

Appendix D: Cultural Resources and Tribal Cultural Resources Supporting Information

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D.1 - Phase I Cultural Resources Assessment

Appendix D.1 contains sensitive information pertaining to cultural resources and has been withheld from public distribution pursuant to Public Resources Code, Sections 5097.9 and 5097.993.

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D.2 - Historic Resources Assessment

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EVANS & DE SHAZO

ARCHAEOLOGY HISTORIC PRESERVATION

A HISTORIC RESOUC E EVALUATION AND LOCAL ASSESSMENT OF THE GLIDER ELEMENTARY SCHOOL AT 511 COZY DRIVE, SAN JOSE, SANTA CLARA COUNTY, CALIFORNIA

SUBMITTED TO:

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INTRODUCTION

Evans & De Shazo, Inc. (EDS) completed a Historic Resource Evaluation (HRE) and local assessment for the 9.5-acre Glider Elementary School property at 511 Cozy Drive, City of San Jose, California, within Assessor Parcel Number (APN) 689-08-001 (Property). The Property consists of the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape. The proposed project consists of demolishing the current built environment within the Property to allow for the redevelopment of the Property (Project). The Property is not listed in the California Office of Historic Preservation (OHP) Built Environment Resource Directory (BERD) or any local, state, or federal register and has not been previously evaluated for listing on the California Register of Historical Resources (CRHR). Therefore, in compliance with the California Environmental Quality Act (CEQA), EDS completed an HRE to determine if any of the built environment resources within the Property are individually eligible for listing on the CRHR and a landmark assessment following the city historic preservation ordinances,¹ as required by the City of San Jose.

The HRE follows specific guidelines and evaluation criteria of the CRHR (Code of California Regulations [CCR], Title 14, Section (§) 15064.5 and Public Resources Code (PRC) § 21084.1), and the local assessment follows the City of San Jose historic preservation ordinance. The HRE and local review was completed by EDS Principal Architectural Historian Stacey De Shazo, M.A., who exceeds the Secretary of the Interior's Professional Qualification Standards in Architectural History and History, and Bee Thao, M.A., who completed research. The results of the HRE and local assessment are presented herein.

PROPERTY LOCATION

The Property is located at 511 Cozy Drive in San Jose within the 9.50-acre APN 689-08-001 (Figure 1) within a residential neighborhood. The Property is approximately 1.5 miles south of California State Route 85 (SR 85) and 7.79 miles south of downtown San Jose.

¹ The Local Assessment is within Appendix B.

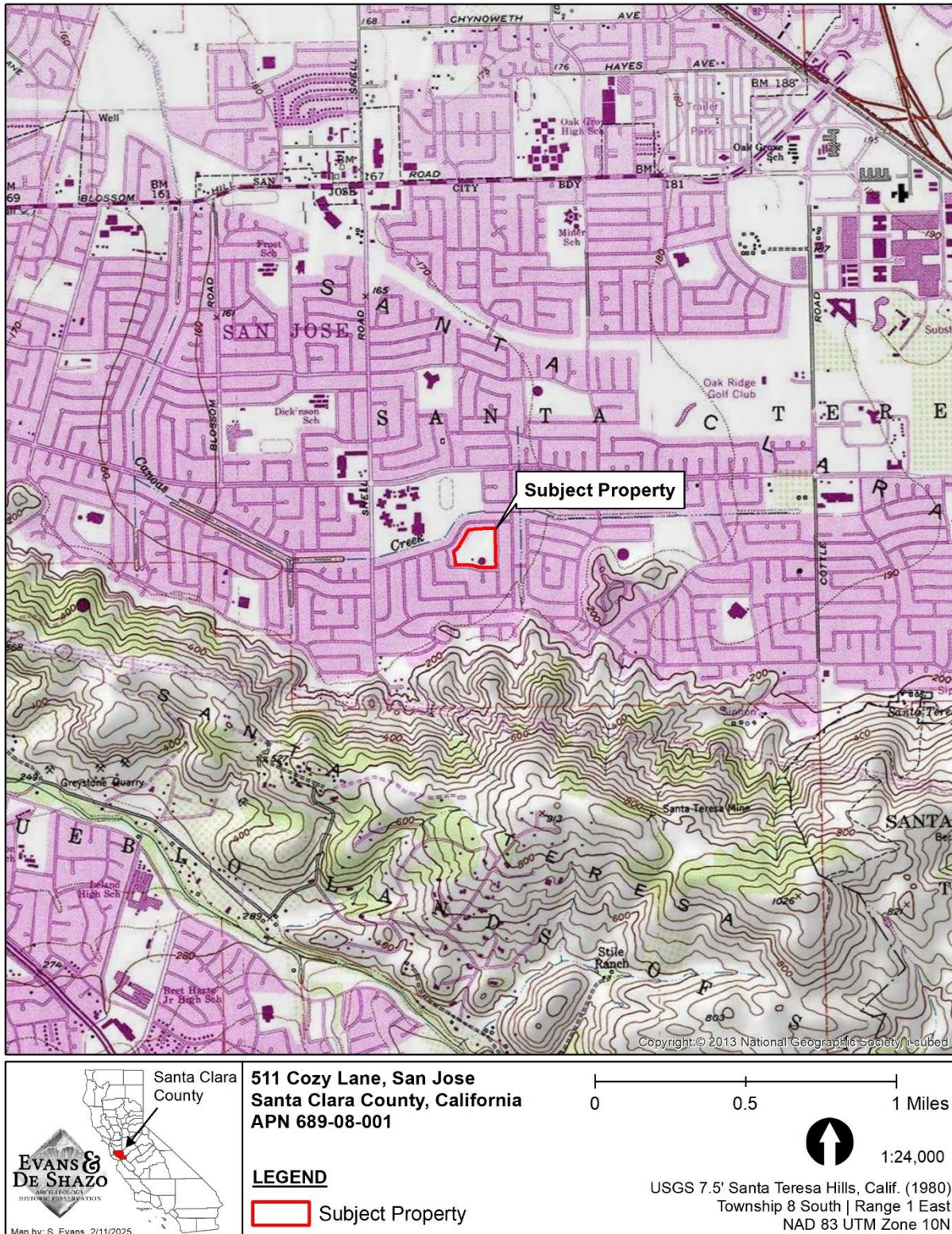


Figure 1. Location Map



REGULATORY SETTING

The CEQA regulations, as they pertain to cultural resources, and the City of San Jose historic preservation ordinance that applies to the Project are outlined in the section below.

CALIFORNIA ENVIRONMENTAL QUALITY ACT

CEQA and the Guidelines for Implementing CEQA (State CEQA Guidelines § 15064.5) give direction and guidance for evaluating properties and preparing Initial Studies, Categorical Exemptions, Negative Declarations, and Environmental Impact Reports. Under California State law, the City of San Jose is legally responsible and accountable for determining the environmental impact of any land use proposal it approves. Cultural resources are aspects of the environment that require identification and assessment for potential significance under CEQA (14 CCR § 15064.5 and PRC § 21084.1).

There are five classes of cultural resources defined by the State OHP. These are:

- **Building:** A structure created principally to shelter or assist in carrying out any form of human activity. A “building” may also be used to refer to a historically and functionally related unit, such as a courthouse and jail or a house and barn.
- **Structure:** A construction made for a functional purpose rather than creating human shelter. Examples include mines, bridges, and tunnels.
- **Object:** Construction is primarily artistic in nature or relatively small in scale and simply constructed. It may be movable by nature or design or made for a specific setting or environment. Objects should be in a setting appropriate to their significant historic use or character. Examples include fountains, monuments, maritime resources, sculptures, and boundary markers.
- **Site:** The location of a significant event. A prehistoric or historic occupation or activity, or a building or structure, whether standing, ruined, or vanished, where the location itself possesses historic, cultural, or archaeological value regardless of the value of any existing building, structure, or object. A site need not be marked by physical remains if it is the location of a prehistoric or historic event and if no buildings, structures, or objects marked it at that time. Examples include trails, designed landscapes, battlefields, habitation sites, Native American ceremonial areas, petroglyphs, and pictographs.
- **Historic District:** Unified geographic entities which contain a concentration of historic buildings, structures, or sites united historically, culturally, or architecturally.

According to CCR § 15064.5, cultural resources are historically significant if they are:

- (1) A resource listed in or determined to be eligible by the State Historical Resources Commission for listing in the California Register of Historical Resources (PRC §5024.1, 14 CCR § 4850 et seq.).
- (2) A resource included in a local register of historical resources, as defined in PRC § 5020.1(k) or identified as significant in a historical resource survey meeting the requirements PRC § 5024.1(g), shall be presumed to be historically or culturally significant. Public agencies must treat any such



resource as significant unless the preponderance of the evidence demonstrates that it is not historically or culturally significant.

- (3) Any object, building, structure, site, area, place, record, or manuscript which a lead agency determines to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California may be considered to be a historical resource, provided the lead agency's determination is supported by substantial evidence in light of the whole record. Generally, a resource shall be considered by the lead agency to be "historically significant" if the resource meets the criteria for listing on the California Register of Historical Resources (PRC § 5024.1, 14 CCR § 4852), including the following:
- (1) Is associated with events that have made a significant contribution to the broad patterns of California's history and cultural heritage;
 - (2) Is associated with the lives of persons important in our past;
 - (3) Embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of an important creative individual, or possesses high artistic values; or
 - (4) Has yielded, or may be likely to yield, information important in prehistory or history.
- (4) The fact that a resource is not listed in or determined to be eligible for listing in the CRHR, not included in a local register of historical resources pursuant to PRC § 5020.1(k), or identified in a historical resources survey meeting the criteria in PRC § 5024.1(g) does not preclude a lead agency from determining that the resource may be a historical resource as defined in PRC § 5020.1(j) or § 5024.1.

LOCAL REGULATIONS

City of San Jose Historic Preservation Ordinance: Municipal Code Chapter 13.48

The City of San Jose follows municipal code guidelines under Chapter 13.48 of the Municipal Code.

The HRE is required to conform to the following:

- Envision San Jose 2040 General Plan²
- Conformance with the historic preservation ordinance (13.48.110)
- Conformance with the Secretary of Interior Standards for Historical Documentation

Landmark Assessment

The City of San Jose historic preservation ordinance (13.48.110) provides the procedures for the designation of a landmark through the consideration of eight "relevant factors" (1 – 8). Landmark assessments comply with the City of San Jose historic preservation guidelines and the goals and policies of the City of San Jose General Plan (adopted by the City Council in November 2011). The landmark assessment is not a landmark nomination, which is the role of the Historic Landmarks Commission or the City Council. Instead, the landmark

² City of San Jose, "Envision San José 2040 General Plan Final EIR," November 2011.



assessment guides the City regarding the building's eligibility for local landmark listing.

METHODS

The methods used included a database search conducted by the Northwest Information Center (NWIC) of the California Historical Information Systems (CHRIS) (NWIC File #22-1868) to determine if the Property has been previously evaluated or documented. EDS also conducted in-person research, including at the Santa Clara County Assessor and Recorder offices and the San Jose Public Library. In addition, EDS completed online research (detailed below) and reviewed digital files maintained by EDS, such as historical maps, Sanborn Fire Insurance maps, historical aerial photographs, and other primary source documents. The purpose of the research was to understand the Property history and the history of the neighborhood within San Jose where the Property is located to assist in developing a historical context in which to evaluate the historical significance of the built environment within the Property. EDS Principal Architectural Historian Stacey De Shazo, M.A., also completed a historic architectural survey to identify the age, any known architectural style or form, character-defining features, materials, and alterations of built environment resources, at least 45 years in age, within the Property. Department of Parks and Recreation (DPR) 523 forms were also completed (Appendix A).

EDS also completed a local landmark assessment of the 1968 Glider Elementary School. For this assessment, EDS reviewed documentation from local repositories, including the Santa Clara County Assessor and Recorder offices, the City of San Jose, and the San Jose Public Library, as well as available online historical documentation. In addition, EDS Principal Architectural Historian Stacey De Shazo, M.A. conducted a historic architectural survey of the 1968 Glider Elementary School building, documenting its current condition, architectural style, materials, and alterations, utilized to assess the building for landmark eligibility. Currently, the city does not have a local landmark assessment form. Although California OHP DPR 523 forms have been used for the local landmark assessment, the use of DPR 523 forms is not recommended, as they are typically a tool designed for use by professionals, following the OHP guidelines to document and evaluate historic resources for listing on the NRHP and the CRHR. As such, DPR 523 forms may not be well suited for local "criterion" assessment for the City of San Jose. Therefore, the landmark assessment was completed (Appendix B), addressing the eight "relevant factors" listed 1 through 8.

CULTURAL RESOURCE INVENTORIES

As part of the record search, the following inventories were reviewed:

- National Register of Historic Places (NRHP)
- California Register of Historical Resources (CRHR)
- California Historical Landmarks (CHL)
- California Points of Historical Interest (CPHI)
- California Inventory of Historical Resources
- California OHP BERD for Santa Clara County, California (2022)



ONLINE RESEARCH

Online research was conducted utilizing the following sources:

- www.newspapers.com
- www.ancestry.com
- www.calisphere.org (University of California)
- <http://www.library.ca.gov/> (California State Library)
- <https://cdnc.ucr.edu/> (California Digital Newspaper Collection)
- <http://pcad.lib.washington.edu> (Pacific Coast Architecture Database [PCAD])
- <https://aiahistoricaldirectory.atlassian.net> (American Architects Directory)
- <https://www.sjpl.org> (San Jose Public Library)
- <https://historysanjose.org/> (San Jose Historical Museum)
- <https://www.docomomo-us.org> (Docomomo US)

LOCAL RESEARCH

- Santa Clara County Assessor and Recorder offices
 - On December 21, 2024, EDS conducted in-person research at the Santa Clara County Recorder and Assessor offices to obtain information about the Property ownership.
- San Jose Public Library, Martin Luther King Jr. California Room
 - On December 21, 2024, EDS conducted in-person research at the San Jose Public Library to ascertain information about the Property.

HISTORIC SETTING

The following section includes a brief history of the City of San Jose and a specific history of the Property and the 1968 Gilder Elementary School to provide an understanding of the area's development and Property to assist with the assessment of the built environment resources within the Property.

MEXICAN PERIOD (1822 – 1846)

In 1821, Mexico declared its independence from Spain and took possession of “Alta California,”³ marking the end of the Spanish period (1769 – 1821) and the beginning of the Mexican period, also referred to as the “rancho” period, in Alta California. In 1833, the Spanish missions in California were secularized by the Mexican government, and mission-owned land was dissolved. During this time, extraordinary changes occurred

³ Alta California was a polity of New Spain founded in 1769 and became a territory of Mexico after the Mexican War of Independence in 1821.



throughout Alta California, as the Mexican government lacked the strong oversight and military rule previously imposed by the Spanish. As such, there were new trade opportunities when foreign ships that Spanish-guarded military ports had previously held off could dock and provide a variety of provisions to local settlers throughout California. These new provisions, including tea, coffee, sugars, spices, spirits, and various manufactured goods, soon made their way into the region, and the taxes on these imported goods became the primary source of revenue for the Mexican government in Alta California. Likewise, products produced in Alta California were exported, which bolstered the hide and tallow trade that became the primary business activity in Alta California during this time. During this time, the Mexican colonial authorities encouraged the settlement of Alta California by providing large land grants called ranchos to politically prominent persons loyal to the Mexican government and permitting foreigners to settle the land. As a result, the 20 or so ranchos in Alta California during the Spanish period increased to roughly 800 ranchos that varied from 10,000 to 20,000 acres during the Mexican era.

In 1846, the Property was within the 24,332-acre Rancho Yerba Buena (aka Rancho Socayre), a Mexican land grant in present-day Santa Clara County that was given in 1833 by Governor José Figueroa to Antonio Chaboya (aka Chavoya or Chabolla).

HISTORY OF SAN JOSE (1848 – 1970s)

The beginning of the American Period in California is marked by the end of the Mexican American War (1846-1848) in 1848, when the U.S. took possession of Mexican territories, including California, New Mexico, Texas, and Arizona in the signing of the Treaty of Guadalupe Hidalgo on February 2, 1848. The Treaty of Guadalupe Hidalgo provided resident Mexicans their American citizenship and guaranteed title to ranchos obtained during the Mexican period. However, less than two weeks before the signing of the treaty, on January 24, 1848, James Marshall discovered gold at Sutter's Mill, which marked the start of California's Gold Rush (1848 to 1855). Soon the excitement of the Gold Rush and the promise of fertile and abundant land brought between 150,000 and 200,000 new settlers to California from all over the U.S. and Scotland, Ireland, England, Germany, and France.^{4 5} During this time, many new settlers squatted on land, including Mexican rancho land and unclaimed land. To quickly resolve Mexican rancho land disputes, the U.S. Congress passed the California Land Act of 1851, establishing a three-member Public Land Commission (Commission) to determine the validity of prior Spanish and Mexican land grants.⁶ The act required landowners who claimed title under the former Mexican government to file a claim with the Commission within two years. Although the Commission eventually confirmed most of the original Mexican land grants, the burden was on landowners to prove their title, and the cost of litigation forced many rancho owners to sell off some or all their land and stock to newly arriving settlers, many of who had squatted on their land, as well as land speculators and the lawyers whom

⁴ Karen Clay, *Property Rights and Institutions: Congress and the California Land Act 1851*, The Journal of Economic History, Cambridge University Press, 59(01):122-142, March 1999.

⁵ Commodore Stockton was also responsible for driving the Mexican forces out of California during the Mexican American War.

⁶ The Spanish government-controlled California land from approximately 1770 to 1821 and the Mexican government-controlled California land from 1821 to 1846.



they hired to defend their land claims in court.⁷ However, the City of San Jose was unique because some issues relating to land ownership were previously resolved based on surveys conducted in the late 1840s.

In 1847, the first American survey of the Pueblo lands was completed by William Campbell.⁸ Those with claims to land in the surveyed area were granted the legal title, and the alcalde sold the unclaimed lands. William Campbell's original survey in 1847 established the familiar grid of streets in downtown San Jose. Chester Lyman completed a more detailed survey in 1850, soon after Campbell's initial work. At the time of the surveys, the lands between Market Street and the Guadalupe River were primarily under Mexican ownership;⁹ however, soon after the completion of these two surveys, the city boundaries extended east of the central Plaza to 8th Street, north to Julian Street, and south to Reed Street. The Oak Hill Memorial Park cemetery was established,¹⁰ adjacent to and west of the Property during this time. During the 1850s, the city's new boundaries extended to about three miles long, northwest by southwest, and two miles wide, including the subject Property. Before California was admitted to the Union, claims to the Pueblo and rancho lands were filed; however, many large areas within unincorporated areas of Santa Clara County remained unclaimed.

In 1850, California was admitted to the Union, and the City of San Jose became the first state capitol. To settle debts owed to set up the Legislature and officers of the state, the State of California auctioned off unclaimed Pueblo lands. In the City of San Jose, this resulted in the organized purchase of the Pueblo lands by the San Jose Land Company, which was owned by a group of American pioneer settlers in the Santa Clara Valley who sought to accumulate as much Pueblo and rancho land as possible for speculation.¹¹ Locally, the land company became known as "The Forty Thieves,"¹² as some of the land claimed by the San Jose Land Company also included disputed land and land previously part of the original city plat laid out in 1847. The City of San Jose's Board of Commissioners contested the city's land, and was later resolved in the city's favor. During this time, Steamboats regularly traveled between San Francisco and the town of Alviso, located approximately 10 miles north of downtown San Jose. Alviso was the central transportation hub for the City of San Jose and the surrounding valley during the 1850s and early 1860s.

By 1860, the population in San Jose had grown to approximately 3,420, and the city began to undertake improvements to infrastructure within the city limits by installing natural gas and sewer services. In 1866, the San Jose Water Company (SJWC) was incorporated and began providing water to city residents who were

⁷ Nancy Olmsted. *Vanished Waters: A History of San Francisco's Mission Bay*, Mission Creek Conservancy, San Francisco, 1986.

⁸ Pueblo land was the original European settlement in San Jose in 1777 under Spain (1777-1821) and later Mexico (1822 – 1848), who also established thirty-eight land rancho land grants between 1833 and 1845 in the Santa Clara Valley.

⁹ Franklin Maggi and Leslie A. G. Dill. *Discussion of Potential Conservation Area, Proposed Market-Alamaden Conservation Area, Downtown San Jose*. Prepared for the City of San Jose by Archives and Architecture and Dill Design Group, 2003.

¹⁰ Oak Hill Memorial Park is the oldest and largest secular cemetery in California.

¹¹ Archives & Architecture, LLC. *Greater Gardner Historic Context Survey*, May 2011 (updated October 2017).

¹² Eugene T. Sawyer. *History of Santa Clara County*, Historic Record Co.; San Jose Historic Museum Association, 1922.



otherwise dependent on well water.¹³ These improvements and the increasing population soon supported a small commercial district centered at the intersection of Santa Clara and Market Streets (Figure 2). During this time, many of the buildings at Santa Clara and Market streets were still adobe buildings, reflecting the Mexican-era history of the area; however, soon, new buildings were constructed, such as the Santa Clara County Courthouse (1869) (Figure 3) that reflected the Euro-American population of the city. In 1864, the construction of the San Francisco and San Jose Railroad (SF&SJRR), later part of the Southern Pacific (SP) railroad, was completed, followed by the completion of the Central Pacific line from San Jose to Niles in 1869.¹⁴ The SF&SJRR and the CP lines opened up rail transportation to San Jose but bypassed the port town of Alviso, which resulted in a dramatic decline of the “use of the Port of Alviso, and the Alviso Road, for through traffic between San Jose and San Francisco.”¹⁵ Despite this change, Alviso Road and North 1st Street remained essential transportation routes for local commercial traffic from San Jose to Alviso's canneries and warehouses. Like many new towns in California, the primary industries in San Jose centered around agriculture and canning, with the earliest canning operation started by San Jose resident Dr. James Dawson in 1871. The canning industry was second only to fruit orchard farming, which dominated the local economy. During this time, the Property was part of a larger parcel that consisted of a fruit orchard.

By the early 1870s, the population of the City of San Jose had grown to 9,089, and the downtown business district was increasing (Figure 4). During this time, there was a vibrant Chinatown within "Market Plaza," at the corner of Market and San Fernando streets, home to at least 500 people of Chinese descent who had established a small community with businesses and residences. At this time, the City of San Jose was experiencing a wave of anti-Chinese activities that swept through California. In 1875, California's senators pressured their fellow lawmakers in Washington D.C. to pass the Page Act, which was an act that "prohibited convicted felons, prostitutes, and Asian contract laborers" from entering the U.S.¹⁶ This resulted in a series of anti-immigrant laws and practices, of which the most sweeping "Anti-Chinese" law was the "Chinese Exclusion Act" of 1882 that banned all Chinese laborers from entering the U.S., except for students, merchants, teachers, travelers, and diplomats.^{17 18}

In 1886, San Jose continued to grow (Figure 5), and the city began planning the modernization of its downtown area, which had grown to surround the Chinese community within Market Plaza. Throughout the 1880s, citizens and leaders of the City of San Jose gave speeches that called for removing Chinatown and local

¹³ Stacey De Shazo. "Historic Resource Evaluation of the San Jose Water Company Cambrian Station Located at 3033 S. Bascom Avenue, San Jose, Santa Clara County, California", Evans & De Shazo, LLC., 2016.

¹⁴ G. A. Laffey, "Historical Overview and Context for the City of San Jose", by Archives & Architecture, 1992.

¹⁵ Marjorie Dobkin Ph.D., "North First Street Historic Context", David Powers & Associates and Basin Research Associates for the City of San Jose, 2011.

¹⁶ Adam M. McKeown, *Melancholy Order: Asian Migration and the Globalization of Borders*, (New York: Columbia University Press, 2008) 133-134.

¹⁷ Ibid.

¹⁸ Anti-immigrant laws Congress passed in the late 19th and early twentieth century also included a range of laws barring Chinese from securing business licenses (1872), owning real estate (1872, 1913, 1920), wearing queues (1873), and walking on sidewalks while carrying loads with pole and baskets (1870), prohibition of interracial marriages in California, even women who married Chinese men lost their own U.S. citizenships (1922).



businesses to hire only white labor or face a boycott. On May 4, 1887, "a mysterious fire, deliberately set, destroyed San Jose's Chinatown."¹⁹ The Market Plaza Chinatown was the largest Chinatown south of San Francisco. It was home to families, including Chinese and Chinese American pioneers who were instrumental in developing the economy of Santa Clara County. Within months the community moved a few blocks away and established a small community known as "Heinlerville,"²⁰ which was also known as "Sixth Street Chinatown" or "San-Doy-Say Tong Yun Fow" by its Chinese residents. For the Chinese community of San Jose, Heinlerville provided a new start at a time when anti-Chinese laws and regulations were limiting opportunities for many Chinese immigrants throughout the U.S. By 1890, a small Japanese settlement, known as "Japantown," was established adjacent to Heinlerville. Japantown included businesses (Figure 6) and residences and was also the location of service centers for hiring Japanese immigrant farm laborers. An Anthropological Studies Center report completed in 2008 states,²¹ "relations between the two communities were cordial, even if there was little active socializing." One of the first Chinese stores within Chinatown to extend credit to the Japanese in the 1890s was the Tuck Wo general merchandise store in Heinlerville, where they frequented local Chinese restaurants.

During this time, city services were expanded to include gas and electric services provided by several small independent gas and electric companies, one of which constructed an electric light tower at the intersection of Market and Santa Clara streets, around Market Plaza (Figure 7). In 1887, Samuel Addison Bishop built the first electric streetcar line between San Jose and Santa Clara.²² In 1889, a new city hall was erected in the middle of Market Plaza, where the first Chinatown once stood, and in 1893, a new post office was constructed. In 1891, the electric street cars were converted to overhead electrical trolley lines, and in 1905, an interurban railroad was installed, which provided access to neighboring towns of Saratoga, Campbell, and Los Gatos. During the 1880s and 1890s, passenger transportation allowed for residential growth in outlying areas outside the city center. As the city's population grew, residential neighborhoods came to be located further away from the city center, and the vitality of the downtown area declined.

In the early 1900s, San Jose city boundaries expanded even further, spurred by the automobile's affordability and the construction of new roads. By the 1920s, downtown San Jose became Santa Clara County's center of the automobile trade, bringing new businesses back downtown. During this time, San Jose saw continued growth in population (Figure 8), and the city limits continued to expand into the surrounding agricultural area, replacing orchard farms with new residential developments. By 1928, all the city streets in San Jose had been paved, and the old wooden bridges were replaced with concrete bridges. The late 1920s also saw highway improvements with the construction of the Bayshore Highway (U.S. Route 101) in Santa Clara County in 1927,

¹⁹ Text taken in part from the "The Burning of San Jose Chinatown" marker, dedicated in 1987.

²⁰ Heinlerville was named for its owner and benefactor, John Heinlen, who supported the Chinese and offered up his own property for the new location where Chinese and Chinese Americans relocated after the first Chinatown in Market Plaza burned down in 1887.

²¹ Anthropological Studies Center, "Historical Context and Archaeological Survey Report: Heinlerville/San José Corporation Yard Archaeological Project," City of San Jose, April 2008.

²² Samuel Addison Bishop also developed the first horsecar railroad, which ran between San Jose and the mission town of Santa Clara in the 1860s.



the widening of the San Francisco and Oakland highways from 1929 to 1932, and the realigning and widening of what was then known as Santa Cruz Highway (present-day Highway 17). The new roads further increased the use of automobiles for travel, and by the 1930s, the streetcar lines were abandoned and replaced by private bus lines. By 1930, the population in San Jose had grown from 28,900 in 1910 to 57,700, due mainly to the continued annexation of surrounding agricultural land in the early twentieth century.

The 1940s brought significant change to the U.S. and residents of San Jose when on December 7, 1941, Japan bombed Pearl Harbor, Hawaii, and the U.S. declared war with Japan, marking the entrance of the U.S. into World War II (WWII). Suspecting potential spies within the Japanese American population, the U.S. government quickly enacted a series of measures to restrict the travel of Japanese Americans within the U.S. and Hawaii. On February 19, 1942, President Roosevelt signed Executive Order 1066, which authorized the internment of 120,000 people of Japanese descent, including Nisei, who were Japanese Americans born to Japanese parents, and Issei, who were the first generation of Japanese to immigrate to the U.S., in 11 camps located across seven states. In March 1942, the Japanese American communities throughout San Jose were told they would have to "relocate" to military areas, many of which were sent to the assembly center at Tanforan for assignment to internment camps (Figure 9).

After WWII ended in 1945, the Japanese residents of San Jose returned after being interned in camps throughout the U.S. from 1942 to 1945. The War Relocation Authority (WRA) gave each person \$25 in cash and a train or bus ticket back to their hometowns. Some residents returning to San Jose found their belongings stored by churches or trusted neighbors. In contrast, others discovered their homes and businesses in disarray, and their things were often stolen or broken.²³ Many returning residents could not stay with relatives and friends or find decent available housing and ended up in hostels, sleeping at local churches, or on farms. Although many Japanese Americans returned to the West Coast, by the 1950s, the Japanese American population had not reached pre-WWII population levels. The end of WWII also saw the return of U.S. soldiers, and the City of San Jose grew from 68,500 people in 1940 to 95,000 by 1950. The 1950s also saw job growth related to new industries, including the defense and electronic industries and manufacturing, such as the General Electric Company (GE). The arrival of these new industries further increased the city's population during the 1950s (Figure 10). By the 1960s, it had become Santa Clara County's economic base, resulting in San Jose's population doubling to approximately 200,000 residents.²⁴ Between 1960 and 1975, the population of San Jose increased from 200,000 to over 500,000, and the neighborhood where the Property is located was developed, including single-family houses and the Glider Elementary School (aka Glider Drive Elementary) – which was part of the Union. From 1949 to 1959, the local school district spent \$2.8 million to construct six new schools, including Union, Parker, Carlton, Lone Hill, James DeVoss, and Edwin Oster schools; however, by the early 1970s, school enrollments had declined. Simultaneously, in the early 1970s, housing construction increased as the city continued annexing surrounding agricultural land in support of the developing high-tech industry that became known as Silicon Valley.

²³ James C Williams, and Kent Seavey. "Gilroy Yamato Hot Springs National Register of Historic Places Nomination", (NR#95000996), Washington, DC: National Park Service, 1995.

²⁴ Archives & Architecture. County of Santa Clara Historic Context Statement. Prepared for the County of Santa Clara. December 2004, Revised 2012.



Figure 2. 1868 photograph of downtown San Jose facing north/northeast from the dome of the original Santa Clara County courthouse on 1st Street (left side of the photograph) in San Jose (courtesy of the San Jose Public Library, California Room).





Figure 3. 1869 photograph of the first Santa Clara County Courthouse (courtesy of the San Jose Public Library, California Room).



Figure 4: 1875 Bird's eye view of San Jose, facing north (courtesy of the San Jose Public Library, California Room).

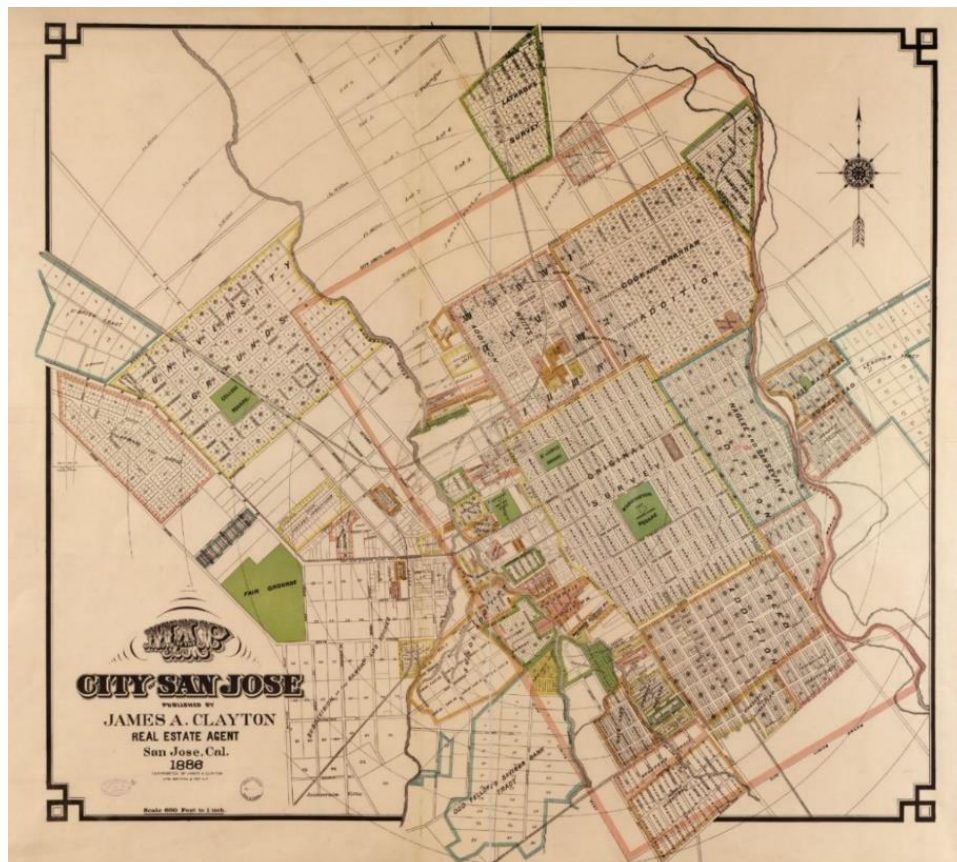




Figure 5. In 1886, the Property was outside the city limits.



Figure 6. ca. 1900 photograph showing the Okita Brothers store in San Jose's Japantown (courtesy of the California History Center Archives).





Figure 7. 1910 photograph of the San Jose Electric Light Tower and interurban rail line that ran north-south through the center of downtown along 1st Street (courtesy of the San Jose Public Library).



Figure 8. ca. 1928 photograph of downtown San Jose looking east, with Santa Clara Avenue to the left and Market Street on the right (courtesy of San Jose Public Library).

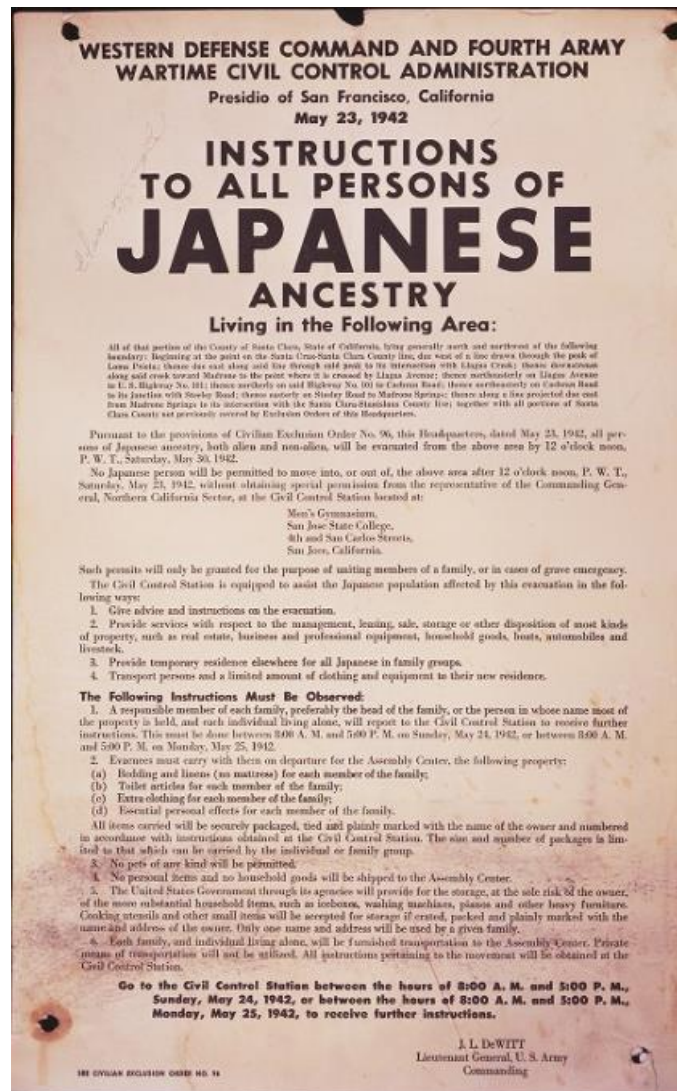




Figure 9. State of California notice of evacuation to all persons of Japanese ancestry living in Santa Clara County, May 23, 1942 (courtesy of Calisphere.org).



Figure 10. ca. 1955 photograph of S. 1st and San Fernando streets in downtown San Jose (courtesy of San Jose Public Library, California Room).

PROPERTY HISTORY

In 1876, the Property was part of a 714-acre parcel belonging to George and Elise Smout (Figure 11 and Figure 12). George was born in 1829 in England, and Elise in 1830 in Switzerland.²⁵ In the 1850s, George immigrated to the U.S. and Elise in 1871.²⁶ In 1872, George and Elise married in Santa Clara County, and they had one child, Lillie. During George and Elise's ownership of the 714-acre property, including the Property, they operated a cattle ranch and farm.²⁷ In 1877, George died, and the property was deeded to Elise.²⁸ It is unclear when Elise sold the property, but by 1898, she moved to Orchard Street in San Jose.²⁹ According to her obituary, Elise owned the Smout Building (exact location unknown; no longer extant) at her death in 1903.³⁰ The property remained agricultural land until it was purchased by the Oak Grove School District in 1967 (Figure 13).

²⁵ Ancestry.com. 1870 United States Federal Census.

²⁶ Ancestry.com. 1900 United States Federal Census.

²⁷ Ancestry.com. California, U.S., Voter Registers, 1866-1898.

²⁸ Ancestry.com. U.S., Find a Grave® Index, 1600s-Current.

²⁹ Ancestry.com. U.S., City Directories, 1822-1995.

³⁰ Ancestry.com. U.S., Find a Grave® Index, 1600s-Current.

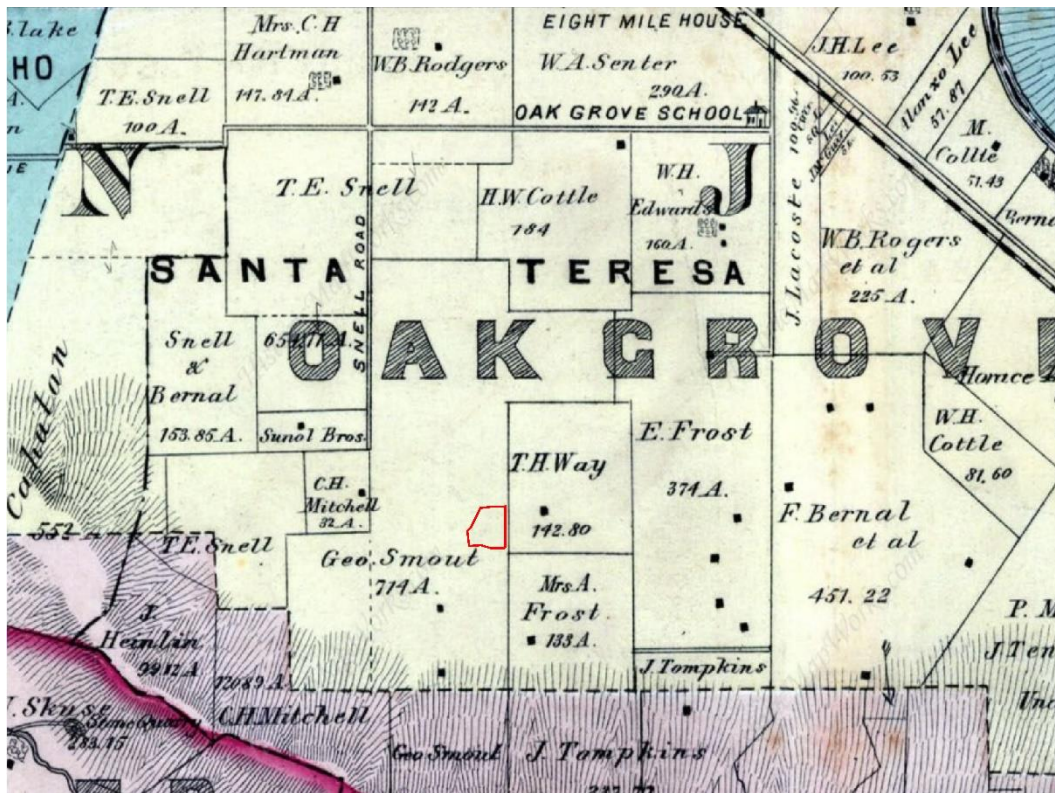


Figure 11. 1876 Thompson Map showing the Property within a 714-acre parcel labeled as belonging to George Smout (courtesy of Calisphere.com).



Figure 12. 1890 Hermann Bros. Map showing the Property within the 714-acre parcel labeled as belonging to Elise Smout (courtesy of Calisphere.com).



Figure 13. 1965 aerial photograph outlining the Property (in red) without any buildings in the area (courtesy of the University of Santa Barbara).



Table 1. Ownership of the Property.

1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape		
Year	Owner/Occupants	Details
1967-2021	Owner: Oak Grove School District	• The Oak Grove School District purchased the 9.5-acre Property in 1967. Construction of the Glider Elementary School began in 1968 (Figure 14). The school was designed by school district architect Kal H. Porter A.I.A. • In 1980, a baseball field (no longer extant) and a small shed (no longer extant) were constructed on the west section of the Property (Figure 15). In ca. 2002, a paved concrete area was constructed, a ca. 2002 daycare building, a ca. 2002 steel container, and four portable classroom buildings (2003), and in 2017, solar panels were added. • According to the California School Directory, Glider Elementary was closed in 2018.^{31 32} In 2021, the school district sold the Property.

³¹ No Author. Glider Elementary, California Department of Education, Accessed 01/22/2025, <https://www.cde.ca.gov/schooldirectory/details?cdscode=43696256048144>.

³² Mark Gomez, South San Jose School District Decides to Close Three Schools, The Mercury News, Accessed online 01/22/2025, <https://www.mercurynews.com/2018/02/02/south-san-jose-school-district-decides-to-close-three-schools/>.

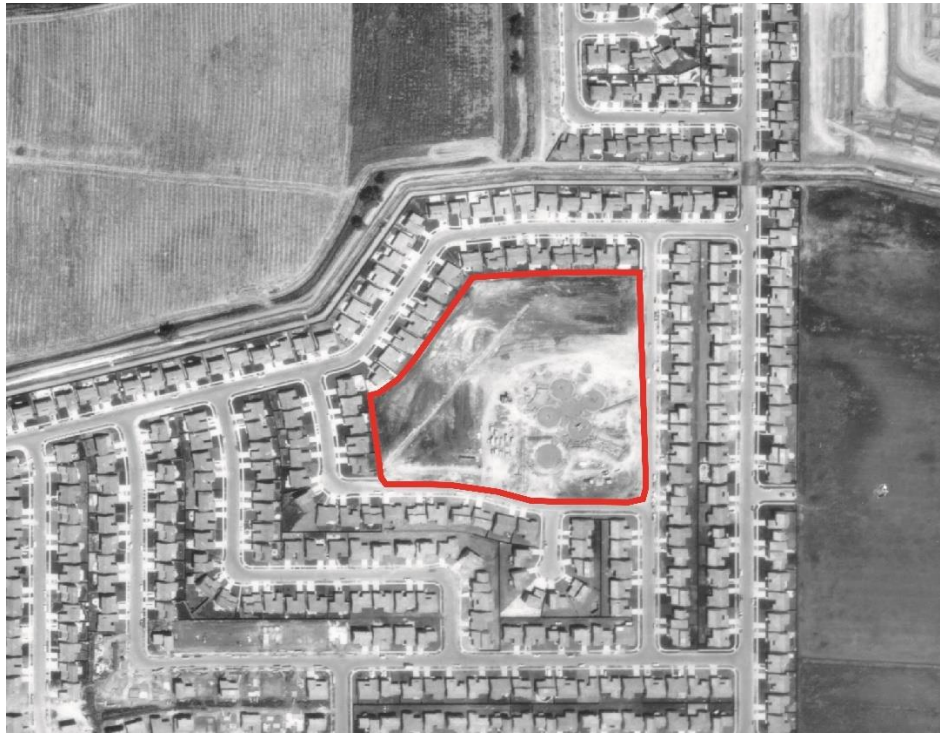


Figure 14. 1968 aerial photograph showing the school buildings being constructed (courtesy of the University of California, Santa Barbara).



Figure 15. 1980 aerial photograph showing the Glider Elementary School building, a small shed, a baseball field, and the rectangular playground (courtesy of the University of California, Santa Barbara).



ARCHITECTURAL STYLES AND ARCHITECT

The following section details the architectural style and architect associated with the 1968 Glider Elementary School.

POST MODERNISM (1950S – 1990S)

Postmodern architecture is a style or movement that emerged in the late 1950s as a reaction against the austerity, formality, and lack of variety of modern architecture, particularly in the international style advocated by Philip Johnson and Henry-Russell Hitchcock. The style flourished from the 1980s through the 1990s, particularly in the work of Scott Brown and Robert Venturi, as well as Philip Johnson, Charles Moore, and Michael Graves. In the late 1990s, it was divided into many new trends, including high-tech architecture, neo-futurism, new classical architecture, and deconstructivism.³³ Post Modernism is often represented by giving the primary emphasis to the facade, incorporating historical elements through the subtle use of unusual materials and historical allusions while creating fragmentation and modulations to make a building interesting.

CLUSTER-PLAN SCHOOL DESIGN (1950S – 1970S)

During the 1950s, a new Cluster-Plan School design emerged in the U.S. The design appears to have been born from a need for cost-effective school design. In 1952, *Architectural Record* observed that, in national school design, cities began to turn away from traditional education building design that focused on building orientation, typically designed to create cross-lighting (aka daylighting), which drove up costs.³⁴ Throughout the 1950s and early 1960s, cities grew, and new neighborhoods developed; simultaneously, new funds were restricted for the construction of new schools. Cities and architects teamed to come up with ideas to create more compact campus plans. This developed into the trend known as the Cluster-Plan School, providing a logical solution to funding issues. Early prototypes retained low massing and indoor-outdoor access and views for all classrooms. But rather than extending wings along an axis, the plan called for grouping them as modular, standalone units around a shared central courtyard. Some Cluster-Plan School designs had generous expanses of windows, with views to central courtyards and other classrooms, providing a more communal setting. In terms of organization and details, the prominent cluster schools of the early and mid-1950s reflected a new sensitivity to the child's perception. Character-defining features of cluster designs include views towards a courtyard and other classrooms, providing a more communal, neighborhood-like setting, and easy indoor-outdoor connections.

Sub-Type: Open-Plan School Design

During the early 1960s, the Open-Plan School design (a sub-type of the Cluster-Plan School design) was introduced by the Educational Facilities Laboratories (EFL), a nonprofit funded by the Ford Foundation's Fund for the Advancement of Learning. The EFL "brought together educators, architects, manufacturers, and

³³ Heinrich Klotz, *History of Post-Modern Architecture*. Cambridge, MA: MIT Press. 1998.

³⁴ Frank G. Lopez, "Schools: Architectural Record's Building Types Study Number 184: Some Trends in School Design," *Architectural Record* (March 1952): 132–141, 150–154.



government officials” to “encourage new ideas about both curriculum and architecture.”³⁵ The EFL conducted research, sponsored conferences, and held grant competitions. The intention of the new design was to accommodate a new method of “team teaching,” with adaptable interiors, movable walls, and few built-ins, in a new typology known as the open-plan school. According to the *Los Angeles Times*, “If you were to take the roof off most schools and look in, you would see a series of identical rooms, approximately 30 x 40 ft., strung along both sides of a corridor. This is the floor plan of an obsolete school.”³⁶ Although the most obvious changes brought by the open-school plan were to school interiors, the shift was also discernible on the exterior. Some—but not all—open-plan schools adopted the circular form, though some argued that the circular form best served team teaching since the circular plan offered “continuous movement of children.”³⁷ Architects also experimented with hexagonal building shapes, either with self-enclosed campuses or smaller circular classrooms clustered around a common area or courtyards, such as the Glider Elementary School. Ultimately, despite high expectations, open-plan schools “faced problems of practicality and perception.”³⁸ By the 1970s, the Open-Plan School design was no longer constructed. Character-defining features of this sub-type included clustered buildings with higher ceilings, roof spans had to be long and high, with a steel structural system - providing, essentially, a large high space into which the school’s program could be designed. As such, massing increased, and corridors were located inside the forms. The buildings were often set around central courtyards. Architects also experimented with hexagonal forms.

ARCHITECT: KAL H. PORTER, AIA (1923-2015)

The Glider Elementary School architect was Kal H. Porter, AIA (Figure 16 and Figure 17). Porter studied architecture at the University of California Berkeley (graduation year unknown). During his career, he founded several architectural firms, including Porter, Jensen, Hansen, Manzagol Architects (1957-1979), and Don Jensen Associates (1960s to the 1970s); and in 1978, Porter founded Kal Porter, AIA and Associates. In addition, during the 1960s and 1970s, Porter worked for the Bank Building & Equipment Corporation of America, designing banks, working on several hospital additions, and on school projects as a district architect in Santa Clara County. During his career, he designed several public school buildings, focusing on Cluster-Plan School design, noting that this school building design was focused on reducing building costs but also incorporating new and innovative learning experiences within the interiors of the buildings using a design template created for this approach. As such, many district and district architects utilized the Cluster-Plan School templates to design new schools, likely adding some of their own design elements; however, this would have been curtailed by costs. One of the examples of this design is the Nelson S. Dilworth Elementary School (1962) in the Cupertino Union School District. This design also included elements of Mid-Century Modern architecture and some open-plan details – though not fully an Open-Plan School design. Porter also designed the New Inverness School (1963; no longer extant) Open-Plan School for the Cupertino Union School District; however, the school was demolished in 1978. In 1965, he designed the Victorine Klein School in

³⁵ Amy F. Ogata, “Building for Learning in Postwar American Elementary Schools,” *Journal of the Society of Architectural Historians* 67, no. 4, (December 2008) 581.

³⁶ “‘Flexible’ School Called Teamwork Aid,” *Los Angeles Times*, 24 November 1961.

³⁷ Ogata, 583.

³⁸ Ibid. 583.



Mountain View, a collaborative design that incorporated the Open-Plan School design by the EFL, which was the intention, as the team design was focused on cost and innovative learning.

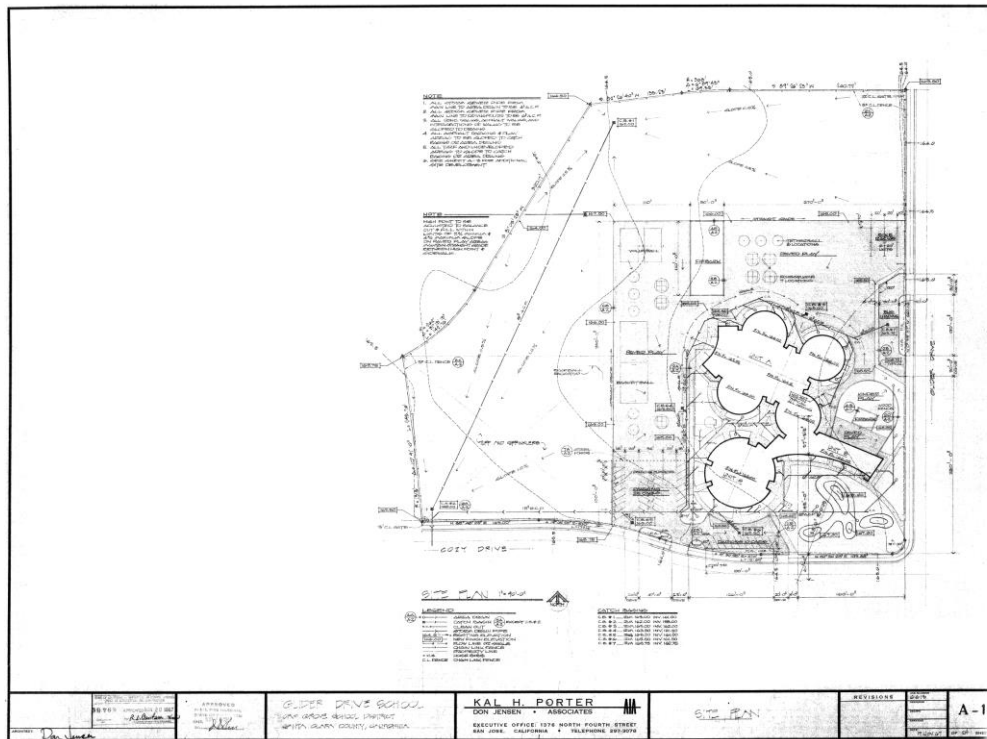


Figure 16. Architect Kal H. Porter's design, under Don Jensen Associates (courtesy of the Oak Grove School District).

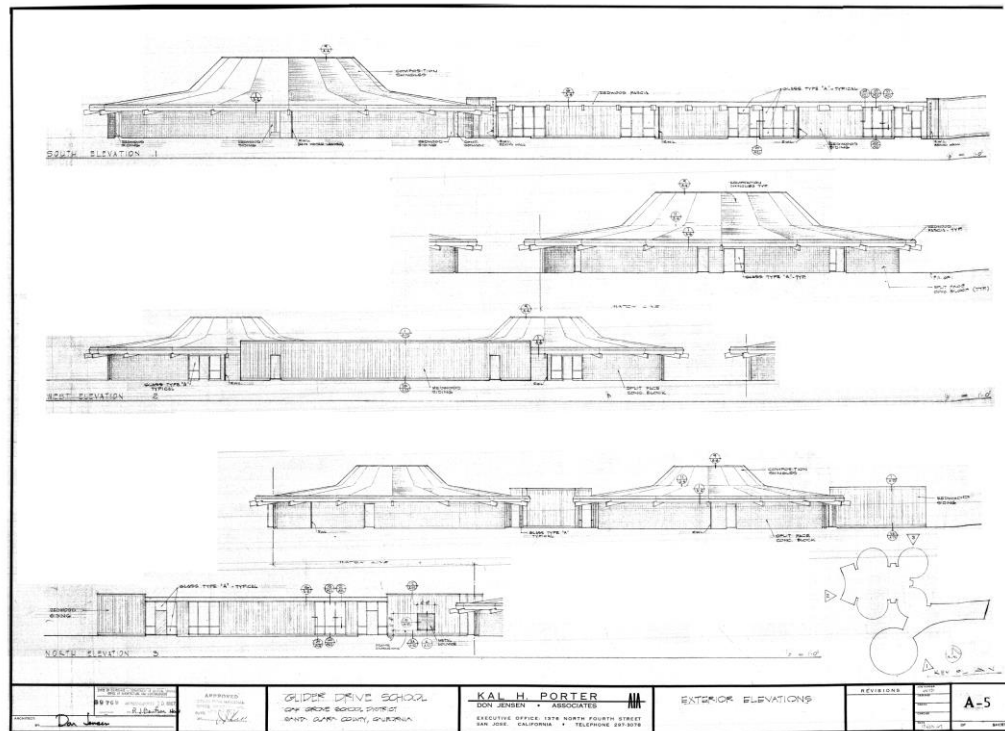


Figure 17. Exterior elevations of the school building (courtesy of the Oak Grove School District).

HISTORIC ARCHITECTURAL SURVEY

On December 21, 2024, EDS Principal Architectural Historian Stacey De Shazo, M.A., completed a historic architectural survey of the Property, including the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape. The results of the survey are documented in the following section.

1968 GLIDER ELEMENTARY SCHOOL BUILDING

The 1968 Glider Elementary School building was designed in the Modern Open-Plan School Design utilizing the “cluster” form. The building features a pattern of five rotundas interconnected by corridors of various shapes. The buildings are organized into three units (aka clusters) identified as Unit A, Unit B, and Unit C (Figure 18). Unit A consists of four rotundas that originally housed four open-plan classrooms within each rotunda; Unit B is a curved, single-story, flat-roof rectangular form that originally housed the administrative offices and two kindergarten classrooms; and Unit C is a larger rotunda that was a multi-use room. The building is constructed of concrete blocks and clad in redwood siding. The roofs are clad with composite shingles. The rotunda roofs are distinct design elements, resembling Pavilion-style roofs, comprising a lower section and a raised center form. The building appears to rest on a concrete slab foundation secured via steel pipe columns and square steel columns.

The following section details the three units, A, B, and C that comprise the school building.

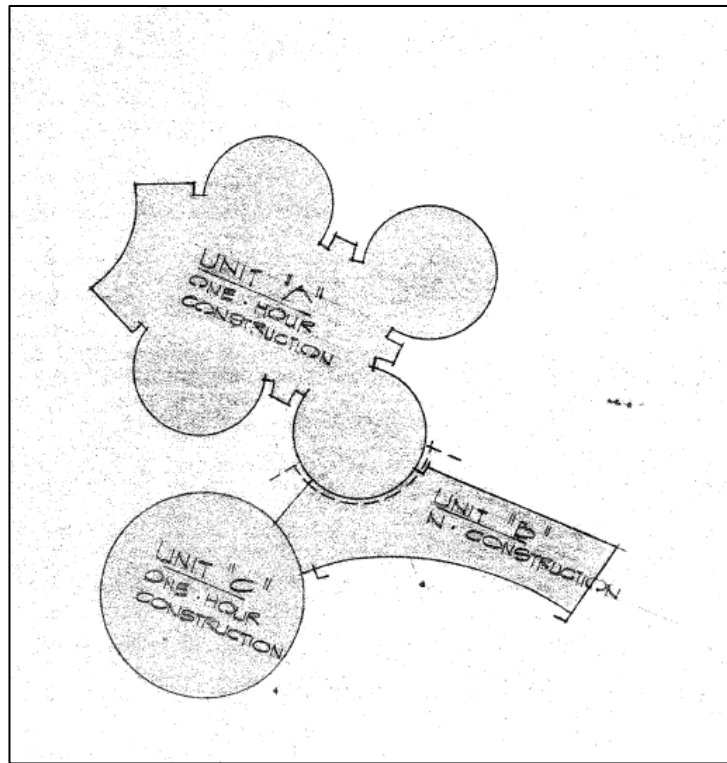


Figure 18. Sketch showing units A, B, and C, taken from the original Architectural drawings, sheet A-3 (courtesy of the Oak Grove School District).

Unit A – Four Rotundas

Unit A consists of four rotundas and several rectangular forms (Figure 19, Figure 20, and Figure 21), as well as an open-air corridor that connects Unit A to Unit C (Figure 22). The rotunda roofs have wide eaves with exposed rafters. The four rotundas are clad in concrete blocks, and the rectangular forms are clad in redwood siding panels reminiscent of board-and-batten siding. It appears there may be at least two fixed-light windows (sidelights) that flank an exterior door along one of the four rotundas; however, the windows are covered in plywood. Overall, there is a significant lack of windows, which does not align with the original design's intent of a modern cluster or open-plan design that typically includes clearstory windows, allowing light into the open classrooms. It is likely that the lack of windows was to save on construction costs. The rotundas consist of half-glazed (covered with plywood) and metal doors, double metal doors, and solid metal doors. The integrated, rectangular form along the west elevation is attached to the two most western rotundas. The rectangular form consists of two metal doors, which, within the interior, originally housed a series of classrooms divided by removable panels. There are no windows within the rectangular form. There is an open-air corridor constructed of round metal posts and a flat roof that leads from the south elevation and the center section of the four rotundas, which leads to the large rotunda (Unit C).



Figure 19. Showing the northeastern-most rotunda, facing south.



Figure 20. Showing two of the four rotundas, facing west.



Figure 21. Showing an exterior, integrated wooden wall that joins the two most northerly rotundas, facing southwest.



Figure 22. Photograph showing the open-air corridor that connects to the large rotunda (Unit C), facing east.

Unit B – Curved Rectangular Form

Unit B is a curved rectangular form that is one of the principal facades along the “primary” elevation of the school (Figure 23). The form comprises a flat roof with wide eaves and exposed rafter tails along the primary facade. The visible side wall facing Glider Drive is an oversized wall that extends beyond the height of the roof and is clad in redwood boards reminiscent of board and batten siding (Figure 24). There are fixed, divided-



light floor-to-ceiling windows along the primary facade (currently covered in plywood, although visible on Google street map), of which some flank solid metal doors.



Figure 23. Photograph showing a section of Unit B, adjacent to Unit C, facing east.



Figure 24. The southwesternmost section of Unit B, facing east.

Unit C - Large Rotunda

Unit C consists of the large rotunda that is visible along Glider and Cozy drives. The building is clad in concrete blocks and has wide eaves with exposed rafters (Figure 25). The building consists of a main, recessed



“vestibule” within a wide entrance located on the eastern wall of the form. The main entrance consists of metal, double doors flanked by side light windows (covered in plywood). There is a secondary wide entrance along the north side of the building, which is accessed via the open-air corridor. This entrance is recessed and consists of metal double doors. There are two narrow, recessed entrances, one along the north side and one at the west side of the form. There are no windows along the large rotunda.



Figure 25. Unit C, facing northeast.

CA. 2002 DAYCARE BUILDING

The ca. 2002 daycare building is not associated with any architectural style or form. The rectangular building appears to be wood-framed and is clad in wood panels (Figure 26). It has a low-pitched “shed-style” roof. There are two accessibility ramps along the south elevation (primary façade) that lead to metal single doors at each end of the primary façade. The ramp consists of a raised concrete ramp and metal handrails. There are two narrow, rectangular windows along the south elevation that are covered in plywood, as well as addition windows on the side elevations, also covered in plywood.



Figure 26. Primary façade, facing east.

CA. 2002 STEEL CONTAINER

The ca. 2002 steel container is not associated with any architectural design or form. It is an approximately 20-foot portable storage container (Figure 27).



Figure 27. ca. 2002 steel container, facing east.

FOUR PORTABLE CLASSROOM BUILDINGS (2003)

The four portable classrooms are not associated with any architectural style or form. The four buildings are



similar in design and material (Figure 28), each with vertical wood panel siding, rectangular windows, metal entrance doors, and a shed-style roof with wide eaves.



Figure 28. Four portable classroom buildings, facing northwest.

LANDSCAPE (2017 SOLAR PANELS, 1968 PLAYGROUND AREA, ETC..)³⁹

The landscape is mostly paved with asphalt and consists of a schoolyard with painted activity “stencils,” 2017 solar panels (Figure 29), a 1968 playground area (replaced with contemporary playground equipment), two semi-circular “drop-off and pick-up” driveways, one at the primary façade on Cozy Road (Figure 30) and one along the cozy Drive. There is also a kindergarten playground and parking.

³⁹ The 2017 solar panels and 1968 playground have been combined in the landscape section of the survey documentation.



Figure 29. Photograph showing the 2017 solar panels, and a portion of the schoolyard, facing north.



Figure 30. Photograph showing the semi-circular driveway, facing northwest.

EVALUATION OF HISTORICAL SIGNIFICANCE

The Property, including the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape, was evaluated to determine eligibility for listing on the CRHR. The 1968 Glider Elementary School building was considered under Criterion 3 for its association with Post-Modernism architecture, specifically Open-Plan School Design, and architect Kal H. Porter, with a period of significance of 1968, respectively, which is the year the building was constructed. The ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968



playground area with contemporary equipment, and landscape are not associated with any design, form, or landscape design.

CALIFORNIA REGISTER OF HISTORICAL RESOURCES

The CRHR is an inventory of significant architectural, archaeological, and historical resources in California. Resources can be listed in the CRHR through several methods. State Historical Landmarks and NRHP-listed properties are automatically listed in the CRHR. Properties can also be nominated to the CRHR by local governments, private organizations, or citizens. The CRHR follows *similar* guidelines to those used for the NRHP.⁴⁰ One difference is that the CRHR identifies the Criteria for Evaluation numerically instead of alphabetically. Another difference, according to the OHP, is that “It is possible that historical resources may not retain sufficient integrity to meet the criteria for listing in the NRHP, but they may still be eligible for listing in the California Register. A resource that has lost its historical character or appearance may still have sufficient integrity for the California Register if it maintains the potential to yield significant scientific or historical information or specific data”.⁴¹

To qualify for listing in the CRHR, a property must possess significance under one of the four criteria and have historic integrity. Determining integrity consists of evaluating seven variables or aspects that include location, design, setting, materials, workmanship, feeling, and association. According to the *National Register Bulletin: How to Apply the National Register Criteria for Evaluation*, these seven characteristics are defined as follows:

- **Location** is the place where the historic property was constructed.
- **Design** is the combination of elements that create the form, plans, space, structure, and style of the property.
- **Setting** addresses the physical environment of the historic property inclusive of the landscape and spatial relationships of the building(s).
- **Materials** refer to the physical elements that were combined or deposited during a particular period of time and in a particular pattern of configuration to form the historic property.
- **Workmanship** is the physical evidence of the crafts of a particular culture or people during any given period in history.
- **Feeling** is the property’s expression of the aesthetic or historic sense of a particular period of time.
- **Association** is the direct link between an important historical event or person and a historic property.

The following section examines the eligibility of the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape.

⁴⁰ California Code of Regulations, Title 14, Chapter 11.5, Section 4850 et seq.

⁴¹ California Office of Historic Preservation Technical Assistance Series #6 California Register and National Register: A Comparison (for purposes of determining eligibility for the California Register).



CRHR EVALUATION

1. **(Event): Is associated with events that have made a significant contribution to the broad patterns of California's history and cultural heritage**

The Property, including the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape, is not associated with any event that made a significant contribution to the broad patterns of California's history or cultural heritage. As such, the built environment within the Property does not appear eligible for listing on the CRHR.

Therefore, the Property does not appear individually eligible for listing in the CRHR under Criterion 1.

2. **(Person): Is associated with the lives of persons important in our past.**

EDS completed a thorough records search and literature review of the ownership of the Property containing the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape, was owned by the school district from 1967 to 2021 and, as such, the Property is not eligible for listing under this criterion.

Therefore, the Property is not individually eligible for listing in the CRHR under Criterion 2.

3. **(Construction/Architecture): Embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of an important creative individual, or possesses high artistic values**

Architecture – The 1968 Glider Elementary School is associated with **Post-Modernism** architecture, specifically **Open-Plan School Design**, with a period of significance of 1968. Although the building is associated with a type of school design that gained popularity in the 1960s and included interior elements that supported open-plan learning, it is a modest example and lacks any design elements, such as interior corridors or clusters set around a central courtyard, which would support the building being a representative example of this style. In addition, the materials – though modern – include oversized “board and batten” elements and the small concrete blocks appear to have been chosen based on cost savings rather than on design or materials distinctive to Post-Modernism and Open-Plan School Design. Also, there is a significant lack of windows, which does not align with the original design's intent of a modern cluster or open-plan design that typically includes clearstory windows. Finally, the interior – separation of space and learning structure would need to be intact – noting it is a key element to the design. Therefore, the 1968 Glider Elementary School building is not eligible under Criterion 3 for architecture.

Architect – Kal H. Porter: The 1968 Glider Elementary School is associated with Kal H. Porter, an architect who mainly worked in the design of public buildings. Although Porter appears to have been an adept architect, who embraced modern architecture in the 1960s and 1970s, he was not a master architect and did not develop his own architectural style or specialize in any design, nor did he “invent” the Open-Plan School Design, nor master this style. Instead, like many architectural firms,



he worked on specific projects (some with specific restrictions such as schools) and in popular styles during his career. Neither Porter, nor any of the architectural firms he worked for, are listed within PCAD,⁴² and his peers have not recognized him as a relevant architect. Therefore, the 1968 Glider Elementary School is not eligible under Criterion 3 for association with Porter.

The ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), and 2017 solar panels do not meet the age requirement for evaluation. The 1968 playground area with contemporary equipment and landscape were not found to be significant under this criterion.

Therefore, none of the built environment resources within the Property appear individually eligible for listing in the CRHR under Criterion 3.

4. (Information potential): Has yielded, or may be likely to yield, information important in prehistory or history.

Criterion 4 most commonly applies to resources that contain or are likely to contain information on an important archaeological research question. While most often applied to archaeological sites, Criterion 4 can also apply to built environment resources that contain important information. For a building to be eligible under Criterion 4, it must be a principal source of important information, such as exhibiting a local variation on a standard design or construction technique can be eligible if a study can yield important information, such as how local availability of materials or construction expertise affected the evolution of local building development.

None of the built environment resources within the Property are the principal source of information for any local design or construction technique. As such, none of the built environment resources within the Property are eligible for listing in the CRHR under Criterion 4.

INTEGRITY

A Property must possess significance under one or more of the above-listed criteria and have historic integrity to qualify for listing in the CRHR. There are seven variables, or aspects, used to judge historic integrity, including location, design, setting, materials, workmanship, feeling, and association.⁴³ A resource must possess the aspects of integrity that relate to the historical theme(s) and period of significance identified for the built-environment resources. National Register Bulletin 15 explains, “only after significance is fully established can you proceed to the issue of integrity.”

The 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape within the Property were not found to be eligible for listing on the CRHR under

⁴² PCAD includes a range of information on the buildings and architects of California, Oregon and Washington. Also included are professionals in other fields who have made an impact on the built environment, such as landscape architects, interior designers, engineers, urban planners, developers, and building contractors.

⁴³ National Park Service, *National Register Bulletin: How to Apply the National Register Criteria for Evaluation* (Washington, D.C.: United States Department of the Interior, 1997).



any of the four Criteria; as such, an integrity analysis was not completed.

CONCLUSION

EDS completed an HRE and Local Assessment of the Property containing the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape at 511 Cozy Lane, San Jose, Santa Clara County to determine if the Property is individually eligible for listing on the CRHR or eligible for a potential local landmark listing, and make recommendations as warranted. The methods used to complete the HRE included a record search and literature review, and an intensive level historic architectural survey. The HRE was completed by EDS Principal Architectural Historian Stacey De Shazo, M.A., who exceeds the Secretary of the Interior's Professional Qualification Standards in Architectural History and History, and Bee Thao, M.A., who assisted with the research.

The HRE determined that none of the built environment resources within the Property qualify for listing on the CRHR under any criterion, and the Property is not recommended for local landmark listing (Appendix B). As such, there are no built environment resources within the Property that are not considered historical resources in accordance with 14 CCR §15064.5. Therefore, no Project-specific recommendations are warranted



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1868 photograph of downtown San Jose facing north/northeast from the dome of the original Santa Clara County courthouse on 1st Street (left side of the photograph) in San Jose

1869 photograph of the first Santa Clara County Courthouse

1875 Bird's eye view of San Jose

ca. 1955 photograph of S. 1st and San Fernando streets in downtown San Jose

ca. 1928 photograph of downtown San Jose looking east, with Santa Clara Avenue to the left and Market Street on the right

1910 photograph of the San Jose Electric Light Tower and interurban rail line that ran north-south through the center of downtown along 1st Street

Sawyer, Eugene T. *History of Santa Clara County*. Historic Record Co.; San Jose Historic Museum Association, 1922.

University of California Santa Barbara

1965 aerial photograph

1968 aerial photograph

1980 aerial photograph



Williams, James C. and Kent Seavey. "Gilroy Yamato Hot Springs National Register of Historic Places Nomination." (NR#95000996), Washington, DC: National Park Service, 1995.



Appendix A:

DPR Forms

State of California The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
PRIMARY RECORD

Primary #
HRI #
Trinomial
NRHP Status Code 6Z

Other Listings
Review Code

Reviewer

Date

Page 1 of 14

*Resource Name or #: Glider Elementary School

P1. Other Identifier: _____

*P2. Location: ☐ Not for Publication ☒ Unrestricted

*a. County Santa Clara and

*b. USGS 7.5' Quad Santa Teresa Hills Date 1980 T 8S; R 1E; ☐ of ☐ of Sec un; MD B.M.

c. Address 511 Cozy Drive City San Jose Zip 95123

d. UTM: Zone 10S, 604341 mE/ 4121412 mN

e. Other Locational Data: The resource is within the 9.5-acre APN 689-08-001. It is approximately 1.5 miles south of California State Route 85 (SR 85) and 7.79 miles south of downtown San Jose.

*P3a. Description: The resource includes the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area, and landscape. The 1968 Glider Elementary School building was designed in the Modern Open-Plan School Design utilizing the "cluster" form. The building consists of a pattern of five rotundas interconnected via corridors in various shapes. (Continued on Continuation Sheet, Page 2)

P5a.



*P3b. Resource Attributes:

HP15. Educational Building (1968 Glider Elementary School; ca. 2002 daycare building, ca. 2002 container, and four (4) 2003 portable classroom buildings) HP39. Other (1968 playground and 2017 solar panels)

*P4. Resources Present: ☒ Building
☐ Structure ☐ Object ☐ Site ☐ District
☐ Element of District ☐ Other

P5b. Description of Photo: 1968 Glider Elementary school building, facing south

*P6. Date Constructed/Age and Source: ☒ Historic ☐ Prehistoric
☐ Both 1968 Glider Elementary School; ca. 2002 daycare building, ca. 2002 container, four (4) 2003 portable classroom buildings, 1968 playground and 2017 solar panels; various sources

*P7. Owner and Address: Name withheld by owner

*P8. Recorded by: Stacey De Shazo,

M.A., Evans & De Shazo, Inc. 1141 Gravenstein Highway S, Sebastopol, California 95472

*P9. Date Recorded: 12/21/2024

*P10. Survey Type: Intensive

*P11. Report Citation: Stacey De Shazo with Bee Thao (2025): A Historic Resource Evaluation and Local Assessment of the Glider Elementary School at 511 Cozy Drive, San Jose, Santa Clara County, California

*Attachments: ☐ NONE ☒ Location Map ☒ Continuation Sheet ☐ Building, Structure, and Object Record
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record
☐ Artifact Record ☐ Photograph Record ☐ Other (List): _____

CONTINUATION SHEET

Property Name: Glider Elementary School

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(Continued from Primary, page 1)

1968 Glider Elementary School Building

The buildings are organized into three units (aka clusters) identified as Unit A, Unit B, and Unit C. Unit A consists of four rotundas that originally housed four open-plan classrooms within each rotunda; Unit B is a curved, single-story, flat roof rectangular form that originally housed the administrative offices and two kindergarten classrooms; and Unit C is a larger rotunda that was a multi-use room. The building is constructed of concrete blocks and clad in redwood siding. The building is constructed of concrete blocks and clad in redwood siding. The roofs are clad with composite shingles. The rotunda roofs are distinct design elements, resembling Pavilion-style roofs, comprising a lower section and a raised center form. The building appears to rest on a concrete slab foundation secured via steel pipe columns and square steel columns.

The following section describes the three units, A, B, and C that make up the school building.

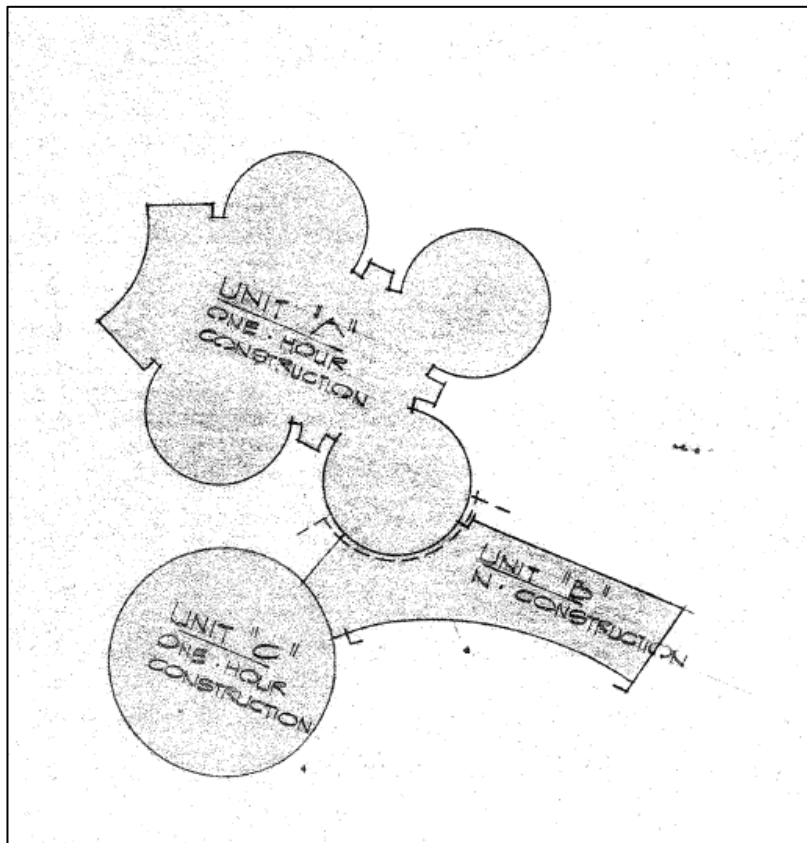


Figure 1. Sketch showing units A, B, and C, taken from the original Architectural drawings, sheet A-3 (courtesy of the Oak Grove School District).

Unit A – Four Rotundas

Unit A consists of four rotundas and several rectangular forms (Figure 2, and Figure 3), as well as an open-air corridor that connects Unit A to Unit C (Figure 4). The rotunda roofs have wide eaves with exposed

CONTINUATION SHEET

Property Name: Glider Elementary School

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rafters. The four rotundas are clad in concrete blocks, and the rectangular forms are clad in redwood siding panels that are reminiscent of board and batten siding. It appears there may be at least two fixed-light windows (sidelights) that flank an exterior door along one of the four rotundas; however, the windows are covered in plywood. Overall, there is a significant lack of windows, which does not align with the original design intent of modern cluster or open-plan design that typically included clearstory windows – allowing light into the open classrooms. It is likely that the lack of windows was to save on construction costs. The rotundas consist of half-glazed (covered with plywood) and metal doors, double metal doors, and solid metal doors. The integrated, rectangular form along the west elevation is attached to the two most western rotundas. The rectangular form consists of two metal doors that originally housed a series of classrooms divided by removal panels. There are no windows within the rectangular form. There is an open-air corridor constructed of round metal posts and a flat roof that leads from the south elevation and the center section of the four rotundas, which leads to the large rotunda (Unit C).



Figure 2. Showing two of the four rotundas, facing west.

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Property Name: Glider Elementary School

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Figure 3. Showing an exterior, integrated wooden wall that joins the two most northerly rotundas, facing southwest.



Figure 4. Photograph showing the open-air corridor that connects to the large rotunda (Unit C), facing east.

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Property Name: Glider Elementary School

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Unit B – Curved Rectangular Form

Unit B is a curved rectangular form that is one of the principal facades along the “primary” elevation of the school (**Figure 5**). The form comprises a flat roof with wide eaves and exposed rafter tails along the primary facade. The visible side wall facing Glider Drive is an oversized wall that extends beyond the height of the roof and is clad in redwood boards reminiscent of board and batten siding (**Figure 6**). There are fixed, divided-light floor-to-ceiling windows along the primary facade (currently covered in plywood, though visible from Google street map), of which some flank solid, metal doors.



Figure 5. Photograph showing a section of Unit B, adjacent to Unit C, facing east.

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Property Name: Glider Elementary School

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Figure 6. The southwesternmost section of Unit B, facing east.

Unit C - Large Rotunda

Unit C consists of the large rotunda that is visible along Glider and Cozy drives. The building is clad in concrete blocks and has wide eaves with exposed rafters (**Figure 7**). The building consists of a main, recessed “vestibule” within a wide entrance located on the eastern wall of the form. The main entrance consists of metal, double doors flanked by side light windows (covered in plywood). There is a secondary wide entrance along the north side of the building, which is accessed via the open-air corridor. This entrance is recessed and consists of metal, double doors. There are two narrow, recessed entrances, one along the north side, and one at the west side of the form. There are no windows along the large rotunda.

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Property Name: Glider Elementary School

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Figure 7. Unit C, facing northeast.

ca. 2002 Daycare Building

The ca. 2002 daycare building is not associated with any architectural style or form. The rectangular building appears to be wood-framed and is clad in wood panels (**Figure 8**). It has a low-pitched “shed-style” roof. There are two accessibility ramps along the south elevation (primary façade) that lead to metal single doors at each end of the primary façade. The ramp consists of a raised concrete ramp and metal handrails. There are two narrow, rectangular windows along the south elevation that are covered in plywood, as well as addition windows on the side elevations, also covered in plywood.

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Property Name: Glider Elementary School

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Figure 8. Primary façade, facing east.

ca. 2002 Steel Container

The ca. 2002 steel container is not associated with any architectural design or form. It is an approximately 20-foot portable storage container (**Figure 9**).

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Property Name: Glider Elementary School

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Figure 9. ca. 2002 steel container, facing east.

Four Portable Classroom Buildings (2003)

The four portable classrooms are not associated with any architectural style or form. The four buildings are similar in design and material (**Figure 10**), each with vertical wood panel siding, rectangular windows, metal entrance doors, and a shed-style roof with wide eaves.

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Property Name: Glider Elementary School

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Figure 10. Four portable classroom buildings, facing northwest.

Landscape (2017 Solar Panels, 1968 Playground Area, etc..)¹

The landscape is mostly paved with asphalt and consists of a schoolyard with painted activity “stencils,” 2017 solar panels (**Figure 11**), a 1968 playground area (replaced with contemporary playground equipment), two semi-circular “drop-off and pick-up” driveways, one at the primary façade on Cozy Road (**Figure 12**) and one along the cozy Drive. There is also a kindergarten playground and parking.

¹ The 2017 solar panels and 1968 playground have been combined in the landscape section of the survey documentation.

CONTINUATION SHEET

Property Name: Glider Elementary School

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Figure 11. Photograph showing the 2017 solar panels, and a portion of the schoolyard, facing north.



Figure 12. Photograph showing the semi-circular driveway, facing northwest.

CONTINUATION SHEET

Property Name: Glider Elementary School

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California Register of Historic Resource (CRHR) Evaluation

1. (Event): Is associated with events that have made a significant contribution to the broad patterns of California's history and cultural heritage

The property, including the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape, is not associated with any event that made a significant contribution to the broad patterns of California's history or cultural heritage. As such, the built environment within the property does not appear eligible for listing on the CRHR.

Therefore, the property does not appear individually eligible for listing in the CRHR under Criterion 1.

2. (Person): Is associated with the lives of persons important in our past.

EDS completed a thorough records search and literature review of the ownership of the property containing the 1968 Glider Elementary School building, a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area with contemporary equipment, and landscape, was owned by the school district from 1967 to 2021 and, as such, the Property is not eligible for listing under this criterion.

Therefore, the property is not individually eligible for listing in the CRHR under Criterion 2.

3. (Construction/Architecture): Embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of an important creative individual, or possesses high artistic values

Architecture – The 1968 Glider Elementary School is associated with **Post-Modernism** architecture, specifically **Open-Plan School Design**, with a period of significance of 1968. Although the building is associated with a type of school design that gained popularity in the 1960s and included interior elements that supported open-plan learning, it is a modest example and lacks any design elements, such as interior corridors or clusters set around a central courtyard, which would support the building being a representative example of this style. Also, there is a significant lack of windows, which does not align with the original design's intent of a modern cluster or open-plan design that typically includes clearstory windows. In addition, the materials – though modern – include oversized “board and batten” elements and the small concrete blocks appear to have been chosen based on cost savings rather than on design or materials distinctive to Post-Modernism and Open-Plan School Design. Therefore, the 1968 Glider Elementary School building is not eligible under Criterion 3 for architecture.

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Architect – Kal H. Porter: The 1968 Glider Elementary School is associated with Kal H. Porter, an architect who mainly worked in the design of public buildings. Although Porter appears to have been an adept architect, who embraced modern architecture in the 1960s and 1970s, he was not a master architect and did not develop his own architectural style or specialize in any design, nor did he “invent” the Open-Plan School Design or master this style. Instead, like many architectural firms, he worked on specific projects (some with specific restrictions such as schools) and in popular styles during his career. Neither Porter nor any of the architectural firms where he worked are listed within PCAD, and his peers have not recognized him as a relevant architect. Therefore, the 1968 Glider Elementary School is not eligible under Criterion 3 for association with Porter.

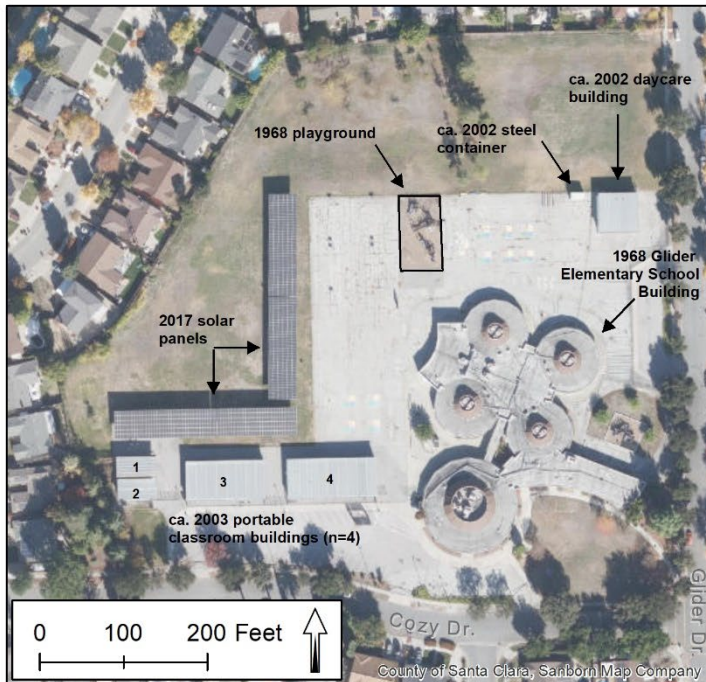
The ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), and 2017 solar panels do not meet the age requirement for evaluation. The 1968 playground area with contemporary equipment, and landscape were not found to be significant under this criterion.

Therefore, none of the built environment resources within the property appear individually eligible for listing in the CRHR under Criterion 3.

4. (Information potential): Has yielded, or may be likely to yield, information important in prehistory or history.

Criterion 4 most commonly applies to resources that contain or are likely to contain information on an important archaeological research question. While most often applied to archaeological sites, Criterion 4 can also apply to built environment resources that contain important information. For a building to be eligible under Criterion 4, it must be a principal source of important information, such as exhibiting a local variation on a standard design or construction technique can be eligible if a study can yield important information, such as how local availability of materials or construction expertise affected the evolution of local building development.

None of the built environment resources within the Property are the principal source of information for any local design or construction technique. As such, none of the built environment resources within the Property are eligible for listing in the CRHR under Criterion 4.

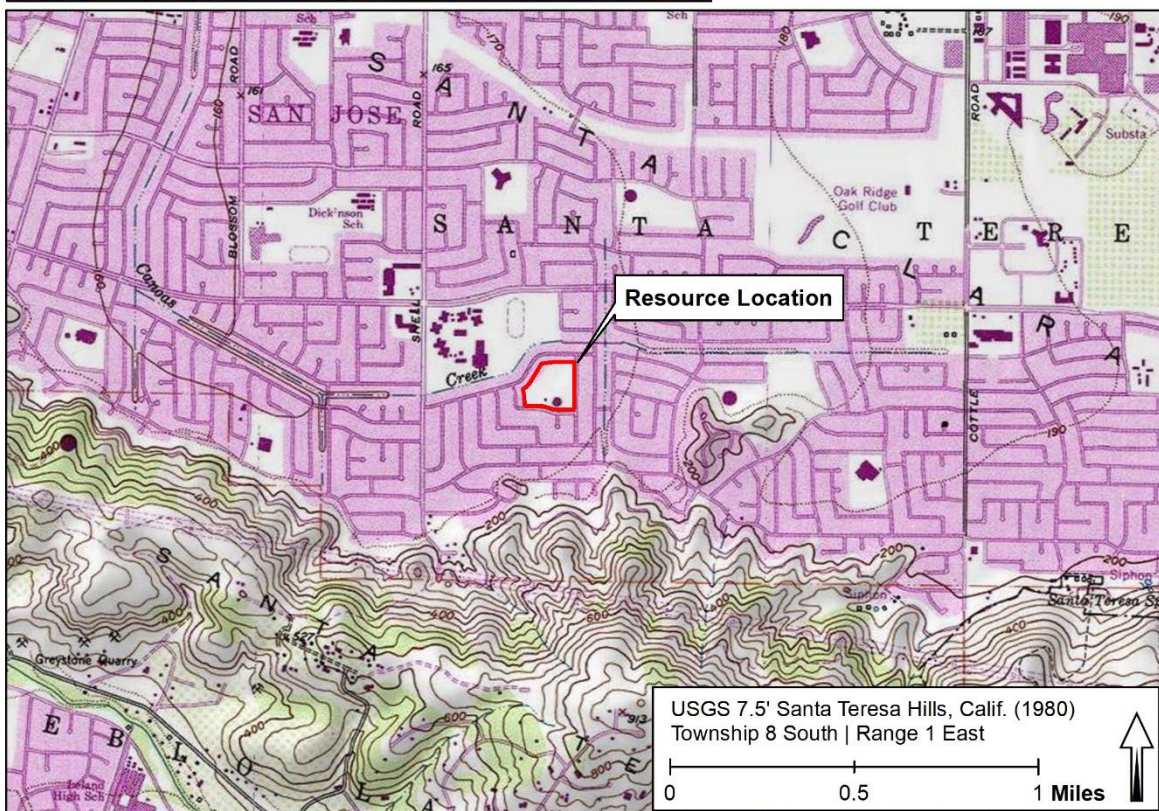


Resource Location Map

1968 Glider Elementary School Building,
ca. 2002 Daycare Building, 2003
Portable Classroom Buildings (n=43),
ca. 2002 Steel Container, 2017 Solar
Panels, and Associated Landscape
511 Cozy Lane, San Jose
Santa Clara County, California
APN 689-08-001

Legend

Resource Area





Appendix B:

Local Assessment

February 14, 2025

Planning Division | City of San Jose
200 E. Santa Clara Street, 3rd floor
San Jose, California 95113

RE: City of San Jose Local Landmark Assessment for the 511 Cozy Drive

Ms. Dana Peak Edwards,

Evans & De Shazo (EDS) Principal Architectural Historian Stacey De Shazo, M.A. completed the following local landmark assessment of the 1968 Glider Elementary School building within the 9.5-acre Glider Elementary School property at 511 Cozy Drive, City of San Jose, California, within Assessor Parcel Number (APN) 689-08-001 (Property).¹ Per the City of San Jose historic preservation ordinance 13.48.110, the procedures for the designation of a landmark are considered through eight "relevant factors" (labeled 1 – 8). The assessment complies with the City of San Jose's historic preservation guidelines and the goals and policies of the City of San Jose General Plan (adopted by the City Council in November 2011). The landmark assessment is not a landmark nomination, which is the role of the Historic Landmarks Commission or the City Council. Instead, this landmark assessment intends to guide the city regarding the potential eligibility of built environment resources for local landmark listing. The landmark assessment addresses eight "relevant factors" listed 1 through 8 to assess the potential eligibility for local landmark listing applied to the 1968 Glider Elementary School building.

Current Listing Status

The 1968 Glider Elementary School building is not currently a local landmark, is not currently listed on any local, state, or federal historical resource list, and has not been previously identified as potentially eligible for local listing. Also, prior to this landmark assessment by EDS, no local assessment had been completed for the 1968 Glider Elementary School building.

Methods

To complete the landmark assessment of the 1968 Glider Elementary School building,² EDS reviewed documentation from local repositories, including the Santa Clara County Assessor and Recorder offices, the City of San Jose, and the San Jose Public Library, as well as available online historical documentation and EDS Principal Architectural Historian, Stacey De Shazo, M.A., as part of the Historic Resource

¹ The Property also consists of a ca. 2002 daycare building, a ca. 2002 steel container, four portable classroom buildings (2003), 2017 solar panels, a 1968 playground area, and landscape that were not considered for landmark assessment as it does not meet the definition of a historic landmark (13.48.020)

² Stacey De Shazo, "Historic Resource Evaluation and Local Assessment of the Glider Elementary School at 511 Cozy Drive, San Jose, Santa Clara County, California," Evans & De Shazo, 2025.



Evaluation (HRE) of the Property,³ conducted a historic architectural survey of the 1968 Glider Elementary School building, documenting its current condition, architectural style, materials, and alterations, utilized to assess the building for landmark eligibility. Currently, the city does not have a local landmark assessment form. Although California Office of Historic Preservation (OHP) Department of Parks and Recreation (DPR) 523 forms have been used for the local landmark assessment, the use of DPR 523 forms is not recommended, as they are typically a tool designed for use by professionals, following the OHP guidelines, to document and evaluate historic resources for listing on the National Register of Historic Places (NRHP) and the California Register of Historical Resources (CRHR). As such, DPR 523 forms may not be well suited for local "criterion" assessment for the City of San Jose. In addition, they are part of the HRE report by EDS. Therefore, the landmark assessment was completed within the following section, addressing the eight "relevant factors" listed 1 through 8.

Local Landmark Assessment

The following landmark assessment of the 1968 Glider Elementary School building follows historic preservation ordinance 13.48.110, which provides the procedures for the designation of a landmark through the consideration of eight "relevant factors" (labeled 1 – 8). The landmark assessment, completed by EDS Principal Architectural Historian Stacey De Shazo, M.A., complies with the City of San Jose's historic preservation guidelines and the goals and policies of the City of San Jose General Plan (adopted by the City Council in November 2011).

City of San Jose Landmark Assessment Factors (1-8)

1. Its character, interest, or value as part of the local, regional, state, or national history, heritage, or culture.

The 1968 Glider Elementary School building was designed in the Post Modernism architectural style, specifically a sub-type of a Cluster-Plan known as the Open-Plan School Design, with a period of significance of 1968. Although the building is associated with a type of school design that gained popularity in the 1960s and included interior elements that supported open-plan learning, it is a modest example and lacks any design elements, such as interior corridors or clusters set around a central courtyard, which would support the building being a representative example of this style. In addition, the materials – though modern – include oversized “board and batten” elements and small concrete blocks that appear to have been chosen based on costs and not on design associated with Post-Modernism. Therefore, the building is recommended as not eligible for designation as a city landmark.

2. Its location as a site of a significant historic event.

The 1968 Glider Elementary School building is in its original location. However, the location is not associated with any significant historical event in San Jose. Therefore, under this factor, the 1968 Glider Elementary School is recommended as not eligible for designation as a city landmark.

³ Ibid.

3. Its identification with a person or persons who significantly contributed to the local, regional, state, or national culture and history.

Research completed by EDS revealed that the 1968 Glider Elementary School is associated with architect Kal H. Porter, who lived in the City of Santa Clara in the 1960s and 1970s, working in various locations in Santa Clara County. Although he is a local architect and worked for Jensen Associates, neither Porter nor Jensen Associates have contributed significantly to the local, regional, state, or national culture and history and are not listed on the City of San Jose "Notable Persons Working List."⁴ Therefore, under this factor, the 1968 Glider Elementary School building is recommended as not eligible for designation as a city landmark.

4. Its exemplification of the cultural, economic, social, or historic heritage of the City of San Jose.

Although the 1968 Glider Elementary School was constructed in support of the growing need as population increased in San Jose in the 1960s, there is no evidence that the building exemplifies any cultural, economic, social, or historic heritage of the City of San Jose that would warrant listing under this factor. Also, schools constructed to support population growth are typically not important in their own right – noting this is usually focused on early settlement patterns, such as a “first school” or “one-room schoolhouse.” Therefore, the 1968 Glider Elementary School is recommended as not eligible for designation as a city landmark under this factor.

5. Its portrayal of the environment of a group of people in an era of history characterized by a distinctive architectural style.

Factor 5 appears to be a question related to association with vernacular architecture or archaeology. Therefore, under this factor, the 1968 Glider Elementary School is not recommended as eligible for designation as a city landmark.

6. Its embodiment of distinguishing characteristics of an architectural type or specimen.

The 1968 Glider Elementary School was designed in the Post Modernism Architectural style, a building type constructed in Santa Clara County and in other cities in California. Therefore, under this factor, the building is recommended as not eligible for designation as a city landmark. Although the building is associated with a design that gained popularity in the 1960s and included interior elements that supported open-plan learning, it is a modest example and lacks any design elements, such as interior corridors or clusters set around a central courtyard, which would support the building being a representative example of this style. The only distinguishing element of the design is the “pavilion style rotundas;” however, it is not a representative examples of this roof type or form – instead, is a simple

⁴ City of San Jose, “Notable Persons Working List,” <https://www.sanjoseca.gov/your-government/departments-offices/planning-building-code-enforcement/planning-division/historic-resources/historic-contexts-and-surveys/historic-context-statement-update/notable-persons-working-list> (accessed 1/25/2025).



design that appears to have been constructed with limited funding, which affected the design significantly. In addition, the materials – though modern – include oversized “board and batten” elements and small concrete blocks that appear to have been chosen based on costs and not on design associated with Post-Modernism and lacks clearstory windows, typical of this design.

7. Its identification as the work of an architect or master builder whose individual work has influenced the development of the City of San Jose.

As detailed within the 2025 HRE by EDS,⁵ the 1968 Glider Elementary School is not the work of a master architect or builder. Therefore, under this factor, the 1968 Glider Elementary School is recommended as not eligible for designation as a city landmark.

8. Its embodiment of elements of architectural or engineering design, detail, materials, or craftsmanship, which represents a significant architectural innovation or which is unique.

The 1968 Glider Elementary School was originally a Post Modernism architectural design, specifically a sub-type of a Cluster-Plan known as the Open-Plan School Design. However, Porter did not develop or perfect this design. Instead, like many city and county architects throughout California, Porter, via Jensen Associates, designed public buildings, including schools. For this building, Porter used the Open-Plan design template, which focused on reducing building costs while incorporating new and innovative learning experiences within the interiors of the buildings using learning guidance from the Educational Facilities Laboratories (EFL). As such, the interior is a key element of the design. The EFL was a nonprofit funded by the Ford Foundation’s Fund for the Advancement of Learning. The EFL “brought together educators, architects, manufacturers, and government officials” to “encourage new ideas about curriculum and architecture.”⁶ The EFL developed the prototype design for the cluster and open plans. Therefore, under this factor, the 1968 Glider Elementary School is recommended as not eligible for designation as a city landmark.

Conclusion

In compliance with the City of San Jose's historic preservation guidelines and the goals and policies of the City of San Jose General Plan (adopted by the City Council in November 2011) and following the historic preservation ordinance 13.48.110, EDS Principal Architectural Historian Stacey De Shazo, MA, completed a local landmark assessment of the 1968 Glider Elementary School. As required by the city, EDS considered the eight "relevant factors" (1 – 8) for landmark listing, utilizing relevant context from the research and survey completed by EDS in 2025 for the HRE.⁷

⁵ Stacey De Shazo, “Historic Resource Evaluation and Local Assessment of the Glider Elementary School at 511 Cozy Drive, San Jose, Santa Clara County, California,” Evans & De Shazo, 2025.

⁶ Amy F. Ogata, “Building for Learning in Postwar American Elementary Schools,” *Journal of the Society of Architectural Historians* 67, no. 4, (December 2008) 581.

⁷ Stacey De Shazo, “Historic Resource Evaluation and Local Assessment of the Glider Elementary School at 511 Cozy Drive, San Jose, Santa Clara County, California,” Evans & De Shazo, 2025.



EDS findings recommend that the 1968 Glider Elementary School building is not eligible for local landmark listing.

Sincerely,

Stacey De Shazo, M.A., Principal Architectural Historian
stacey@evans-deshazo.com
1141 Gravenstein Hwy S. Sebastopol, California, 95472