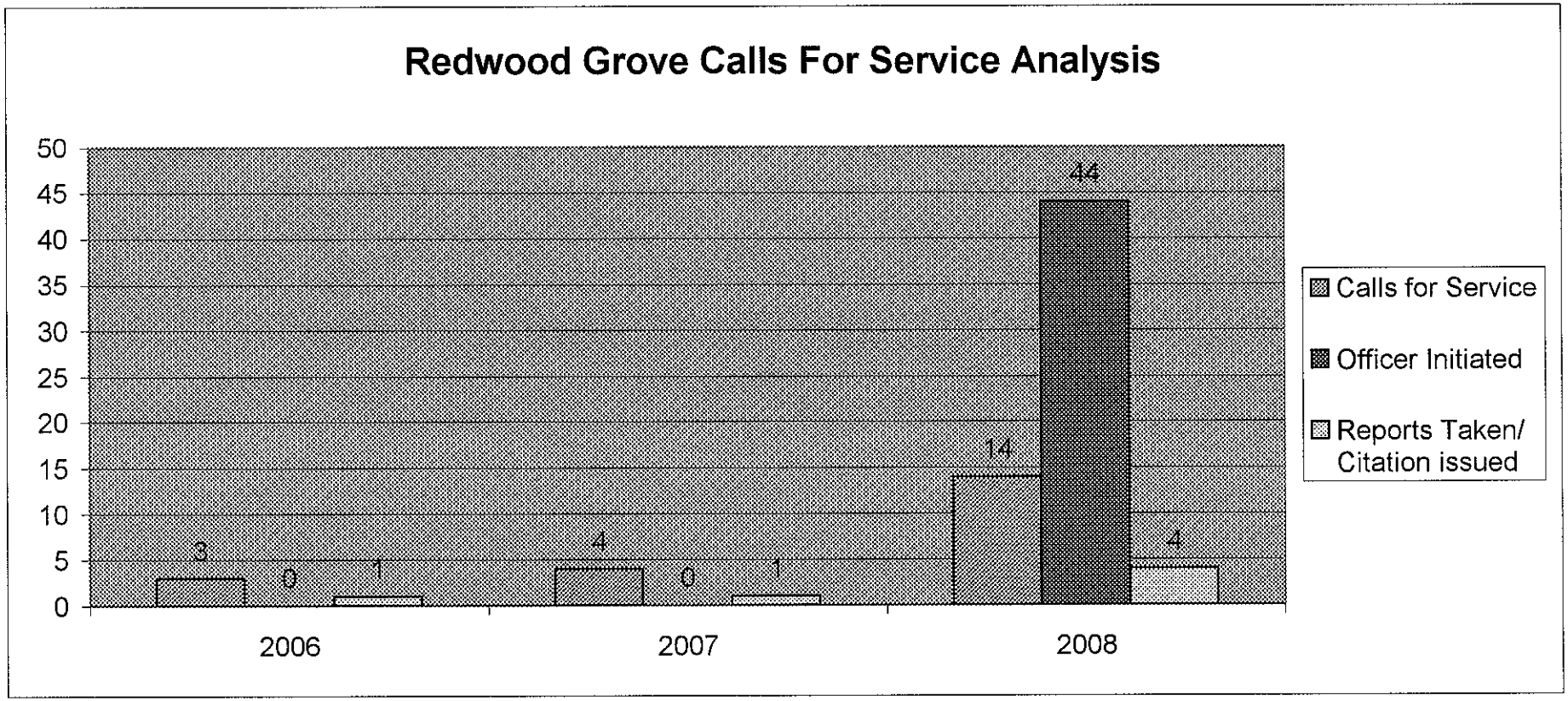
ATTACHMENT A - CARETAKER REPORT




| | Calls for Service | Officer Initiated | Reports Taken/ Citation issued | Calls for Service by Type | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Vandalism | Alarms | Animal Calls | Theft | Other |
| **2006** | 3 | 0 | 1 | 0 | 0 | 2 | 0 | 1 |
| **2007** | 4 | 0 | 1 | 0 | 2 | 0 | 0 | 2 |
| **2008** | 14 | 44 | 4 | 1 | 0 | 3 | 1 | 10 |

## Redwood Grove Analysis






| | Calls for Service | Officer Initiated | Reports Taken/ Citation issued | Calls for Service by Type | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Vandalism | Alarms | Animal Calls | Theft | Other |
| **2006** | 3 | 0 | 1 | 0 | 0 | 2 | 0 | 1 |
| **2007** | 4 | 0 | 1 | 0 | 2 | 0 | 0 | 2 |
| **2008** | 14 | 44 | 4 | 1 | 0 | 3 | 1 | 10 |

# Habitat Restoration and Environmental Education at Redwood Grove

## A Proposal to the City of Los Altos by the Acterra Stewardship Program

1. **The Need:**
   a. The ecosystem of the Redwood Grove is seriously degraded – overgrown with invasive plants and in need of habitat restoration.
   b. There is a shortage of opportunities for community members, and especially young people, to steward natural places near home.

2. **The Opportunity:**
   a. Many residents of Los Altos are environmentally conscious and seeking nearby and hands-on ways to benefit the environment.
   b. Acterra has over a decade of experience effectively employing community volunteers (youth and adults,) restoring habitat and, in the process, educating volunteers about the local ecosystem
   c. Acterra's restoration/education model is well-suited to Los Altos' Redwood Grove

3. **Scope of Project:**

Acterra proposes to approach this project in two phases. In Phase 1 (start-up of four weeks) Acterra develops three plans: restoration, volunteer involvement and ecological education. In Phase II (ongoing as contracted) Acterra implements the aforementioned plans for the length of the contract.

**a. The habitat restoration plan includes:**
   i) Goals of restoration (e.g., increasing biodiversity to establish healthy ecosystems)
   ii) Identification of priority areas (e.g., select areas easy to access, with educational and habitat value, and/or highly invasive weeds)
   iii) Sequence of restoration work
   iv) Methods for invasive plant removal
   v) Maintenance strategy for restored areas (e.g. watering, weed removal)
   vi) Monitoring of restored areas
   vii) A map of ecosystems and priority restoration areas

**b. The volunteer involvement plan includes:**
   i) Recruitment of community members:
      (1) Docents (trained, regular volunteers) to assist with restoration and educational activities
      (2) Middle and high school teachers and group leaders from churches, businesses, and other organizations
      (3) Redwood Grove summer program participants
      (4) Restoration volunteers for work days

(5) Interns

ii) Management of volunteer programs:
(1) Organize and conduct work days for community members
(2) Establish and train a core group of regular volunteers (docents)
(3) Coordinate special days for classes and other groups
(4) Ongoing volunteer training and appreciation events

**c. The ecological education plan includes:**
i) Goals of educational activities
ii) Types of educational activities (volunteers, schools, interpretive programs)
iii) Seasonal opportunities for programs based on social and ecological calendars
iv) Development of educational materials
v) Determining the number and frequency of activities (a minimum of 20 weekend and weekday workdays open to the community and 20 periodic events for school, corporate and community groups)

**4. Habitat restoration activities**

**a. Acterra establishes six types of restoration areas:**
i) Redwood Ecosystem
ii) Oak Woodland Ecosystem
iii) Riparian Ecosystem
iv) Grassland Ecosystem
v) Plants of the Ohlone People (in Ohlone Village site)
vi) Demonstration Garden for Native Landscaping

**b. Each area is restored using the following steps:**
i) Remove non-native invasive plant species using hand tools, mulch, and avoiding the use of chemical treatments
ii) Install native plants - by seed and native plants propagated at Acterra's nursery from site specific seeds and cuttings
iii) Improve the soil conditions and adding mulch, where appropriate (especially in the redwood ecosystem)
iv) Monitor restored areas for health and growth of trees and under-story plants, and weeds
v) Control erosion - especially in the riparian area
vi) Create habitat for native wildlife (e.g., bird boxes, bee houses, brush piles, woody debris)

**5. Ecological education activities**

**a. Educational opportunities include:**
i) Restoration work days with an informational orientation and debriefing and on-the-job training and information sharing

ii) In-class presentations to teachers to prepare their students for their service learning experience at the Redwood Grove
iii) Interpretive programming at Redwood Grove including workshops, presentations and walks
iv) Educational materials development including signage and handouts for each ecosystem.

**b. The information covered by educational events includes:**
i) Hands-on knowledge of ecological restoration practices
ii) Local ecology and the importance of biodiversity
iii) Invasive plant identification (and explanation of the problems they cause)
iv) Native plant education (appropriate plants for conserving water and creating wildland and backyard habitats, how they are installed and cared for)
v) Information about local fauna (animals and birds), trees and other natural resources
vi) Ethnobotanical information (native plant usage by the Ohlone people)

**6. Project requirements**
a. Support for current Acterra staff to develop a plan (Phase I).
b. Support for half-time Acterra staff member, supervisor, and resource staff (Phase II)
c. Tools, gloves and storage space
d. Native plants
e. Caging materials for protecting installed plants
f. Interpretive material (signs and printed material)
g. On-site, indoor space to accommodate a desk and supplies, and to orient volunteers in inclement weather
h. Assistance from city staff in publicizing work days and educational events
i. Assistance from city staff in maintaining the site (e.g. trash removal)

**7. Project Cost**
a. Phase I: Develop Restoration and Education Plans (One month)
i) Labor-Partial salary and benefits for 4 weeks effort by Acterra director, chief steward, botanist and nursery manager: $7,000
ii) Materials- One time expense to provide needed tools, gloves, garden cart, storage containers, etc.): $3,000

Phase I Sub Total: $10,000

b. Phase II: Implement Restoration and Education Plan (Annual Cost)
i) Salary and benefits of half-time Acterra staff member: ($22,000 + 20% taxes and benefits = $26,400)
ii) Partial salaries of Acterra supervisor, botanist, nursery manager, and chief steward: ($8,000)

iii) Ongoing materials- replacement tools, gloves, caging material, etc.: ($1,000)
iv) Native plants: ($2,500)
v) Volunteer appreciation-refreshments, appreciation gifts, e.g., hats or patches, name badges, etc. ($1,500)
vi) Interpretive materials- printing, signage, etc. ($2,000)

Phase II Sub Total: $40,400

Total cost for first 13 months (June 1, 2009 — June 30, 2010): $50,400

# Habitat Restoration and Environmental Education at Redwood Grove

### A Proposal to the City of Los Altos by the Acterra Stewardship Program

## Timeline

| Task | Anticipated Outcome | Timeframe (with June 1, 09 start) |
|---|---|---|
| **1. Develop a habitat restoration plan** | A plan with goals, priorities, timeline, methods, plant list, etc., for restoration. | July 1, 2009 |
| **2. Develop a volunteer involvement plan** | A plan for recruiting, training, and working with volunteers from schools, corporations and community organizations. | July 1, 2009 |
| **3. Develop an ecological education plan** | A plan for educating volunteers and other community members. | July 1, 2009 |
| **4. Establish six types of restoration areas, and begin restoration.** | Restoration areas designated and work begins in each area. | Summer 2009 |
| a. Acterra supervises volunteers to remove non-native invasive plant species from each area. | First year goal is to achieve less than 50 percent invasive plant species composition in each restoration area. | Ongoing, beginning Summer 2009 |
| b. Install watershed specific native plants from Acterra's nursery and by seed | First year goal is to achieve greater than 50 percent native plant species composition in each restoration area. | Fall and early winter 2009/2010 |
| c. Improve the soil conditions. | Mulch added and allowed to accumulate in Redwood area, and where needed for soil improvement and weed suppression in all 5 areas. | Ongoing |
| d. Monitor restored areas for health and growth of vegetation. | i. Conduct plant monitoring by transects and photography prior to beginning work. | July 2009 |
| | ii. Conduct follow-up monitoring each year in June. | June 2010 |
| e. Control erosion - especially in the riparian area. | i. Evaluate problem areas and provide Parks Department with written proposal for control using plant material, and volunteer labor. | August 2009 |
| | ii. Implement erosion control plans if approved. | Fall 2009 |
| | iii. Monitor erosion areas and | Winter/Spring 2010 |

| Task | Anticipated Outcome | Timeframe (with June 1, 09 start) |
|---|---|---|
| | improve control methods as needed. | |
| f. Create habitat for native wildlife | Work with volunteers to install 6 bird boxes, 4 bee houses, and assorted brush piles, woody debris locations for habitat. | Throughout first year, repair and replace as needed. |
| 5. Involve Community Volunteers. | | |
| **a. Hold workdays for community volunteers.** | Hold a minimum of 20 weekend work days and 30 weekday work days that are scheduled in advance and open to the community. | Throughout each year. |
| b. Coordinate special days for schools, corporate or community groups. | Hold a minimum of 20 events for groups by arrangement. | Throughout each year. |
| **c.** Establish and train a core group of regular volunteers (docents) | Train a minimum of 20 volunteer docents | Initial training, Fall 2009, plus ongoing on-the-job training |
| d. Hold volunteer training and appreciation events | Hold a minimum of two training events and two appreciation events annually. | Throughout year. |
| **6. Educational opportunities** | | |
| a. Incorporate education into each work day. | Participants have a good understanding of what we are doing and why. | Ongoing |
| b. Occasional in-class presentations to prepare students for their service learning experience. | Make presentations to at least 10 classes. | Throughout each school year. |
| c. Hold interpretive workshops, presentations and walks | Provide a minimum of 6 workshops, presentations or interpretive hikes. | Throughout each year. |
| d. Develop educational materials would be developed including signage. | Develop at least one sign for each restoration area. Create educational tools—at least 3 posters and 6 handouts and two PowerPoint presentations. | Throughout the first year, adapt as needed. |
| e. Provide City staff with photographs and text to include in Parks and | Four submittals to the City each year with information about our volunteer and interpretive | Quarterly. |

| Task | Anticipated Outcome | Timeframe (with June 1, 09 start) |
|---|---|---|
| Recreation Department brochure. | program opportunities. | |
| **7. Benchmarks** | | |
| **a. Meet with City staff** | Coordinate on work plan tasks. | Monthly. |
| **b. Walk through with City staff.** | Walk through, review status and outcomes, communicate and coordinate any needed changes. | Quarterly.<br>Annual with reassessment of next year's plan. |
| **c. Annual review** | Assess previous year's accomplishments and plan for the following year. | Annually |
| **d. Presentation to City staff, Parks and Recreation Commission, and other interested parties.** | Share results of restoration monitoring, volunteer and interpretive program participation data, and share photographs of programs and restored areas of Redwood Grove. | Annually |

# Acterra's Stewardship Program

## Background Information for our Proposal to the City of Los Altos for Habitat Restoration and Environmental Education at Redwood Grove

## Acterra

Acterra's mission is to bring people together to create local solutions that foster a healthy natural environment. Growing out of the merger in 2000 of the Peninsula Conservation Center Foundation (established 1970) and Bay Area Action (founded 1990), Acterra combines the wisdom of two generations of environmental leaders. Some of our programs are Bay Area-wide but our priority is serving people and addressing issues in Santa Clara and San Mateo Counties.

Our work emphasizes:

- Engaging and empowering people to make a difference
- Initiating solution-oriented projects
- Generating measurable impacts locally while creating models for use in other areas
- Building a sustainable society through "bottom-up leadership"

## Acterra's program portfolio

Our **Stewardship Program** includes the **Arastradero Preserve Stewardship Project** that undertakes habitat restoration on the City of Palo Alto preserve, the **San Francisquito Watershed Project**, dedicated to fostering the health and diversity of the San Francisquito watershed, our **Native Plant Nursery** that produces over 20,000 plants annually for habitat restoration projects and our **Young Earth Stewards** project that engages youth in repairing damaged landscapes and, in the process, educates them about our local ecosystem.

Our **Carbon Reduction Campaign** employs social marketing techniques to engage people in combating global warming. Acterra's **Green@Home** program trains and employs hundreds of volunteers to provide free home energy audits. **Act**erra **Green** helps people associated with businesses, schools and churches to reduce their carbon footprints. **Climate Heroes** honors individuals whose actions have significantly reduced carbon emissions in their communities.

Our **Be the Change** environmental leadership program trains 30 adults each year through an intensive ten-month process to develop the skills, knowledge and self-awareness to become effective environmental change agents in their communities, workplaces and neighborhoods.

Our **Business Environmental Awards** program recognizes and publicizes Bay Area businesses taking exemplary steps to enhance the environment.

## Acterra Stewardship

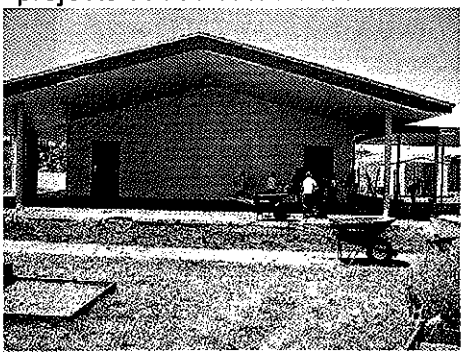
The mission of Acterra's Stewardship Program is to involve, educate and inspire the public to create healthy ecosystems in our urban communities and our natural lands. This program was founded in 1997, when one of Acterra's founding organizations, Bay Area Action, developed a relationship with the City of Palo Alto to conduct habitat restoration at **Arastradero Preserve**. This partnership with Palo Alto has grown over the last 12 years beginning with fewer than 400 volunteers to almost over 1200 volunteers in 2008 who donated approximately 5,000 hours to the preserve, removed thousands of invasive plants and planted over 5,000 native plants.

Acterra
*Action for a Sustainable Earth*
3921 East Bayshore Road
Palo Alto ca 94303-4303

tel 650.962.9876
fax 650.962.8234
www.Acterra.org
info@Acterra.org

*Arastradero Preserve's creek daylighting project with the Gateway facility in the background, before and after revegetation by Acterra volunteers.*

A key element of the Stewardship Program has always been involving the community in activities both to reconnect people with nature and to accomplish specific stewardship goals. In 2006 we initiated an environmental education program called **Young Earth Stewards** (YES). YES engages middle and high school students through in-class presentations, hands-on ecological restoration and by sponsoring independent science projects at dedicated sites.



*Hoover School—blacktop becomes pollinator garden—students learn ecology and stewardship through tending this garden.*

*This oak tree and its understory are saved by the hard work of teenagers--over 600 Kennedy Middle school students have had field trips to Stulsaft Park to improve habitat value along Arroyo Ojo de Agua Creek in Redwood City.*

*Middle school students enjoy the sense of accomplishment from removing ivy from oak woodland at Stulsaft Park.*

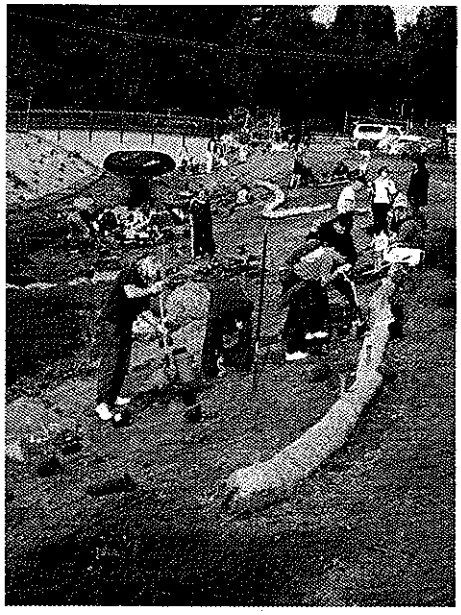
Acterra's **Native Plant Nursery** collects watershed-specific seeds and cuttings for propagation of plants used in habitat restoration. Many of the nursery's plants are installed at the Stewardship Program's projects. Some are purchased for restoration projects by public land managers such as Midpeninsula Open Space District and the Santa Clara Valley Water District.

*Rows of healthy young plants growing at Acterra's Native Plant Nursery. Volunteers help with plant propagation.*

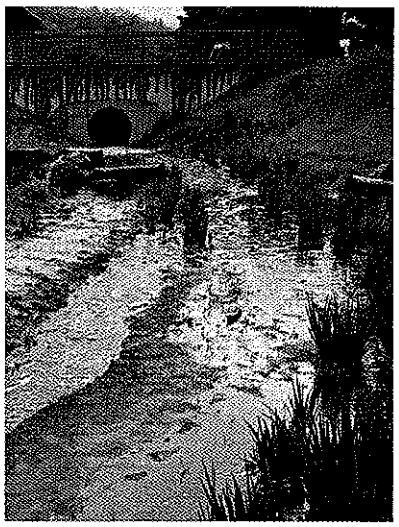
Acterra's **San Francisquito Watershed Project** undertakes substantial community-based restoration work in the San Francisquito and Matadero Creek watersheds. Successes of this project include periodic creek cleanups, a demonstration creek-side native plant garden at El Palo Alto Park, and the restoration of 300 linear feet of habitat along a recently daylighted stretch of Sausal Creek at the new Portola Valley Town Center. The project also involves volunteers in invasive plant eradication along Matadero Creek for Stanford University.

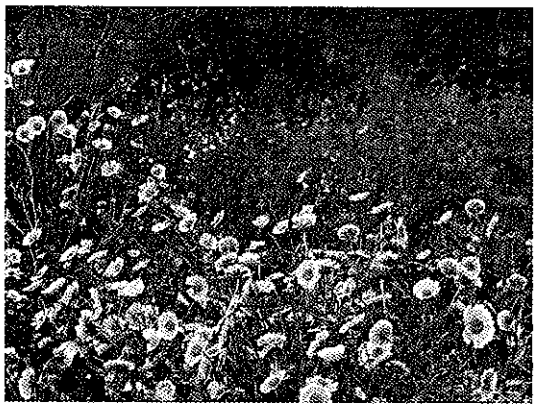
*For years the community has helped Acterra with this restoration project in the grasslands and Redwood Grove near the famous El Palo Alto tree.*

*Acterra Stewardship continued...*



*Acterra's Watershed Project begins its largest restoration project to date, revegetation of approximately 10,000 square feet along daylighted Sausal Creek. The restored stretch of creek, a tributary of San Francisquito creek, is part of the Portola Valley Town Center project featuring LEED-certified buildings.*





*Before daylighting, the creek flowed inside an underground culvert that provided almost no habitat value. Acterra Stewardship coordinated the planting of over 10 thousand native riparian plants along the creek, and shrub and grassland species in the upper, drier areas of the site. The revegetation portion of the project consisted of eight volunteer workdays and engaged 355 volunteers who provided 851 hours of volunteer labor.*

# AGENDA REPORT

**DATE:** April 20, 2009

**TO:** PARC Redwood Grove Subcommittee

**FROM:** Peggy Ford, Senior Recreation Supervisor PF

**SUBJECT: YOUTH SCIENCE INSTITUTE PROGRAMS**

## BACKGROUND

Prior to spring 2008, Redwood Grove Nature Preserve programs provided local area schools with a variety of programs meeting the State of California science & history curriculum requirements. The previous caretaker provided these programs which included Nature, Ohlone, Gold Rush and special animal programs geared towards teaching school age children nature awareness, early Native American ways of life as well as Gold Rush period demonstrations and California history. These prior programs served a total of 6,000 school children annually with most from local schools in Los Altos and surrounding communities. Out of the 49 schools who visited Redwood Grove in FY 07-08, 13 were within the Los Altos and Mountain View zip codes for a total of seventy-eight classrooms.

Prior to the program's discontinuation in 2008, the Redwood Grove school year programs generated approximately $26,000 in revenue annually. The contractor was paid 80% of the gross revenue.

The Recreation Department has been searching for an organization or individual to provide similar programs. The Parks, Arts & Recreation Commission's Redwood Grove Subcommittee recommended partnering with the Youth Science Institute. Staff have meet with YSI representatives to draft a preliminary partnership plan.

## DISCUSSION

### Youth Science Institute

Headquartered in Los Gatos, the non-profit Youth Science Institute (YSI) provides hands-on, interactive programs that compliment the California State Science Standards to help classroom teachers meet state and local requirements. More than 30,000 school children are involved in YSI programs annually in three sites in Santa Clara Valley. Some of the programs YSI offers are Creek Exploration, Ohlone Indians, Five Sense Nature Walks, Discovery Nature Walks, Animals and Their Adaptations, Dinosaurs and Fossils Fun, Insects, Spiders and other Arthropods. It is important to note that the Five Sense Nature Walk program teaches kids about the redwood tree and its ability to

"make rain". This is a key program component that would help children understand redwood trees and their role at the Redwood Grove Nature Preserve.

**Costs**

YSI programs cost the organization approximately $575.00 per school tour, but YSI charges about $225.00 per program making up the difference though fundraising and partnering with local organizations. It is important to note that YSI hires qualified, certified teachers to teach the curriculum based programs. This is why the programs carry a significant cost.

Current City policy requires that the Recreation Department recoup operating costs for its programs and facilities. The current Recreation Department administration fee of $9 per child would make the proposed programs cost prohibitive to schools. YSI is unable to fundraise for the additional overhead. However, since YSI is willing to take on the scheduling and registration duties for running the program, the cost to the City is reduced. In light of this, staff recommends reducing the administration cost to $5 per child. This would add approximately $150 to the cost of each school program.

YSI and City staff have explored local community sponsorships to cover the additional overhead fees to operate at Redwood Grove. The Los Altos Community Foundation (LACF) has expressed interest in providing funding through their Packard Foundation grant. Recreation staff would need to provide detailed participation estimates and work with LACF in developing a complete proposal.

**Benefits**

The City's ability to be able to provide these programs is vital to interpreting the Redwood Grove master plan completed in 1980, but never fully implemented. YSI is a tried and true organization with a long standing history in the area. Their curriculum is well established and is an easy addition to the Redwood Grove location. Currently, YSI maintains three sites in the valley – Alum Rock Park, Sanborn Park and Vasona Park. Redwood Grove would be an additional satellite location. City staff developed a curriculum and contractor criterion for agencies interested in providing services at Redwood Grove. (Attachement A) YSI meets all requirements.

YSI has the staffing, programs and curriculums in place and could easily implement programs at Redwood Grove with a minimal lead time. YSI also has the potential to expand Redwood Grove programs to include middle school programs, volunteer opportunities and to offer family and adult environmental education workshops and programs on the weekends.

## ALTERNATIVES

Staff can seek an independent contractor to develop a similar curriculum.

Attachment A: Agency/Individual Contractor Criteria for Redwood Grove Programs

Attachment A

City of Los Altos Recreation Department

# Agency/Individual Contractor Criteria for Redwood Grove Programs

The following criteria are arranged in program area groupings. A sole contractor, agency or a combination of both, may contract for all the programs.

## Mandatory for all contractors:

- Successfully pass and pay all background checks for any individual working with program participants.
- Provide proof of insurance naming the City of Los Altos as additional insured up to $1 million

## School Tours

1. Ability to offer elementary and preschool tours twice a day, two-three times per week from September-November and March-April; and once per day, one-two times per week from December-February

2. Ability to create modular K-6$^{th}$ grade school tour curriculum adapted for hands-on teaching in Redwood Gove. The modules should follow the State of California Public School Content Standards in Science and History-Social Science. Tours should be developed in grade specific groupings. Core concepts easily adapted to Redwood Grove include but are not limited to: California natural history; early people & immigrants; native plants/animals, habitats, life cycles, food chains, ecosystems, geology, topography, erosion, material resources and scientific process.

## Preschool

Create a preschool tour program including basic environmental education components.

## Birthday Parties

Create and implement a 30 minute birthday program on weekends at Redwood Grove.

## Family Programs

Offer weekend family programs adapting modules from the school age curriculum for hands-on family workshops.

## Adult Programs

# Fact Sheet

Youth Science Institute partners with nature to teach science to pre-school through 12th grade students throughout Santa Clara County and Silicon Valley. Our mission is to inspire an enthusiasm for Science and a love of learning.

**YSI school programs, after-school programs, and summer camps fill the gap in science education that is present in our classrooms today to inspire enthusiasm for science and love of learning, while forging connections with nature that foster personal health and earth stewardship.** YSI's hands-on, small-group science education programs develop the critical thinking skills that are necessary for a child's academic success, which ultimately impacts his or her opportunity for economic success.

YSI's programs take place at its three Science and Nature Centers in Vasona, Sanborn and Alum Rock parks, in schools and at community events. Centers feature live mammals, birds, insects, amphibians and reptiles. YSI maintains a native plant trail at Vasona Park, an organic garden at Sanborn Park, and a raptor aviary at Alum Rock Park.

**The State of Science Education in Santa Clara County**

- **In 2008, 40% of 5th graders in Santa Clara County fell "below proficient" in STAR testing for science; thus, failing science**
- 16% of Bay Area elementary school teachers say they teach NO science in the classroom
- Nationwide, students spend on average only 16 minutes per week on science
- Children studying hands-on science score higher in math, reading and writing proficiency than their peers who do not receive hands-on science instruction

**Future Scientists Explore Their World**

- ✓ **YSI reached 30,000 students through its science education programs in 2007-08**
- ✓ In YSI's 56-year history, more than 1.5 million children have benefited from a YSI science program
- ✓ **33% of students in YSI programs are at-risk students from Title 1 schools and 28% are English Language Learners**
- ✓ Through an Innovation Generation Grant from the Motorola Foundation and funding from National Semiconductor, YSI is in a long-term partnership with the Alum Rock School District, comprised entirely of Title 1 schools, to deliver field trip and classroom programs to their K-8 students
- ✓ In January, 2009, YSI successfully completed the Campaign to Save YSI, raising $300,000 in six weeks from 1,100 new individual donors and donor families.

**For more info, visit youthscience.org or our profile on guidestar.org.**

(c)

Youth Science Institute

www.youthscience.org
info@ysi-ca.org

**Vasona Center & Administration**
296 Garden Hill Drive
Los Gatos, CA 95032
(408) 356-4945; Fax: (408) 358-3683

**YSI Thrift and Gift Shop**
3151 Alum Rock Avenue
San Jose, CA 95127
(408) 272-1301

**Alum Rock Science & Nature Center**
16260 Penitencia Creek Rd.
San Jose, CA 95127
408-258-4322

**Sanborn Science & Nature Center**
16055 Sanborn Road
Saratoga, CA 95070
408-867-6940



# Youth Science Institute Executive Summary of Programs

## About YSI

Our Mission: Inspiring Enthusiasm for Science and a love of learning

Our nationally recognized tagline: Partnering with Nature to Teach Kids Science!

Staffing:
24 staff total with an FTE of 13.275
18 staff in Education Department: 2 FT and 16 PT
6 staff in Administration and Fundraising: 2 FT and 4 PT

2008-09 Budget: $1,719,370

Tax ID: 94-1265213

Youth Science Institute (YSI) is a Silicon Valley leader in hands-on science education. We partner with nature to teach science to 30,000+ pre-school through 12th grade students annually. YSI's school and group programs, after-school programs, and summer science camps bridge today's critical science education gap to spark an interest in science and improve academic achievement.

With YSI programs, children develop the critical thinking skills necessary for academic and life-long success, and forge connections with nature that foster health, vitality and stewardship. YSI was founded in 1953 in East San Jose's Alum Rock Park, where we have operated continually. In 1980 and 1981, respectively, we entered into a long-term lease and partnership agreement with the County of Santa Clara Parks Department, to operate two more Science and Nature Centers at Sanborn Park in Saratoga, and Vasona Park in Los Gatos. All three centers are open to the public and feature live animals, interactive exhibits, and year-round programs for children and families.

YSI focuses on hands-on learning of life sciences, physical sciences and social sciences, including biology, chemistry, physics, geology and astronomy. All programs meet California State Science Standards. In our 55-year history, we have served more than 1.5 million children.

**Our Vision is ambitious**: *to reach every child in Santa Clara County with hands-on science education, and to do so multiple times each year.*

YSI programs fill the gap that is present in science education today by actively addressing the growing science education crisis in our schools. YSI reaches the

greatest number of children through its School and Group Programs, with a menu of 14 subject-based programs that are correlated to CA State Science Standards; in turn, these programs can be geared to various grade levels. For any one grade level, a variety of programs are available, allowing teachers to choose the program(s) that best supports their curriculum planning.

A professional team of staff instructors delivers YSI programs; they have degrees in science or equivalent experience and substantial experience working with children. Classroom teachers have multiple subject choices at each grade level, enabling them to choose a program that best supports the material they are required to cover. YSI programs provide science education activities that they themselves cannot provide. In many classrooms, a YSI program is the only hands-on science the children will experience.

> "We appreciate that YSI's programs are so standards based. At every grade level, I can find at least three programs in your menu that support the California State Science Standards. And because you are flexible and portable, you are very easy to work with given our limited budgets and time."
> *Erik Burmeister, Principal, Union Middle School*

YSI school programs aim to improve students' academic performance, raise their self-esteem and desire to learn through positive learning experiences, and connect them with nature to cultivate their personal health and sense of stewardship. Our programs inspire students to think creatively, communicate effectively, and work collaboratively.

YSI School and Group Programs include:
Animals and Their Adaptations
Life in a Pond
Insects, Spiders and Other Arthropods
Roots, Shoots, Seeds and Leaves
California 'Official' Everything
Ohlone Indians
Living Physics
Moving, Exploding Earth
Pioneer Organic Garden
Dinosaurs and Fossil Fun
Winging It
Creek Exploration
Five Senses Nature Walk
Discovery Nature Walk

**Who We Serve**

YSI serves classrooms, students and families from South San Francisco in the north to Gilroy in the south. 90% of those served are Santa Clara County residents. YSI currently serves approximately 10% of Santa Clara County's K-12 school population, or 33,000+ children each year.

Our students mirror the diversity of Santa Clara County public schools, as follows: 34% Hispanic or Latino, 28% Caucasian (non-Hispanic), 24% Asian, 3% African-American and 11% Other *(Source: Santa Clara County Office of Education.)*

83% of our programs are delivered to classroom teachers and their students. Teachers report that our hands-on programs are accessible and effective for these students. To date, no classroom or student has been turned away for lack of funds. YSI raises scholarships on an annual basis for under-served classrooms and families. Teachers self-select their classes into our programs, and call us to register.

In 2007, not a single classroom requesting a program was turned away for lack of funds. Last year, 28,778 students came to YSI with their classroom teacher or community program: 33% (or 9,497) came from Title One schools and are on free/reduced lunch programs; 28% (or 8,058) were English Language Learners (ELL).

**Impact on Santa Clara County and Silicon Valley**

YSI delivers broad curricula of physical science and life science topics, correlated to State Science Standards. Our proven "learning by doing" approach and small-group methodology combine to ensure that every student gains knowledge in a variety of practical science-related subject areas.

Applying best practices of environmental education, YSI programs help children understand and appreciate the delicate interrelationships between themselves and the world around them. Such a connection with nature gives children tools for personal health and renewal. It also inspires them to be competent, caring, involved citizens, thereby, developing their capacity to contribute to their local community and to the health of the planet as future stewards.

**The Critical and Current Need: *Half of Silicon Valley Students are Failing Science***

In the Bay Area and nation, there is a documented crisis in science education today. In a recent science test given nationwide, California's fourth graders came in last among the 50 states, and eighth graders tied for last place with Hawaii (NSTA Reports, 2002).

A new study released in 2007 and conducted by the Lawrence Hall of Science at UC Berkeley and WestEd (an education think tank in SF), interviewed 923 *Bay Area* elementary school teachers and found that:

- 80% of those teachers said they spent less than an hour each week teaching science
- 16% of the elementary teachers said they spent no time on science at all
- Ten times as many teachers said they felt unprepared to teach science (41%) than felt unprepared to teach math or reading (4% each)

California tests students in science in the 5th, 8th and 10th grades. The State's goal is for 100% of students to score at or above the proficient level in all subjects in these standardized tests. The 2006-07 results came out in September. According to data on the Santa Clara County Office of Education website, put simply, ***50% of our students fall below proficient in Science***.

*If our children and Silicon Valley are to survive and thrive, then failing science is simply not an option.* The crisis exists not because we don't have great teachers in our schools that are committed to their students' success; instead it is because teachers don't have the time, training, or equipment to teach science effectively.

**YSI Addresses the Need in Santa Clara County**

*An educated population is critical to the wellbeing and success of our Valley, our Country and our Economy*. All students need science education. Without outside collaboration, many Santa Clara County students would not receive a complete grade-level science curriculum, aligned with CA State Standards. That is why teachers count on YSI year after year to support the science instruction they must provide and simply can't provide on their own.

Regarding the proposed $4.5 billion cuts in education in California over the next two years, the front page of the San Jose Mercury News reported on January 21, 2008 that Governor Schwarzenegger, "...will have School Districts look at increasing class sizes and cutting electives, **science**, arts, music and physical education...." The need for YSI's services will grow steadily as we continue to engage as many students as possible in science to fill the science education gap. YSI will also provide a critical service in the short and long term in the face of State budget cuts.

**"Quality education in math and science is everyone's challenge and responsibility. The nation's economic welfare and security is at stake."**
*An Emerging and Critical Problem of the Science and Engineering Labor Force*

Local teachers and administrators confirm that hands-on science learning is the single best subject for teaching literacy. Hilaria Bauer, PhD, former Director of Curriculum and Instruction for the Alum Rock Union Elementary School District (a Title One District) states that hands-on science education is proven to be the most effective vehicle for developing literacy in ELL students. (Dr. Bauer is now their Director of Teacher Training. She confirms:

> "...effective literacy development requires a learning environment with opportunities for context and association that leads to comprehension. In turn, comprehension builds language literacy. Hands-on science provides the necessary environment to develop literacy."

YSI programs develop critical thinking skills and literacy that give students the best opportunity for academic success, which leads to the greatest opportunity for economic success. We help inspire and educate the next generation of scientists, engineers, inventors and technicians, which helps develop a work force that can contribute to the entrepreneurial success and economic vitality of the Bay Area and the nation.

YSI believes that by providing children with a direct experience of nature, we build their awareness of the world around them. As critical thinking skills develop, they begin to understand the wisdom of John Muir:

> *"When we tug at a single thing in nature, we find it is attached to the rest of the world."*

The stewardship ethic shows up simply, yet powerfully, in our programs. For example, on the trail, we point out why you don't poke a stick into a hole: it's someone's home! With our animals, we teach children to speak softly and touch gently, so as not to frighten the animal they are experiencing, as they would not want to be frightened. On the trail, we collect any garbage we find, discuss the impact that we humans make, and how easy it is for all of us to be sure our "trash" is reduced, reused, or recycled (best) or placed in the garbage (at least!). Would you want someone emptying out their trash can in your home?

Particularly with students from Pre-K through Middle School, it is imperative that the environmental education message be one of respect, connection and hope. Children are not served at that age with fear-based environmental messages, and YSI does not instruct in this way. Ours is a positive learning message filled with hope.

**School and Group Program Expenses**
Programs fees paid by each class, which vary by grade, subject and length of program, average $235 per 90 minutes of program. This is 45% of our $525 cost to deliver each program on average. For each program delivered, we must raise funds to cover the additional program costs of $290 per hour. We intentionally keep school fees low to ensure accessibility by all schools and seek scholarship funding to help schools pay these fees.

**Additional Core Programs**
***Summer Science Camps***
Each year more than 1,500 Pre-K through 6th grade students attend Summer Science Camp at YSI's Science and Nature Centers. Last year, 1,489 campers registered for 1,824 spots in 130

hands-on outdoor camps, such as Phunky Physics, Curious Chemistry, Feathers, Fur and Scales, Bugology, Science Sleuths, Radical Reptiles, Innovative Engineering, and Deep Earth/Deep Space. In 2008, 40 camper scholarships were provided, and no one requesting a scholarship was turned away. Scholarship recipients requesting more than one week of camp can receive up to three weeks on scholarship (full paying families average two weeks per camper). Camps are half-day and limited to 12-16 campers to ensure small-group interaction and learning with one Instructor and one or more Camp Aides. YSI is proud that its Instructor to Camper ratios meets or exceeds those recommended by the American Camp Association's Accreditation Program.

***After-School Science Club***
Offered weekly during the school year, these enriching classes incorporate math, science, art, and music and language arts into small-group, hands-on activities. Last year 406 Pre-K through 5th grade students were enrolled by their families.

***Teacher Training***
YSI provides in-depth training for its professional team of instructors in effectively teaching science, curriculum development and classroom management. At least 40% of YSI's part-time and Summer Camp instructors go on to become certified public and private school teachers. This creates a tremendous ripple effect in improving the quality of science education in schools, as these teachers actively and passionately teach science in their classrooms, integrating it with other curricula. They report that they are better teachers because of their YSI training and experience.

***Public Education Events***
Each year, YSI holds an Insect Fair in May at Sanborn Park and a Wildlife Festival in October at Alum Rock Park. Each event is free, open to the public, and geared for families. These events feature live animals, hands-on learning, and crafts. More than 3,000 children and adults attend these events each year.

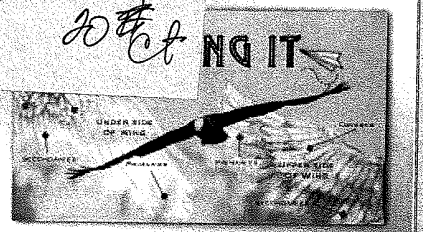
## Strategic Partnerships

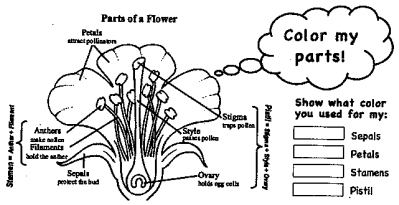
***Xilinx Ecosystem***
YSI was honored this year to be invited by Xilinx Corporation to join its multi-school, multi-agency, long-term partnership serving Oster Elementary, Union Middle, and Leigh High schools in San Jose. Because students in these schools matriculate from one school to the next, they will receive YSI programs annually from 1st through 12th grade, providing a multi-touch, "educating for depth" experience. This Xilinx-funded collaboration features nonprofits from the areas of science, art, athletics, student health, and teacher development. This effective and unique partnership among industry, nonprofits, and education has already garnered national and international attention; work is currently being done to scale and replicate this award-winning model nationally and internationally.

***Digging Deeper Collaborative***
YSI is a partner in the "Digging Deeper" Collaborative, which enhances science education opportunities for low-income youth to fortify their academic skills and develop their natural science knowledge. Collaborative partners serve area schools that have a majority of low-income students to offer concentrated and coordinated natural science education. The Digging Deeper program links these organizations in a logical fashion so that each provides a foundation for the other, achieving greater educational depth with minimal additional resources. The program incorporates classroom-based science education linked to state standards, field study programs in local nature preserves, and integration with other curricula, while infusing science throughout the regular classroom curriculum. YSI currently serves George Mayne School in Alviso, where 82% of students are on the Free Lunch program.

6d

20 Ct



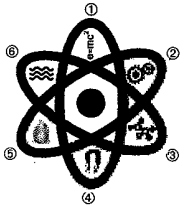




**Roots, Shoots, Seeds, and Leaves**

## Discovery Nature Walk

*"... in every walk with Nature one receives far more than he seeks."*
*...John Muir*

## The Nature of Physics



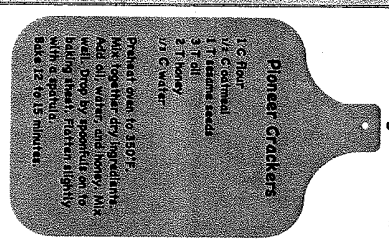

**Matter + Energy**

1. Modern Physics
2. Mechanics
3. Atoms & Molecules
4. Magnetism & Electricity
5. Heat/Thermodynamics
6. Wave Forms

## Insects, Spiders & Other Arthropods

Draw a line from the name to the body part:

Head Leg Thorax Abdomen Antennae




## 5 Senses Nature Walk

A redwood tree makes its own "rainfall" from fog. Water condenses on the needles and drips down. Fog drip can equal as much as 50 inches of additional rain each year.

## Animals & Their Adaptations

In all things of nature there is something of the marvelous.
*...Aristotle*

## OHLONE INDIANS...

...have lived in the Bay Area for thousands of years. Ancient Ohlone hunted animals and gathered plants for food and medicine. They made baskets, rope, shelters, boats and toys from plant fibers - chiefly, tule reeds. The Ohlone made tools of bone, stone, and wood, and they used shell money for trading.

## Life in a Pond

*Dragonflies can fly like a helicopter, moving in all directions, forward, backward, up and down. They can also hover.*

## Dinosaurs and Fossil Fun

**Did you know ...**

- The huge and powerful *Tyrannosaurus rex* had tiny arms and 2-fingered hands.
- The biggest dinosaur fossil found so far is the *Argentinosaurus*, estimated to be 135 ft. long.
- Birds are the only living dinosaurs.

Scientists make new discoveries every year. There is much to learn about ancient life!

I had fun at a **YSI** program today!

*Ask me one thing I learned!*

got science?

**Youth Science Institute**
**www.youthscience.org**
Information: 408.356.4945
Alum Rock • Vasona • Sanborn

*School Programs • Summer Camp • After School Club*

*Partnering with nature to teach kids science - since 1953 (non-profit).*

## CALIFORNIA 'OFFICIAL' EVERYTHING


Color the flag! (official colors are noted)

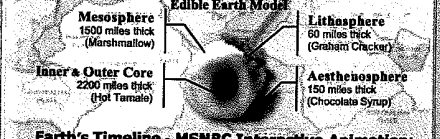
## Creek Exploration

Boney plates form the *carapace*, a turtle's upper shell.

The lower shell is called a *plastron*.

*Scutes* form the outer covering of the shell. Scutes are made of keratin, just like fingernails.

## Moving, Exploding Earth




**Earth's Timeline - MSNBC Interactive Animation:**
www.youthscience.org/earths_timeline.htm

**YSI**
**Youth Science Institute**

TLB 2008

**M E M O R A N D U M**

**DATE:** April20, 2009

**TO:** Redwood Grove Subcommittee Members

**FROM:** Dave Brees, Special Projects Manager

**SUBJECT:** **REDWOOD GROVE NATURE CENTER RENOVATION STAFF ANALYSIS AND RENOVATION OPTIONS**

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This report is intended to provide useful information for the decision making process by identifying options and providing associated cost estimates for the improvements. Fundamental operational questions will need to be addressed prior to the selection of one of the renovation options. These questions include why we need to keep the building and what it will be used for in the future. These questions tie into the vision for the park, its programs, and the scope of this project. Key considerations for the decisions are access for users with disabilities, user parking, program noise and impacts on park neighbors, maintenance, security and other park infrastructure elements such as restrooms, teaching stations, or the Ohlone village.

The information below has been collected by staff with the assistance of professionals in the field. Costs are approximate and will likely change as a result of the refinement of the scope of the project.

Historic Resource. The Nature Center is located near the center of the City's five-acre Redwood Grove Park. The Center was originally designed as a private residence and has seen many uses over the years. The building is also known as the Halsey House and has been identified by the City Council as a local landmark. The 3,650 square foot facility is approximately 80 years old and the mechanical, electrical and plumbing systems have outlived their operational use. Little, if any, maintenance work has been performed on the building for the past several years.

The Halsey House has a current score of 95 on the City's Historic Resource Inventory (HRI). It was given Local Landmark Status by Council action in 1981. The Municipal Code requires owners of historic resource properties to perform certain duties to preserve and protect the building. These code sections are included as Attachment A. At a minimum, if the structure is to remain, it will need to be decommissioned to prevent their decay or destruction.

The HRI score went down to 74, so Halsey did not qualify for landmark status in 2009

The structure's HRI score is currently under review. The results of this re-evaluation may have considerable impact on the range of options available for future modification to the building. Should the score remain high (85 points or higher qualifies for Local Landmark Status), it could lead the Subcommittee in the direction of building preservation. A significant reduction in the HRI score would allow for a wider variety of options, including possibly removal or replacement of the building.

Fire Code. Since the building will be used for educational programs involving children, it has an E Occupancy rating. This rating is used to determine the systems required for the building's operations. It is assumed the program capacity will not exceed 50 persons inside at one time. Additional system improvements will be required should it be desired to accommodate more then 50 people in the building. E Occupancy requirements include:

- Fire alarm system installed throughout the building.
- Illuminated exit signs.
- A minimum of two exits with one being accessible.
- Exit door hardware openable from the inside without a key or special knowledge or effort.
- Room capacity is based upon 20 square feet per person.

Environmental Concerns. The Nature Center and Staff House buildings were evaluated by environmental health professionals. Tests were conducted on both the Nature Center and the Staff House. Bulk samplings, surface tests, and fungal air samplings were collected. Moisture tests were also conducted. Below is a brief summary of the results found.

- Asbestos – Found in various floor tiles, floor tile mastic, acoustical ceiling tiles, pipe insulation, sink undercoating, dry wall and drywall joint compound, and roof penetrations.
- Lead –Detected in the paint (exterior & interior), window glaze, and kitchen ceramic tiles.
- Mold –Evidence of water damage in the Nature Center building especially in the rear wing. Evidence includes plaster collapse in ceilings, dirt above stucco line in several locations surrounding the foundation, strong sense of odor in the carpeted rooms, carpet water stains in rear room. Infrared thermograph testing was conducted and elevated readings were found in several exterior walls. Visible mold was present in the southwest corner of the storage room.
- Animal/Rodent Feces – Evidence of animal & rodent feces present in the attic, t-bar ceilings in the front two rooms, and under the house.

Building Code. Since many of the building systems are either original or have been modified by individuals throughout the years, most are in need of replacement. The structure was originally intended for use as a residence and therefore significant improvements will be required to be able to operate as a public facility. Below are the major items identified by initial inspection. A comprehensive analysis including exploratory investigations will likely reveal additional renovation needs.

- Electrical - Ground & bond main panel
  - Raise weatherhead
  - Replace knob & tube wiring
  - Ground all outlets
  - Replace interior lighting
  - Install new exterior lighting

- Mechanical – Install new HVAC system
  - Install & plumb new hot water heater to building
  - Remodel restroom to meet ADA requirements

Another person recognizing the need to totally REPLACE all Halsey House windows and doors

Structural - Replace doors & thresholds utilizing tempered glass
- Replaster/sheet rock walls & ceilings in rear wing
- Repair cracked foundation in rear room
- Install new windows to meet Title 24 energy efficiency requirements
- Address possible wood rot in floor joists, subfloor, and cripple walls

Painting - Encapsulate or remove lead paint throughout the building
- New paint exterior
- New paint interior

We have developed five renovation options for consideration. Each option has costs and considerations associated with it. Determination of short term or long term goals should be taken into account in deciding the most appropriate option to pursue.

Option 1 - Renovate the entire Nature Center building
Cost: $1.5-2 million
Considerations: This option provides for the complete renovation of the Nature Center. New mechanical, electrical, and operating systems would be installed throughout the building. All environmental issues would be addressed. Access and program needs would be addressed. The cost estimate may be modified significantly as a result of a comprehensive analysis and exploratory investigation. Based on square footage, the building occupancy would be 180 people.

Option 2 – Renovate the Nature Center to allow for use of the front room.
Cost: $115,000
Considerations: Renovation work would include new doors, windows, fire exit access, electrical & lighting upgrades to the main panel and front room via exposed conduit, fire alarm, painting of interior room & exterior, environmental testing and wing decommissioning. Hillside grading and landscaping not included in the initial cost estimate. This option assumes restroom facilities would continue to be provided via a port-a-pottie service. The cost estimate is subject to increase should building conditions dictate (i.e. extensive dry rot around door thresholds). Maximum 43 person capacity.

Option 3 – Demolish/Decommission Nature Center and renovate Staff House
known as the Caretaker Cottage
Cost: $225,000
Considerations: Requires Historical Commission Recommendation and City Council action for demolition. Decommissioning cost for the Nature Center is dependant upon estimated length of closure - the longer the closure the more extensive (& expensive) the preservation effort. Staff house would need to be modified to accommodate ADA access, new roof, restrooms and address environmental issues. Living room and front bedroom would be combined to accommodate a maximum of 25 people.

Option 4 – Demolish the Nature Center and replace the facility
Cost: $500,000
Considerations: Requires Historical Commission Recommendation and City Council action. Replacement facility cost estimate is based upon similar structure located at Pearson Arastradero Preserve in Palo Alto. The Center has a 32 person capacity.

Option 5 – Demolish the Nature Center and restore the area to a natural environment
Cost: $40,000
Considerations: Requires Historical Commission Recommendation and City Council action.

The next steps of the project will determined by the renovation and/or demolition option approved. Based on cost estimates received, a comprehensive building analysis and exploratory investigation is $10,000 to $35,000 depending on the extent of the structural analysis and testing desired. Additional costs will be associated with renovation design plans subject to the option selected. Once a final option is identified, a Capital Improvement Project should be developed and Council approval secured.

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**click a file in this PDF Package to view it.**

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**TUESDAY, JUNE 17, 2008**
**5:30 P.M.**

**SPECIAL JOINT MEETING OF THE LOS ALTOS CITY COUNCIL AND THE PARKS, ARTS AND RECREATION COMMISSION**
Redwood Grove Nature Preserve
482 University Ave, Los Altos, California

The Council and Commission will assemble at the entrance to Redwood Grove on University Avenue and continue on a walking tour of Redwood Grove and its amenities

Any writings or documents provided to a majority of the Council regarding any item on this agenda will be made available for public inspection at City Hall located at One North San Antonio Road, Los Altos, California during normal business hours.

**ROLL CALL**

**DISCUSSION ITEMS**

1. Redwood Grove Master Plan
   Discussion of the vision for the site to facilitate developing a Master Plan to include:
   A. Minimal Park Requirements
      1. Fire Safety and ADA requirements
      2. National Park Guidelines
   B. Support 1980 Master Plan landscaping requirements
   C. Access Alternatives
      1. Private Property via Shoup Park and Manressa Way/Jesuit Center
   D. Facility Alternatives:
      1. Raze both Caretaker house and Nature Center
      2. Improve one or both of existing buildings
      3. Build new educational Green Facility,
      4. Build outdoor amphitheater
   E. Programming Opportunities:
      1. School year programs for elementary and secondary classes
      2. Summer Camps
      3. Preschool Programs
      4. Adult programs
      5. Weekend Family Programs
      6. Volunteer/Docent/Train the Trainer
   F. Landscape Architect Master Plan
      Recommendation to contract with a Landscape Architect to develop a Master Plan

**ADJOURNMENT**

In compliance with the Americans with Disabilities Act, the City will make reasonable arrangements to ensure accessibility to this meeting. If you need special assistance to participate in this meeting, please contact the staff liaison 72 hours prior to the meeting at (650) 947-2889.

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# MEMORANDUM

**DATE:** May 14, 2008

**TO:** City Council

**FROM:** Parks, Arts & Recreation Commission

**SUBJECT: REDWOOD GROVE LANDSCAPE ARCHITECT**

## RECOMMENDATION:

Motion recommending hiring a Landscape Architect to develop a Master Plan for Redwood Grove

## BACKGROUND:

In February 2007, PARC formed a subcommittee on Redwood Grove. Redwood Grove is home to educational programs for almost 6,000 children per year. Programs include Summer Day Camps, Regional School Programs (Ohlone Indians, Gold Rush, & environmental education), Birthday Parties, and other similar classes.

On February 26, 2008, City Council unanimously approved the PARC Mission Statement for Redwood Grove and assigned a liaison.

## DISCUSSION:

A significant community asset, Redwood Grove offers a rare natural respite and an incredible arena for environmental appreciation and education. As a center celebrating outdoor life, Redwood Grove is the Los Altos site for nature-based educational programs and day camps for school-age children; a gathering spot for family/community organizations; and a quiet setting for contemplative wanderings. Redwood Grove should serve as Los Altos' example of a green environment with eco-friendly buildings and appropriate land maintenance.

Redwood Grove is comprised of the following:

- 5.7 acres of natural landscape: Redwood and other California native trees and a seasonal creek.
- The Halsey House or Nature Center (approx 3,400 sq ft): A Spanish Revival building rated "landmark eligible," but in very poor condition.
- The Caretaker House (approx 900 sq ft): A 1925 residence rented by City to site caretaker, generating ~ $6K/year in rental income.

- Pottery Studio: A small outlying structure rented by City to user, generating ~ $10K/year in rental income.

In accordance with a Master Plan, dated 1980, PARC recommends maintaining and enhancing the current use of Redwood Grove in order to preserve its natural resources; offer only those facilities that encourage complimentary use; and, by design, regulate circulatory patterns to lesson impact while utilizing the entire site.

Was it Acterra who helped the City win Nature Preserve status later?

After several meetings and assessments, the PARC Redwood Grove Subcommittee recommends a phased approached to Redwood Grove improvements. Short-term efforts are already underway to prepare Redwood Grove to meet park status requirements and allow summer camps to move forward uninterrupted. Currently, Redwood Grove cannot be defined as a Nature Preserve due to prior land clearing and previous installation of irrigation systems. Redwood Grove is therefore best described as park land, and as such is not up to State standards for providing basic safety, sanitary, and access requirements for use by the general public.

Once general requirements are fulfilled, the PARC Subcommittee recommends securing a Landscape Architect to devise a Master Plan that delineates goals for further improvements and to define a process that includes public input. Goals for improvement follow:

The natural forest and seasonal stream are preserved.

- Preservation requires the elimination of the invasive plants and creation of an appropriate under story.
- Trees should be assessed for health and maintenance requirements with possibility of infill planting.
- Bridges and pathways are assessed for erosion issues.

The natural beauty of Redwood Grove's forest, seasonal stream and small open glades are complimented with minimal structures. All structures should meet latest green building standards, consistent with current City Building Code.

yet another vision of how to add structures to Redwood Grove and for what purposes

- The current Caretaker's House- renovated, removed or replaced, based on professional assessment- becomes the site of a Welcome Center with sanitary facilities, a classroom and introductory interpretation signage. The Welcome Center houses the Fava Indian Artifact collection.

- The existing historic Halsey House- renovated, removed, or replaced, based on professional assessment- serves as a meeting and education center. Facilities such as restrooms and a kitchen are upgraded/installed to meet the needs of day campers and small group users. The Nature Center is a potential revenue source.

- A natural amphitheatre, created in harmony with the landscape, is added to the site. This grass covered berm or wood/grass seating area includes a fire ring for outdoor group

gatherings. The amphitheater is one of the site's "outdoor classrooms," and a potential revenue source for meeting rentals.

- The Pottery Studio does not comply with the current vision and should likely be vacated or adapted to a use that meets site goals.

- Incorporate improvements at the Garden House if a connection to Shoup Park is obtained, to serve as a meeting and education center.

Access and circulatory patterns are improved.

- Weigh benefits of enhancing main entrance from University Avenue with more prominent entrance, ADA compliance, better signing, improved plantings, and furniture placement.

- To ease traffic from one entrance and to connect Redwood Grove to complimentary facilities, access to Redwood Grove should be expanded to include one or both of the additional points of entry:

    - Paved access from Manresa Road for foot or car traffic requires approval by Santa Clara County of their non-improved land. The Jesuit Center has a level parcel across the street from this access point that may be used for car parking or turnaround with consent.

    - A footpath from Shoup Park invites expanded user opportunities and shared parking. Access from Shoup Park requires either purchase or easement of an approximate 10'X 40' section of private real estate; owner is amenable.

- The timber bridge is upgraded to comply with emergency vehicle access unless a secondary access point is compliant.

- Internal pathways are repaired and upgraded where necessary to meet ADA Guidelines. Interpretative signing is enhanced.

Policy and funding issues are resolved.

- The City of Los Altos should establish a policy for the presence of caretakers on city-owned property and consider Redwood Grove under such policy.

- A funding plan should be established to include local foundations and entities focused on "green" efforts.

## ALTERNATIVES

Council may:

1. Choose to support the Commission's recommendation.
2. Choose not to support recommendation

Parks, Arts & Recreation Commission

JW/bat

ACTION FOR A HEALTHY PLANET

# Habitat Restoration and Environmental Education at Redwood Grove

Michael Closson, Acterra Executive Director
Claire Elliott, Acterra Stewardship Acting Director

# ACTION FOR A HEALTHY PLANET

- Our mission
- Our approach
- Our programs
- Our proposal

# Acterra's Mission

Bringing people together
to create local solutions
for a healthy planet

# Acterra's Approach

- Engaging people in hands-on activities
- Initiating solution-oriented projects
- Generating measurable outcomes
- Creating model programs
- Stimulating "bottom-up" leadership

# Acterra's Programs

- Carbon Reduction Campaign
- Be the Change - Environmental Leadership
- Business Environmental Awards
- Sponsored Projects
- Stewardship

# Carbon Reduction Campaign

Green @ Home

ACTerra Green

Climate Heroes

- Give people specific tasks to do
- And specific habits to build

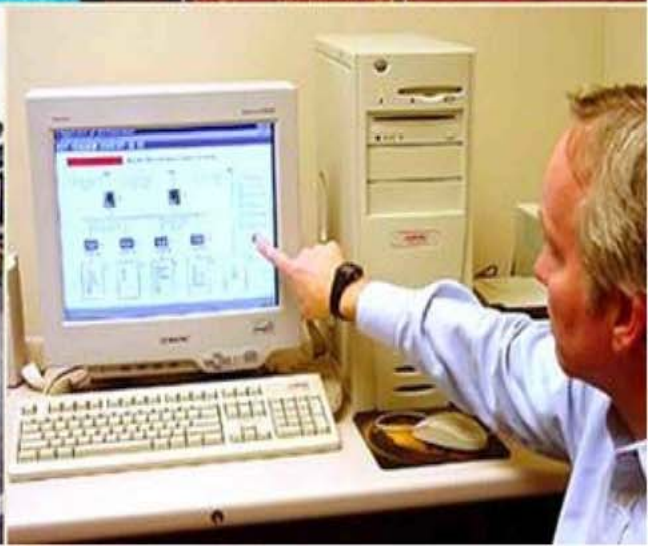
Acterra

be the change
ENVIRONMENTAL LEADERSHIP PROGRAM

Acterra's environmental leadership program engages diverse participants in a year-long training program.

# Business Environmental Awards





# Acterra Stewardship Program

Arastradero Preserve

Watershed Project

Native Plant Nursery

Young Earth Stewards

# Stewardship Program Mission

Involving, educating and inspiring the public to create healthy ecosystems in our urban communities and our natural lands

# Hands-on Approach

Restoring damaged ecosystems is a goal, but also a means to other ends–involving and educating the public

# Arastradero Stewardship Project

- 12 year partnership with Palo Alto
- Over 1,000 volunteers each year
- Many middle and high school students
- Measurable outcomes -- improved habitat, volunteers return and get value from our programs

# Arastradero Preserve

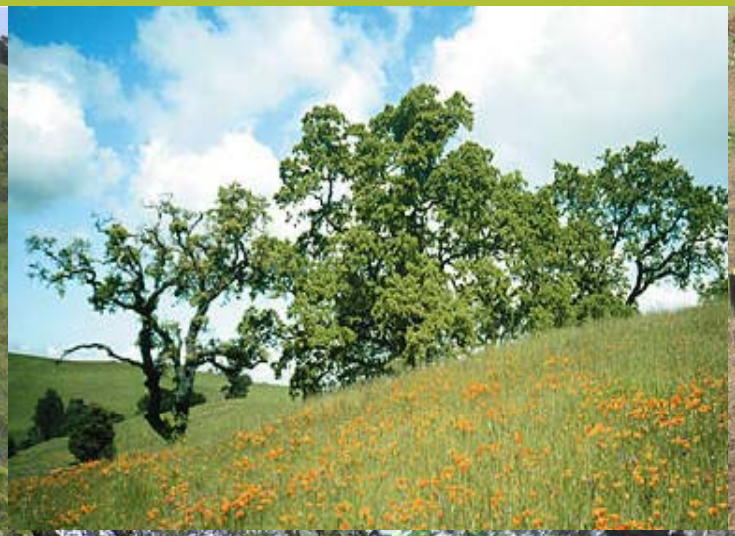
Creek Restoration at Arastradero, Before and After Revegetation by Volunteers

# Young Earth Stewards

- Middle and High School focus
- In-class presentations
- Hands-on activities
- Research projects
- Field trips

Acterra

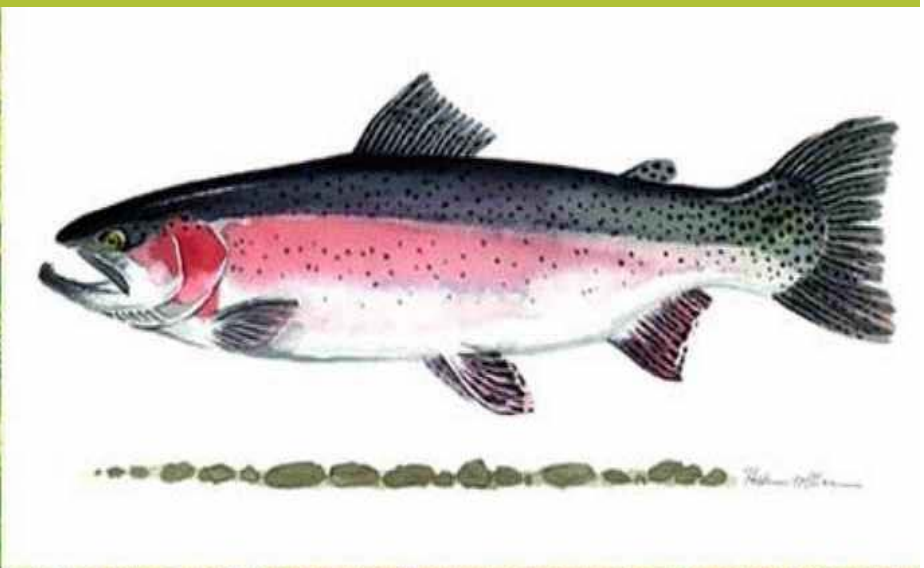
# Young Earth Stewards




# Acterra Native Plant Nursery

Supplying restoration efforts with over 100 species of native flora. Volunteers help care for the plants.

# Acterra's Watershed Project



# Stewardship in Portola Valley

## Acterra's Watershed Project--

Supervised volunteers to vegetate the creek bank at the new town center.

355 volunteers contributed 851 hours to install 10,000 plants

# Stewardship in Los Altos

Redwood Grove--ivy and other Invasive plants damaging ecosystems.

Redwood trees with dry tops due to loss of forest duff

# Involving the Community

Restoring habitats improves the ecosystem and builds self esteem

Enhancing remnant wildflower populations--California Buttercups

Demonstration drought tolerant pollinator gardens

# Phase I: Develop Work Plans

## Habitat Restoration Plan

Priorities, Methods, Maps, Evaluation

## Volunteer Involvement Plan

Community recruitment, schedule of events,

## Education Plan

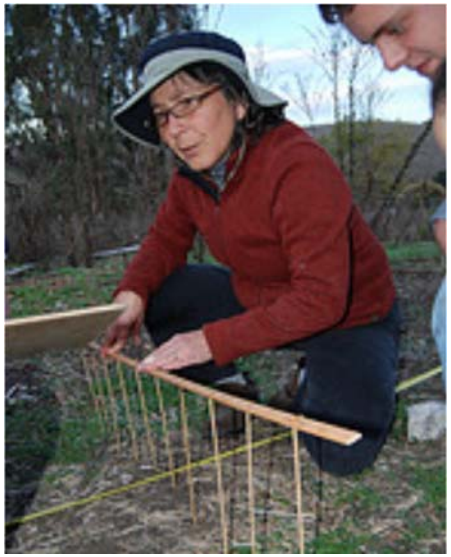
Development of orientation materials, signage, interpretive events, school programs and curricula

# Phase II: Ongoing Programs

## Involve the community in six restoration projects:

i) Redwood Ecosystem
ii) Oak Woodland Ecosystem
iii) Riparian Ecosystem
iv) Grassland Ecosystem
v) Plants of Native People (in Ohlone Village site)
vi) Demonstration Garden for Native Landscaping

# Evaluation and Reporting



Teach students to monitor vegetation

Meet and conduct site visits regularly with City staff.


Prepare and present annual report to city staff and community

# Acterra's Proposal for Redwood Grove

## The Need

- Redwood Grove's beautiful but damaged ecosystem needs repair
- Many Los Altos residents seek nearby hands-on ways to enhance the environment.
- Many Los Altos youths would benefit from outdoor environmental education activities

# Acterra's Proposal for Redwood Grove

## The Opportunity

- Habitat restoration activities will restore Redwood Grove to health and
  - Provide many opportunities for community involvement
  - Provide a variety of hands-on educational activities
- Acterra's expertise matches with Los Altos' needs

# Thank you for your time and consideration!

Michael Closson, michaelc@acterra.org
Claire Elliott, clairee@acterra.org

# Los Altos City Council Presentation

## Redwood Grove School Programs

Susanne Mulcahy
Executive Director

May 12, 2009

YSI Youth Science Institute

Youth Science Institute ALUM ROCK

Youth Science Institute SANBORN

Youth Science Institute VASONA

# Creek Exploration Program

YSI Youth Science Institute

Youth Science Institute ALUM ROCK

Youth Science Institute SAN BORN

Youth Science Institute VASONA

# Who is Youth Science Institute?

- Founded in 1953 in Alum Rock Park, SJ
- 501(c)3 non-profit
- **Mission: to inspire enthusiasm for science and a love of learning**
- Hands-on science education programs that **fill the significant gap in science education** that is present in Silicon Valley schools today

YSI Youth Science Institute

Youth Science Institute ALUM ROCK | Youth Science Institute SANBORN | Youth Science Institute VASONA

# Who We Serve

**Schools/Groups**

- 28,000 pre-K – 12th grade students
- 33% are at-risk (Title One)
- 28% English Language Learners (ELL)

**Summer Science Camp**: 1,500 over nine weeks

**After School Science Club**: 500, Sept.-Apr.

YSI Youth Science Institute

Youth Science Institute ALUM ROCK

Youth Science Institute SAN BORN

Youth Science Institute VASONA


# Exploring the Periodic Table

Youth Science Institute

ALUM ROCK

SANBORN

VASONA

# Proposed Redwood Grove School Program Partnership

- Begin Fall, 2009
- YSI handles all program scheduling, delivery and management
- YSI's award-winning programs locally available to all Los Altos and surrounding schools

YSI Youth Science Institute

Youth Science Institute ALUM ROCK

Youth Science Institute SANBORN

Youth Science Institute VASONA

Planting seeds, Pioneer Organic Garden Program

Youth Science Institute

ALUM ROCK

SANBORN

VASONA

# Programs Available Year 1

- Five Senses Nature Walk
- Discover Nature Walk
- Animals & Their Adaptations
- Roots, Shoots, Seeds and Leaves
- Ohlone Indians

YSI Youth Science Institute

ALUM ROCK SANBORN VASONA

# Programs, Con't.

- Life in a Pond
- California "Official" Everything
- Insects, Spiders & Other Arthropods

All programs are correlated to State Standards and help prepare students for STAR testing

YSI Youth Science Institute

Youth Science Institute ALUM ROCK

Youth Science Institute SANBORN

Youth Science Institute VASONA

# Future Programs and Possibilities

- Creek Exploration
- Pioneer Organic Garden
- New "site-specific" program
- After School Science Club
- Science Safaris and Explorer Hikes for families, evening & weekends
- Acterra Collaboration

YSI Youth Science Institute

Youth Science Institute ALUM ROCK

Youth Science Institute SANBORN

Youth Science Institute VASONA


Students examine a "refrigerator tree"

Youth Science Institute

ALUM ROCK

SANBORN

VASONA

# Los Altos Schools and Groups Now Served

- Gardner Bullis
- Oak Avenue
- Almond
- Covington
- Los Altos Christian
- Miramonte
- Twinkle Twinkle Preschool
- Cub Scouts Pack #33

YSI Youth Science Institute

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Youth Science Institute SANBORN

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# Los Altos Statistics 2008-09

- 50 teachers/ classrooms
- 1,008 students
- 87 parent chaperones

Youth Science Institute

ALUM ROCK

SANBORN

VASONA

# Redwood Grove Programs

- Redwood Grove would be "Satellite" site added to our regular menu of programs
- Teachers self-select program & location
- YSI invests in start-up costs, estimated at $8k; looks for third party funding partner to help cover start-up costs

YSI Youth Science Institute

Youth Science Institute ALUM ROCK

Youth Science Institute SANBORN

Youth Science Institute VASONA

# Benefits to Los Altos

- Highly regarded program in Los Altos
- Expanded science-focused programming
- Outstanding utilization of unique community asset
- Very little ramp-up for Fall
- May save schools transportation costs
- Administered by YSI
- Reinforces sense of place and community pride
- Develops stewardship at home
- Can expand to meet community needs

YSI Youth Science Institute

Youth Science Institute ALUM ROCK

Youth Science Institute SANBORN

Youth Science Institute VASONA


# Thank you!

Youth Science Institute

ALUM ROCK

SANBORN

VASONA