LOS ANGELES MISSION COLLEGE
ENVIRONMENTAL IMPACT SCOPING MEETING
TUESDAY, JULY 18, 2006
8:00 P.M.
MS. HOEFEL: I'm Dr. Karen Hoefel, vice president for administrative services here at Mission College, and I'm representing the college in this EIR scoping meeting tonight. And I'd like to welcome everyone, familiar faces. And we had a previous meeting that many of you attended and we received some comments from that meeting and now we are holding our second EIR scoping meeting tonight. And we have with us representatives from the Los Angeles Community College District, Dr. Andriana Barrera, who is here from -- she's now the Senior Vice Chancellor for the Los Angeles Community College District, formerly our president. And Mr. Larry Eisenberg is our Executive Director of Facilities Planning and Development of the Los Angeles Community College District. We also have our team of consultants, Gateway Science and Engineering. There are several representatives here. Nick, I'm sure most of you know Nick Quintanilla, he's the project director. And Leo Daly is our master plan consultant. And URS is helping us with this EIR and will be speaking later on this evening.

So I think without further ado we want to get started. First of all, I want to introduce Larry Eisenberg to make a few comments on behalf of the district.

MR. EISENBERG: Thank you very much, Karen.
Thank you all for coming out this evening. I know that everybody has a lot of things to do and we really appreciate it when people take a few minutes to come out and give us their thoughts about the things we're doing at the colleges. Mission College is obviously our last college to finish this master plan and environmental impact report, and we think that we have a plan here that will work well for the college and work well for the neighbors and make this a real special place.

The plan requires -- let me back up a little bit. And that is what we're looking at in the six county area that is greater Los Angeles in the next 10 to 20 years is the arrival of about 10 million more people. 10 million more people. And out of those people coming here, that we expect a lot of them will want to come to a community college and take advantage of the kind of things that we can offer. So we're expecting that each of the colleges, and Mission no exception, needs to grow and it will need to handle a much larger population, and that's the basis for looking at growing the college. It's the reason why many of you voted for the Proposition A and AA bond issue that's giving us the money to do the development of the colleges. And it's going to give us a chance to meet the needs that folks have and take on some of our older buildings, fix them up and make them good and serviceable for the students who are coming, and add some things to the college that we don't have right now.
So that's sort of the background basis for doing all of this. And it will create something that I think everyone in the neighborhood will be very proud of by the time we're done. And your help getting us there, again, is very much appreciated.

Let me turn to the idea that we need more property. And I want to chat just for a moment about our need and what we looked at. Obviously we worked for a number of years with the county to try and grow the college into El Cariso Park. Most of you are well-aware of that, the conversations we had, all the back-and-forth that went on. And ultimately we learned late in the game that it wasn't going to work. That we couldn't make it work, that there were just fatal flaws to that. And so we needed to look at another option, and the option that we came back with this idea that we should look at other property. And when you look in the area, again, as all of you well know if you live anywhere in Sylmar, around the college, San Fernando, this area, that empty property is hard to come by. That this area is rapidly developing. So we identified two properties and we began conversations, actually a while back, that I always like to have sort of a plan B ready to go. So we started talking way back when to the Syrian Church and to the Pentecostal Church about buying their properties. And along the way Comstock Homes
stepped in with the Pentecostal and improved our offer a little bit and they sold it to Comstock. We probably would have gone higher if they would have told us they were going to do that. They didn't tell us they were going to do that. We would have avoided a lot of the issues with Comstock because of course the property wouldn't have been available. But in any case, the two church properties, as I call them, are a very logical place for us to expand the college. That they're empty. That they're within reasonable distance, about a third of the a from the college, in combination they give us about ten acres or so that will allow us to meet, not only our more immediate need for a health and fitness building, but also future expansion capability for the college.

So on the maps you've been seeing we're showing a couple little buildings there, we don't have money for those now so the property will probably just be green for the time being, and at some point in the future if we got more money then we would be able to come in and do other buildings there that meet some of the needs. We've been talking about the need for more classroom space, science building kind of space, and that's the kind of buildings that probably would be at some future point in time if we did that.

So we've been pursuing those properties for a while. And Mr. Porter is here this meeting, and he spent a meeting with me a while back and we chatted
about buying the property. And I made them what I thought was a very fair offer that would have given them a reasonable profit against their purchase price and they told me that they thought they needed significantly more money than I was offering. And my job is to represent the taxpayers of the district and I didn't think that we could, in a fair way, go higher than the kind of number that we're offering, because we were giving them already a very fair price, you might call it a generous price. And we basically did not come to a meeting of the minds. And as we've been looking at options, our feeling is that acquiring the two properties is really our only choice. So the Los Angeles College Community District has a tool that we rarely use that our board of trustees is highly, highly reluctant to use our capability to do eminent domain. And they've only done it a couple of times in the history of the district. And they only do it when we can't come to some agreement.

I work really hard to buy property -- buying property all around the district. I work really hard to go way beyond what I think is fair so that we bend over way backwards to make things work. And if we can't get there, then ultimately I might recommend through our board that we utilize the eminent domain capability because the people we're dealing with aren't being very reasonable. It makes sense to ultimately, in the interest of the taxpayers, to pay a fair price for the
property, and that's what eminent domain does. We get an appraisal done, an objective appraisal done, and basically that's the offer. And then it goes into court, and there can be either a jury trial or a judge. We'll look at the appraisal, and typically what happens is, we'll do an appraisal, the property owner often will do an appraisal, the judge looks at those two appraisals and says, "Okay, I think this is the number." Often what happens is that the judge, when I've done it before, and here in Los Angeles not that often, the judge says, about the middle sounds good to me, that I'll go between the two numbers, and that becomes the price that we pay. Basically the court says you will pay this much. And then we go, okay, and then we do. And that's the process.

Under eminent domain there's a whole series of steps that we need to go through. We do a formal appraisal, we do a formal offer to the people on the property, and we give them lots of time to respond, lots of time to talk, lots of time to come in and say what about this, what about that. We'll be glad to negotiate up to the last minute with them. And if we still can't come to an agreement, then we file the papers in court, and the court basically gives us an immediate judgment, in terms of possession of the property. So then in our case the college would actually control the property and could build on the property. And at that point we might not have settled on a purchase price yet. If the judge
is taking a long time to study the appraisals and think
about the value, or if we go to a jury trial and then
present our evidence to the jury, then that takes a long
time. That could take literally years to wrap up the
actual purchase price on the property. But in the
meantime, we have control of the property, then we're
just arguing about price at that point. We come to some
agreement finally through the court on what it is. We
write a check, and the property owner has that and they
can go out -- when that happens, too, you should know
that for a property owner, in particular a property
owner that's a business, the federal tax code gives them
some special advantages, that they are allowed three
years to reinvest that money with no tax consequence.
So they can go take that money, buy another property,
and they don't pay any taxes, capital gains, none of
that, that's all waived for that time period. So it's
the process that we're now at with Comstock Homes, that
they at this point don't want us to buy their property.
And I understand that, that they think they can make a
fair profit on the property, and that's great. We teach
people how to be businessmen at the college and we think
profit is good, except not in this case. That they
should make a fair profit but not unreasonable profit.
And we're glad to support a fair profit but not
something that I think is way out of line.
So we have an appraisal done on the property
and we previously, as I mentioned, made Comstock Homes
an offer on the property. When the EIR is finished and
the board has certified that, we will ask the board, if
we haven't reached agreement with Comstock at that
point, to proceed with the eminent domain process. Our
board of trustees needs to vote to do that. They have
not voted to do that yet. Then we file the papers in
court, as I described, and the process moves along.

We've been talking with the Syrian Church
about their property. And we've made them, again, what
I think is a very generous offer on their property.
They have been, of course, thinking that at some point
in the future they would build a church there. And of
course both Comstock Homes and the Syrian Church need to
get a zoning change on the property to allow them to do
what they want to do there. So the Syrian church has a
lot of steps to go through yet to make that happen, as
does Comstock, if they were really going to turn that
into a housing development.

But for the Syrian Church, we've offered them
the opportunity to swap properties. We've identified
another property over on Glenoaks that's by some other
churches that we think would be a very nice church
property. And we're prepared to buy that property and
swap them that property for the property here on Harding
and Eldridge. At this point they're not eager to do
that. They really love the property here. I can
certainly appreciate that, it is a gorgeous property,
they have a lovely view of the mountains and the wash
and all of that. It would be a very nice church location, but we think we've identified another site that gives them a nice church location as well. And they would get a significant value on the property, and so we're chatting at this point. But if we needed to, we would proceed into eminent domain on the church property as well. And it would really be in the church's interest, because I'm presently at a point with them that's well above the value of the property. And if we do eminent domain, the appraisal is going to come back and give them less money than I'm offering now. So I'm hoping that they can sort of see the light and realize that we're being -- trying to be really fair with them to help them out. I've offered them the services of architects. I've offered them the services of real estate people to help plan their new church as well. And hopefully they'll realize that we're giving them something that actually is good and they'll take us up on it and we'll be in ownership on that property. But, again, if not, we would ultimately -- I would recommend to our board that we go into eminent domain on that property as well.

Having said that, I've heard some feedback in some of the prior meetings that happened here looking at the master plan and EIR and some people are saying,
well, why doesn't the college just do that to my house.
And the answer to that is, our board has never ever
taken a house, never ever will take a house. That is
their basic position. That the members of our board are
highly sensitive to homeowners, to people in the
community, and they simply won't go there. If I've ever
talked of anything like that, you can be sure that I get
soundly beaten by them, and it just won't happen.
They don't do that, they never will do that.

So eminent domain is the tool that we use very
rarely. We're really trying to bend over backwards to
make this happen in a very fair way and provide, in the
case of a business, a reasonable profit for them. In
case of businesses where there's something already
there, we pay relocation expenses for that business to
help them set up at a new place as well. So we go above
and beyond to make that happen. And in this case that's
what we're trying to do on these two properties. So
hopefully we come to some agreement that will be at a
point where we can agree on that and we don't have to
proceed down to the bitter end, but if we need to, then
we'll need to because ultimately our job is to help the
college grow, help the community provide the services
that people are looking for in a regular way.

That's what this plan is about, that we're
trying to show that we want to serve the community, we
want to be fair about how we deal with people, and
that's the process we're in.
So a little later we'll have time for questions and comments and I'll be glad to respond to any issue that any of you have. I'll be glad to chat about any of these things. In dealing with the Community College District you'll find we don't play games, that we're straightforward in our dealing. That we tell it like it is, and if there are any questions you have, I'm glad to share anything that I know about what's going on.

So with that, I want to introduce Brian Perkins from Leo Daly who is working on our master plan with the college. He's going to go through some slides with you and chat about some of those.

Mr. PERKINS: Thanks, Larry. I wanted to talk a little bit tonight about the master plan. Brian Perkins with Leo Daly. And I wanted to at least first start off with going through the process we're going to talk to you about -- talk with you tonight about.

First of all, we're going to go through the master plan, and then the EIR process is really why we're here tonight. The EIR process is really a process that studies the environmental impact of these type of projects. This is a scoping meeting and Dev Vrat with URS will go through a little bit more of the detail with that. But the scoping meeting is really talking about what is the scope of this study. The study that we're going to do, and URS and Leo A. Daly are going to work very closely together with this, has really put in place
a master plan, a study that starts the process and gives
URS something to look at. So the questions, all the
different stations that are set up tonight are really
there to facilitate your needs and comments about what
should be looked at with this project.

With the master plan we're at a very beginning
process, but we're just starting to put some pieces on
the site, starting to look at how this might work in the
big picture, and really facilitate everybody's needs.
So we're kind of in the middle trying to make everybody
happy at the same time. That's a very challenging
position, but this is where we're starting from.

At the end the public comments will be guided
by Sylvia Novoa, and she'll take everybody through more
of a feedback session where questions can be asked.
Again, it's very important for each person to take their
time and allow everybody else to deal and to be able to
get up and make their comments as well.

As you know, the existing campus, we have

looked at a site to the north, actually that was a
previous study, so our master plan is really an update
to revise the existing master plan which is utilizing
this area of El Cariso Park. That area is no longer
available as Larry talked about a little bit. What
we're trying to do is look at two concepts. One that
would compress all of the area in a program into the
existing campus, and another one that would use the
offsite area that Larry spoke about earlier.
The two projects that are under construction -- sorry, one that's out to bid to the construction community right now, I think there are a lot of local subcontractors that can contact the different contractors involved with this, but there's a bidding process going on for the new child development center that is happening right now, as well as the parking structure which is under construction.

This is part of the program that we've been given to really look at how it fits onto the site or onto the adjacent sites as well. There are several of these, like we talked about the child development center, and then the parking structure A, which are going on right now. There are three key pieces, the health, P.E. and fitness center, the media arts and the family consumer studies which have matching funds that need to be moved along very quickly to make sure that funds are received. So this part of the project is crucial. Then there are additional components which would fill out the master plan and build out the campus.

Existing campus here had a portion to the northeast that would be compressed into the site along Eldridge, so that would be a very dense campus plan which starts to begin to be more like an urban-type campus. It's not maybe preferred because it really does become dense the public spaces are less and just the overall quality and space around the campus in between the buildings is not as nice, really, but can still
work, and I'll show you some slides with that. The other option is, really, to take that piece and really look at how we could make it work with the campus along Eldridge down.

So with the compressed scheme, what we've done is really looked at identifying the sites that are going to be available, so it's really -- and located every open space on the campus with a building. We don't really know which buildings go where yet, we still have to identify some of those based on the construction scheduling process, but each one of these sites really fill in the exact -- the whole campus except for the main quads. It's a very dense campus.

We're able to achieve this through a couple of things. We might be able to extend the existing garage that's under construction. We could go underground with a couple levels of parking, which could be a little bit expensive. And then really filling in the rest of the sites that are open on campus right now as we talked about.

We would want to preserve some type of landscaping feature so we can do some different types of landscaping features that start to tie the college together as a whole.

We'd shown this being more the extended campus plan in previous meetings with the community. I received a lot of different feedback. What it does is talk about the adjacent church properties that are just
down Eldridge at Maclay. There are several things that we attempted to do on this first pass and we've actually come up with another scheme, scheme B1, to identify some of those issues. But the issues that we've heard were really more about the parking that was adjacent to some of the houses, the large building masses adjacent to the houses, then just the overall feel that there was too much parking. There were a lot of playing fields that may be interfering with the neighborhood activities as well. So we've taken a look at this. While it does preserve more of an open campus feel, it really extenuates the arroyo idea, it fills in the existing campus at a scale that's appropriate to the campus right now. So the same scale will carry through into this plan with the offsite additions.

This latest plan what we've looked at is actually trying to take Eldridge all the way through to Maclay, which would increase traffic flow but then actually takes the parking element that had been there and depresses it into the ground. That's one idea that we're looking at to create more of a park like environment on the existing property to the south and put then maybe some small buildings in the future on the top. Again, those could be somewhere in the future, we're not sure when, but it's further into the future. And then the site to the north could be a more current building. We've talked about health, P.E. building that's coming up very quickly, that could go to the site.
to the north.

We're showing some different options. We have looked at the possibility of carrying Eldridge through to Maclay, which we might be able to close off the existing Harding connection to it, but more than likely that could stay. There's a lot of different options in terms of how that could work. I don't think anything's committed to that yet, but really facilitating the best traffic flow I think is what we're looking for through that area. This would also keep the existing campus fairly open. Buildings of an appropriate scale works fairly well with the existing campus.

With that, I'd like to introduce Dev Vrat with URS. He'll talk you through the EIR process.

MR. VRAT: Thank you, Brian.

I think a lot of people in the room are very familiar with the EIR process since we went through it on the last master plan. For the new people I'd like to briefly summarize it and also indicate how it's going to be a little bit different this time than the last round of the master plan.

As Brian indicated, we want to set up a situation where we need collaboration with the community, so we see a collaborative process where we're working with the college, with the community, with the master plan architect and with the EIR consultant, and we're getting into a dialogue with the community where we work back and forth on issues regarding master plan,
issues regarding the environmental impacts of the master plan as it evolves.

It's going to be a fairly quick process because we have a lot of information from the last master plan and the draft environmental impact report on that master plan. We're going to be incorporating a lot of that information in our own work and we expect to achieve a fairly accelerated schedule.

So just briefly how the EIR process works to people who are new to it. The first step is to let the community know that we're undertaking the EIR. That step is undertaken by a public notice of preparation under the EIR, which you all received in the mail or it's published in the newspaper, there are signs posted. We tried to do everything we could to let you know that we are undertaking this process.

Along with the NOP we prepared an initial study, which copies are available on the table here. That's our assessment of what we believe needs to be studied in the EIR. But we don't live here, we're environmental experts, but we're not the community. The community knows things we don't know about what the possible impacts are in your community. So it's your responsibility to tell us what you want us to study. We will study everything substantive that you want us to study, that is our responsibility. So your responsibility during the next 30 days is to tell us what you think we need to study. During this 30-day...
the second meeting, where you're free to tell us what do you think the impacts are, do you have ideas that can reduce the effects? Can we reshape the plan a little bit to be more acceptable to you? We want to hear from you. And we're not particularly interested, me as an environmental consultant, it doesn't help me to know that you don't like the college, you don't like the master plan, or you really like it. I really don't care about that. My job is to analyze the plan from an environmental perspective. And I say me, I've got a great team of environmental experts here with me in the room and also back in the office. So we have a large group that are working to address your concerns.

What's different is we'll be having regular meetings with the neighborhoods, and some of you already know that that's happening. And you can see the plan already being shaped in response to your comments. We'll be preparing a public draft EIR, which we will consider all the comments that you give us during this 30-day period. Once the public draft EIR comes out, there's another public review period, 45 days this time. And during that 45 days you'll be able to read the EIR and see, do we address your concerns or not. If we didn't address your concerns, it's your responsibility to write us a letter or come to another one of these meetings.
meetings and tell us, "URS, you didn't get it right, you
didn't listen to me." Okay. And we'll go back and
we'll analyze your comments again. And this time we'll
prepare a -- every single one of your comments will be
published in the final EIR along with written responses
to every comment you make. So you'll be able to see
your comment and you'll be able to see how we addressed
it.

That document goes to the district and they'll
be -- again, there will be two hearings which you'll be
invited, you'll be notified of those hearings. You'll
be invited to come and testify, did we get it right.
Did we correctly analyze the environmental effects? Did
we miss any environmental effects? If we did get it
right, then the district will conduct what's called a
certification hearing. They'll certify the final EIR,
and with the certification of the final EIR, the college
will be allowed legally to adopt the master plan.

So these pink boxes here are opportunities
where the public has an opportunity to participate in
the planning process. That's basically the intention of
CEQA, is to include the public in the planning process,
to provide disclosure of environmental effects, and it
requires the decision makers to consider environmental
effects when they make their decisions. It doesn't stop

the college from approving the master plan. All it does
is it requires the college to consider the environmental
effects in their adoption of the master plan.

So the way that you can help us this evening
at this step in the process, as I said, we really don't
care if you support the plan or don't support the plan,
what we really care is help us shape the plan. Let us
know what do you think the environmental effects are
going to be on you or on your community. What are the
environmental effects of what we're talking about? We
need to know that.

Again, we have standard ideas for mitigating
or reducing impacts, but you probably have some ideas --
you're creative, what are some ideas you have that would
maybe make a less impact on you, on your property, on
your neighborhood? Give us those ideas, we'll write
those into the EIR.

And then finally, we've heard some comments
that we think this plan is too big, it's not going to
fit in our community, et cetera. If you have
alternatives that would meet the college's objectives --
you heard Larry talk about the fact that there's
population growth, there's student growth. The college
needs to grow. If it's not going to grow here, where is
it going to grow? If you give us alternatives that are
feasible and viable, we'll study those in the EIR. If
you just tell us we don't want the college, it's too
big, that doesn't help us. So that's another way to
help us.
These are the three areas that are effective when you're talking to us this evening or any time in the environmental process. Later on when it gets to master plan hearings, that's the time to say whether you do or don't like the plan. With that, I'd like to turn it over to Sylvia Novoa.

MS. NOVOA: My name is Sylvia Novoa and I am here today to help move the public comment period along. And as Dev mentioned a couple of times already, the goal of tonight's meeting is to give you an opportunity to make comments on the EIR. And we want to do that in a way that allows for everybody to make a comment and have those comments included in that document so that when we get to the end of the process the document is reflective of what the community has to say.

In order to make this a smooth meeting, we had some ideas of how to move it along. We'd ask that every person please fill out a speaker request form if you want to speak. It gives you the option of speaking or not speaking. If you want to make a comment, there's a comment sheet in your package, you can go ahead and drop it off in the wire baskets in the back. If you want to stand up and make your comment, that's fine for you to do so but I would like to collect these before we start so that we have it in my hand.

I'm going to ask people to keep the comments to two minutes. We think that that will move comments along a little bit quicker. We ask that if you already
heard the comment being said already, to please refrain
from making the comment again unless you really, really
feel like you have to make it, fine, but it's just in
the process of moving the comments along.

We ask that you respect all speakers, even if
the speaker is saying something you don't necessarily
agree with. And if you want to make comments but you
don't want to speak, you'd rather just write them down,
you're certainly welcome to do so, we have a comment
sheet in your packet.

Also, in case you're wondering what the little
traffic light thing is here, that's our timer. When you
reach a minute and a half, the little yellow light will
come on. When it hits two minutes, the red light will
come on and you'll hear a ding, and then you move
forward with how things are going. We have a court
reporter -- actually, we have two court reporters. The
court reporter that's sitting up here is going to be --

is documenting this meeting, and the lady in the white
jacket in the back is available if you want to make a
comment and you don't want to come up in front of
everybody, you don't want to write it down, you can go
directly to her and she'll go ahead and take your
comments.

We do have translation equipment, nobody used
it but in the interest of making sure who needs it, I'll
make an announcement in Spanish so that if somebody
needs translation equipment they're aware that it's
With that, I'm going to give you five minutes or two minutes maybe to have these cards turned in. If you could raise your hands and let me know where they are. Since we do have a court reporter, which I mentioned, we'd ask that you do state your name for the record so it's accurate. If you -- as a result of a question, something comes to you, can you come up? Yes. Absolutely. Raise your hand with a card and we'll go ahead and take that. So you're certainly welcome to do that. No other cards? If there are no other cards, I'm going to go ahead and get started, but, again, feel free to submit one if a thought comes to you.

The first one is from Fred. And, Fred, I'm sorry, I can't read your last name, but you'd like to speak, so if your first name is Fred and your last name standards with a D.

MR. DURAN: Duran.

MS. NOVOA: Fred Duran. I'm sorry.

MR. DURAN: Hi. My name is Fred Duran, I'm with the Sylmar Independent Baseball League. I'm a resident of Sylmar 45, 46 years. I'm in favor of this college expanding, and I feel that we're in a -- we've got a problem here, that we just want certain things to happen that benefit certain people, when in the long run what will happen is if this college expands it's going to help a lot of people, a lot of our youth. If we keep on acting the way we're acting, what happens if the
college one day just says I'm tired of this? I'm tired of this and they just shut it down and all of a sudden it's a vacant lot? It will look like the Lutheran Church -- the Lutheran school for many years was vacant. I'm not saying that there's problems here, that maybe we lack communication or something's wrong, but we need to let this college expand and we better do it sooner than later. Thank you.

MS. NOVOA: Mr. Duran, do you have a particular question -- a comment that you would like studied?

MR. DURAN: No.

MS. NOVOA: Okay. Thank you. Tim Wilkins.

MR. WILKINS: I already talked to the person in charge of the traffic study, so hopefully they'll do some of the things I suggested because the first traffic study was pathetic. It didn't even consider whether some of the students that go to Mission College when they drive through the residential neighborhood, somehow that got left out of the first traffic study. Mr. Eisenberg gave a very eloquent speech on eminent domain. It seems to me that this proposed compressed campus plan is just a crock. They've already got their minds made up. I don't even know why you even put that in there.

Next I'd like Mr. Eisenberg to explain -- he was quoted in the Daily News, "The health and fitness facilities will be like one of the best athletic clubs around and the community will be welcome to come and use
the facilities." Does he mean for free? You have to be a student and carry a student ID card? I don't know of any other campus that offers that for free. Do we want it to be for free? Do we want every riffraff coming into our neighborhood that doesn't want to pay a gym fee and use this gym?

MS. NOVOA: I would ask that you please make a comment on the EIR.

MR. WILKINS: This is related to the EIR because you're talking about a building, a health facility in our neighborhood.

Finally, El Cariso Golf Course, did you ever consider expanding on the golf course rather than in our backyards and taking property by eminent domain? It seems like you got a lot of public lots around here.

MS. NOVOA: Sidney Blazer.

MR. BLAZER: Most of these are questions but I guess I'll put them in a form of a statement. One question is for Larry Eisenberg. I just want to know at what point do you stop Comstock Homes from proceeding with their plans? Because every step that they take with the city to get permits and -- not permits, but rezoning, increases the value of the property that you're going to be going after. So that's just a question.

One of the things I think that I would like to know in order to make a comment on this plan is what funds are available to Mission College for building any
portion of this proposed master plan? Are we talking about -- do we have money for the parking lot and the building that's out to bid and perhaps one or two other buildings? Or are there funds out there for the entire master plan? Because it would change my opinion of it, depending on how long we look to the future for the additional buildings.

Traffic, I would suggest that the traffic study take into account, if at all possible, future loads of patterns. One of the things we keep running into is that this area is being developed at an incredible pace. Millions -- not millions, hundreds of homes are being built as we speak right now. Any piece of property that is vacant right now has a potential and has developers out there trying to build. If you don't take into account the fact that you're going to have an additional 40 homes there, 80 homes there, 20 homes there, the traffic study means nothing.

And the master plan that you're showing includes, it looks like, the addition of seven or eight buildings, why is it that we're only doing an EIR on a potential of a couple of buildings? That's what it looks like, that the plan is on plan A or B and it's not really addressing the overall scope of the master plan.

MS. NOVOA: Thank you. Tom Ross.

MR. ROSS: First comment is on the location. I've really not followed this at all so I apologize for my naivety about the political situation. I'm sorely
disappointed that we can't use the baseball fields. I think the eminent domain option is a political and an administrative nightmare that may drag us into the quagmire that would cause us to lose more funding than we've already lost, and I don't think the district has the capacity or the capability to manage that type of a project. I'd rather see them compress the campus and begin building. They're running against the clock of population and I think that would be the most productive thing to do rather than try to spread the campus out causing another logistical nightmare, moving students from one point to another point. Regardless of the property needs, that boat has sailed, let's move on.

The next question I have is regarding traffic. The EIR, I assume, it sounds like it's trying to be done very quickly. I don't suggest -- I would like to suggest that the EIR does not begin until September. Traffic studies without school being in session will be kind of pointless. So I would request that Polk be looked at as well as Hubbard and Maclay. I would suggest that they talk to the City and County of Los Angeles and discuss the possibility of partnering with them to widen all three of those streets and remove the jutting out of the pieces of property, that's where you can use your eminent domain. Get that property, widen those streets. Two lanes in both directions. Turn lanes will mitigate a lot of problems we have with traffic.
Thirdly, keep the parking lot at Hubbard. If you remove that parking lot just because it's time, you're going to lose the capacity you've already killed yourself for and you're going to give somebody an empty lot.

Finally, get some quality management into the district. Present company excluded, I don't like the idea that this college does not have a president, hasn't had a president in a year. Will not have a president for another year. And I don't know who will be the president. Get someone in here who can manage this college, manage a project of this size and make sure that the people in your office manage them, because this is the stepchild of the district and I don't want to see my neighborhood of 45 years turn into that person. That's all I have time for. Thank you.

MS. NOVOA: Blaine Blythe.

MR. BLYTHE: Blaine Blythe, Fountain Glenn II. My concern is a broader concern. As you well know, in order to get to Mission College you either have to go over the freeway or under the freeway. And I'm concerned with the fire facilities, police has no department up here. The fire station is on the other side. I'm wondering if the college can exert pressure or bring about the solutions so that we would have some
of that public safety equipment on this side of the
freeway, because when the 7.0 earthquake hits, we know
that some of those are going to fall down. And if most
of the student body is here on campus, then we've got to
have facilities and we have to have emergency equipment
available to us. Thank you.

MS. NOVOA: Thank you. Tom Weisbarth.

MR. WEISBARTH: For the record, Tom Weisbarth, resident of Sylmar pretty much all my life. Somebody
else already mentioned the quote from Larry Eisenberg
about the health and fitness facility being available to
the public. I'm a little confused. The document
tonight says, "The proposed project does not involve the
construction of new or extended recreational facilities,
therefore no impacts to the environment would occur."
Beyond that, though, the reason I stood up even though
that was already mentioned, is the use of the facility
by the public at all facilities, for meetings, for any
other use, and I think that impacts our community. And
the EIR should clearly state whether the local community
members will be allowed to use, not only the
recreational facilities, or can we use meeting rooms for
clubs, various different events? And at what costs?
It's easy to say it's available, a thousand dollars if
you want to hold a political debate. We need to know

what the trade-offs are. I think it's important because
there are impacts on the community. I think it's a good
thing, but I think the solution is to simply state,
"Here's what we're going to give you back." And put it in writing so that we don't all stand around wondering was that really a commitment. Thank you.

MS. NOVOA: Thank you. Brad Porter.

MR. PORTER: Thank you. My name is Brad Porter with Comstock Homes. Obviously our company is the group who has purchased this six-and-three-quarter-acre property on Harding Street at Eldridge that Mr. Eisenberg was speaking about.

One of the issues that we have discussed here were about some figures and some things and I couldn't agree with Mr. Eisenberg more. We are apart on dollars. And we're not going to let this go for what he thinks we're going to sell it for. Barring what the numbers really are and what we think it's really worth and what their offer is, the reality is, it's not for sale. We have a five-page letter from Mark Terraine that we would like to enter into the EIR that addresses 13 specific items mostly related to plan B, but also related to a lot of the traffic impacts that are under plan A as well.

With that said, just paraphrasing one or two issues, and I have copies available. I brought 20 or 25. I should have brought a truck load more. But the reality is, just paraphrasing from this, "On behalf of Comstock Homes we're writing to formally advise (inaudible) and L.A. Community College District that the property, 6.75 acres, is not for sale and Comstock Homes
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strongly objects to any attempt by L.A. Community
College District to acquire the property, either through
a purchase offer or eminent domain. If the L.A.
Community College District would like to pursue the
acquisition of the property, Comstock Homes will
aggressively challenge such efforts through all means
under applicable law."

And two things are -- why we're fighting so
hard for it. Number one, the City of L.A. general plans
has determined that this property is residential. They
have a general plan in place for a housing development
and we intend to fulfill that. We are a pro-property
developer, that's what we do. We provide housing for
the ten million people that Mr. Eisenberg said are
coming in here. There are three things that people do
when they move in, food, clothing, shelter. Shelter
being homes. Ten million people are coming in here,
we're talking about 44 homes. We all know that we are
in a severe shortage of housing. That's a fact, that's

why we're providing homes. I'm off the charts. Here.

MS. NOVOA: Thank you. Rosie Winagey asked
that I please read her comment. Okay. These are her
comments. "Is this going to be a study on traffic,
parking on residential streets and pedestrians?"
The next question is: "What about the
loitering of older students around our homes?"
Third, "What about late class disruption to
residents?" Correct?
Anybody else have a card they'd like to submit? Any thoughts come to you while you were listening to your neighbors? You got two minutes.

MR. ROSS: One minute.

MS. NOVOA: One minute.

MR. ROSS: By the way, I'm Tom Ross, resident of Sylmar. Your thought on -- or somebody said, hey, if there's other places we could move, we're happy to look at and just leave the place. Okay. Has anybody looked next to Olive View Hospital? There's two enormous pieces of property. One of them is over 50 acres. I've looked at it. The county owns it and there's nothing being planned on it. On the other side of the hospital it's all fire. That's county and that's necessary, but I'm sure a deal could be worked.

The other -- so anyway, that's just a possibility if somebody wants to move into the place that's a possibility. The other thing is, going down and bringing up I still think compressing the campus is probably the best bet we can all live with.

MS. NOVOA: Are there any other comments? No cards. Mr. Eisenberg, I think, wants to say a few words.

MR. EISENBERG: Thank you very much. Those are great comments and really helpful. And I really appreciate it very much. Chris, maybe you can help me. I don't think like this format very much because we should have a conversation, not just like you say
something and I say something. So I want to at least have our team respond a little bit to some of the comments that were made so far, so at least you can get a sense of where we're coming from, and then we will go collect it in writing, it will be in the EIR and you'll be able to see what's going on, so I want to address some of the questions that you asked. And I know Chris, my attorney, has been taking really copious notes here and if you can help me recall, basically, the comments. So, Chris, if you could tell me, just start at the top. Tell me the comment. And then, Karen -- where are you, Karen? Come up here, Karen. Nick, can you come up here? Because I know some of the comments I don't know the answer to, and I know that Karen and Nick probably can help me with the answer to some of the questions.

CHRIS: One of the first comments was about the studying at Maclay Street and that it goes through the neighborhood.

MR. EISENBERG: Let me comment on traffic. The comment was made that traffic study in the first EIR was not good. I totally agree. And I'm very frustrated by the first EIR. And it's part of the reason why I'm here and participating in the second round because I didn't like how the first round happened so well. We need to do a traffic study that looks at Hubbard, Maclay, that looks at all the elements around and makes sure that we mitigate.

The comment was made about the idea of looking
That is exactly the purpose of the EIR. That we're looking at 15,000 students. Our analysis will be for 15,000 students worth of activity on all the streets. And there's a way that our traffic consultants can do that. If they project forward, they'll look at the number of cars, the number of trips, what's happening on each street. We look at existing traffic counts. We'll have people out there over the next several weeks. You'll see them parked along the streets with a clipboard checking off every left turn, right turn, straight ahead at all the different corners, all over the place, because the idea is that our obligation is to take care of the traffic that we create and cause. And part of the concept that we have, just so you understand, is that we can only use our bond funds in a very narrow way. We can pay for the expansion of the college and things that are directly related to that. So the idea of closing the little bit of Harding is the idea that we get some value for that. We get a little extra property that we can utilize there by the health and fitness building if we do that.

I don't think the charts show it very well, but the concept is that that extension of Eldridge will actually go down. It will be like almost sort of underground. The college will be above it. So there won't be any pedestrians walking on that street through the college. They won't be able to because there will be, basically, walls on both sides and the college will
be above, the road goes down below. So people coming in
will be able to take a smooth right turn in, go up
Eldridge, they'll be able to take a smooth right turn
out, go out Maclay.

One of the advantages to that idea is that
right now, as many of you know who live around Harding
and Eldridge, is that a lot of our students take the

turn off of Eldridge onto Harding and then head up
Maclay. Because people's behavior, we all behave the
same way. We don't want to go the long way even though
it's just a little jog this way, we want to go that way
instead. So we go through the residential neighborhood
and we make traffic. And we can solve that with this
particular approach.

So our traffic study is going to look at all
of this. And basically we are committed to taking care
of the traffic issues in the neighborhood as part of it.
By the time we're done, the traffic will be way improved
now and into the future. So you need to be rest assured
you'll see it in writing again. Don't believe me, see
the book that we'll put out. There will be a book, it
will address all the traffic issues. If you look at it
you'll see the data, it's all available. We're in a
fish bowl. Everything we do is open public record. So
you're welcome to come and look at our stuff, see the
analysis, understand what's going on. If you don't
think we did it right, tell us. If we didn't do it
right, we'll fix it. So that's traffic.
CHRIS: The next comment was about public use of college facilities.

MR. EISENBERG: Karen may have to help me answer that question. Let me say generally, and Karen can tell you specifically, the policies of Mission College. But our name is community college and the reason we're called community college is that we work and we support the community and that we expect the community's going to come and use our facilities, whether it's for meetings, whether you want to come and run around our track if we had one. If you want to come and use our basketball court. If you want to come use our gym, that we make those available. There are policies and procedures involved in doing that but we're committed to serving the community. They're your facilities, not my facilities. They're part mine, my one-millionth of a share, just like your one-millionth of a share, but they're all of our facilities. We expect for people to come and use them.

Do you want to talk about the policies of Mission for use of the facilities.

DR. HOEFEL: Yes, we do have a public facilities use policy that's consistent with the district board policies. And we do -- there are fees associated with using our facilities. And they're nominal, depending on the purpose. Certainly, if somebody's coming here to have a wedding reception, those -- that charge is not as high as if you were going
campus security, of custodial, the cost that the college has to bear in order to put that on. That doesn't have a direct educational purpose. And so as far as being a public institution, we are required by board policy to charge the -- at least recover the costs of providing that.

Other types of organizations come to us, political organizations, those charges are different. So we do have a graduated fee on that.

As far as the fitness center, we haven't really talked about how that would be offered, as far as it being available to the local community, but we'll come up with some policies associated with that. But it is our intent to make it available, when it's not being used for classes, for the local community, likely sometime into the early to 9:00 o'clock hour. So those kinds of things haven't been decided, but we will have those discussions and it is our intent to make those facilities available to the local community.

UNKNOWN SPEAKER: Will you have those discussions prior to the EIR -- will that information be contained as mitigation in the EIR?

MR. EISENBERG: Sure, we can do that.

UNKNOWN SPEAKER: (Inaudible).

MR. EISENBERG: Yeah, definitely.
CHRIS: There are a couple of comments about alternative sites.

MR. EISENBERG: We've been looking around and the reality is that if we move the college like by Olive View or something like that, it will be really expensive, and we've invested a lot of money in nice facilities here. And so we have about 170 million, Nick? Out of Prop A, AA?

MR. QUINTANILLA: Approximately.

MR. EISENBERG: Approximately. And I'm going to ask Nick in a moment, and we can flip to the slide and he can tell us about the money. That was one of the questions, how much do you have and what it's going to be spent on. We can tell you that what the thought is at the moment about that, but the idea is we wanted to find something nearby so we could basically keep the main campus and meet some of the other needs that we have. I really like the density idea. I really like the idea of building the campus up, but the comment was made I think about the look and feel of the campus, which is an important issue for us.

Just so you know, one of the ways that people choose where they want to go to college is how the place looks. It is. We've been doing studies.

UNKNOWN SPEAKER: (Inaudible).
have a choice, they want to go back and they use pictures to decide.

UNKNOWN SPEAKER: I just know that a community college is for the people that live in the community, and I would be interested to know, of your registration. How many people come here that live outside of this community, so therefore it goes beyond being a community college. And in that regard, then, it's no longer taking into consideration the effect that it has on the people who actually live here.

I think there hasn't been much mention of those homes that back up to that empty property that you're looking at. But I think for those people who live in this community, it's going to be a big impact on them and probably not in a positive way. That's my feeling on a community college. That it no long is going to be just for the people in the community, you better call it something else.

MR. EISENBERG: No. Again, it is the idea of a community college. And we have studies that show where everybody lives that comes to the college. It's really surprising, I would have thought that maybe it's a broader attendance, but it really is quite compact. It is people who live here in Sylmar, San Fernando, maybe out to Burbank a little bit. But it's really the nearby area that winds up serving -- the college serves people here. And obviously this area is growing in a significant way.
UNKNOWN SPEAKER: But not ten million people. They're not coming here. When you use that figure, they will not be coming to Sylmar.

MR. EISENBERG: There will be a percentage of them coming. And any percent of 10 million is a lot of people.

UNKNOWN SPEAKER: Sure. Maybe another community needs to build their own college.

MR. EISENBERG: In the future we're looking at that possibility, but for the time being, this is a pretty dense community, we'll get denser and there will be more people here and we want to serve them.

UNKNOWN SPEAKER: (Inaudible).

MR. EISENBERG: I'm sorry, I couldn't hear you.

UNKNOWN SPEAKER: (Inaudible).

MR. EISENBERG: Correct.

UNKNOWN SPEAKER: I have one quick thing. The last couple of years your enrollment has been flat, am I correct in that?

MR. EISENBERG: That is correct.

UNKNOWN SPEAKER: Why do you think it's going to increase so much all of a sudden?

MR. EISENBERG: A couple of different reasons. One is that the legislature is considering a drop in tuition. It already is a bargain. It cost 26 dollars a credit for people to come. But the legislature is looking at a bill that's going to drop it to 20 dollars
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8 a credit, that means it will be affordable to more
9 people.
10
11 Most of the students who come here -- I don't
12 know that people have a sense of what kind of students
13 we get, but basically typically they're working people,
14 they have a family. Our average student is age 28 years
15 old when they come here. Typically the kind of job that
16 they have is something -- they made a choice early on in
17 their life and now they want to do something better. So
18 it's a chance for them to come and improve themselves
19 and do that. So just because they'll be more people and
20 the tuition will go down, we're expecting that we'll see
21 an increase go on. Yeah, we've been flat, and that's
22 been disappointing when we know there's a huge demand
23 there. And it's something that we need to care about as
24 a society because what's happening is that we're missing
25 a lot of people who should be coming to a community
26 college, that they don't come.

1
2 UNKNOWN SPEAKER: I'm all for community
3 college. I think it's a wonderful thing. I just
4 finished a couple classes here two years ago, that's why
5 I know about your enrollment. I really think that
6 throwing around 10 million really blows whole the story
7 out. You'll be lucky if you increase your college,
8 double in the next 20 years.
9
10 MR. EISENBERG: That would take us close to
11 15,000.
12
13 UNKNOWN SPEAKER: You would be lucky.
UNKNOWN SPEAKER: But then that goes back to the fact you said it will be reduced to 20 dollars a unit. They're going to come here because of what it cost.

MR. EISENBERG: Whatever it takes for them to come. It's important that they come.

Chris, go ahead. What's the next issue?

CHRIS: The next issue was project funding.

MR. EISENBERG: Nick, it's all yours.

Maybe we can go back to the slide that shows the plan. The question was, which projects are funded. How much can we do with the money that we got. And what's the sort of sequence that we envision here.

MR. QUINTANILLA: Currently, like Larry just said, we have a budget around Proposition A, AA, 170 million. Out of 170 million I got about 50 million committed to ongoing projects, including the parking structure, (inaudible) structuring that we're doing. The various ongoing projects. That leaves around 120 million right now. And keeping up with the budget here is going to be -- is a pass just because until we finalize the master plan, it's hard to ascertain what can be built on the current budget. Having said that, it's just a process that we're obligated to follow, but I can give you some absolutes. Out of that list that's depicted on the slide right now, family consumer is budgeted for. The media arts is budgeted for. The health and fitness, P.E. center is budgeted for.
child development center is budgeted for. Everything
else you see up there is subject to available funds
after the master plan is finalized.

UNKNOWN SPEAKER: (Inaudible).

MR. QUINTANILLA: The general budget for the
four buildings that I mentioned, including child
development, is around 120 million.

UNKNOWN SPEAKER: (Inaudible).

MR. QUINTANILLA: After we buy the property.
But that's about it in budgets, everything else is --

UNKNOWN SPEAKER: Just doing some quick math.

170 million, 50 million is currently budgeted for

parking and your remodels, et cetera, so you got 120
million. Three buildings are already budgeted for 120
million. That leaves zero. Did I miss something?

MR. QUINTANILLA: Yeah, you did. I missed
something. Sorry. There's 48 million dollars worth of
state taxes associated with three buildings.

UNKNOWN SPEAKER: So you have 48 million
remaining?

MR. QUINTANILLA: Right.

UNKNOWN SPEAKER: Thank you.

MR. EISENBERG: Chris?

CHRIS: The next question was a technical
question about traffic, how to account for future
development of the traffic study.

MR. EISENBERG: So hopefully I answered that.

That we basically look at traffic counts of existing
traffic to get what's called background, and then we'll
project out what the demand is that we see coming in as
the student body grows, in terms of how many cars and
trips per day. We know what the typical traffic pattern
is. We know that our traffic is at 7:00 P.M. in the
evening, that's when we have the most students in class.
So we look at that kind of factor and figure out what
the impact is that way. So we basically cast the
traffic across the day Monday through Saturday and

Sunday, basically we go from 7:00 in the morning till
10:00 at night. So we spread the traffic all across
that and that's the basis. So we look long term.

UNKNOWN SPEAKER: (Inaudible).
MR. EISENBERG: Classes get out at 10:00
o'clock, right.
UNKNOWN SPEAKER: (Inaudible).
MR. EISENBERG: I'm not sure I understand your
question. Classes typically finish at 10:00.
UNKNOWN SPEAKER: If they're leaving at 10:00.
MR. EISENBERG: That's right. Students are
basically leaving from 10:00 to 11:00 we see cars --
UNKNOWN SPEAKER: (Inaudible).
MR. EISENBERG: I'm sorry. They'll look at
traffic all through the day, if that means midnight,
they'll be doing that too.
UNKNOWN SPEAKER: Could they also make sure
and do a study on the one main thoroughfare that goes
along Maclay to the college?
MR. EISENBERG: Absolutely. That's why we never look at --

UNKNOWN SPEAKER: Which is amazing.

MR. EISENBERG: And we never -- that's why in my mind (inaudible).

UNKNOWN SPEAKER: From elementary school to the college there are zero stop signs. And let me tell you, when school is out we hardly ever see people racing down the street so we know it's the college.

MR. EISENBERG: We're going to be pretty thorough, in terms of looking at all these things. There's a question back there.

UNKNOWN SPEAKER: Hi. My name is (inaudible). I have one question. My biggest concern is traffic. In the last five years our traffic in our area is ten-fold from what it was. You're going to bring in another 7,000 people with automobiles. And you got all these -- plans put a stop sign here, a signal light here, a one-way street here. What's wrong with putting an exit and entrance from the college over and down over (inaudible), and go over the 210 Freeway and put an exit and entrance on the 210 Freeway (inaudible). That would take all this traffic out of the area. What's wrong with that? Is it too expensive? We got money for everything else.

MR. EISENBERG: Yeah, it is. You just turned our listing of expenses --

UNKNOWN SPEAKER: All the traffic would go
straight over the freeway and drop over the 210 and (inaudible).

MR. EISENBERG: I wish we had that kind of money.

UNKNOWN SPEAKER: Last time (inaudible) geological survey across the street. All of a sudden the Mission College I got permission to (inaudible) the parking in there, it wasn't safe for the church. (Inaudible) what happened to the geological survey? How did they get that through?

MR. EISENBERG: We still have more study.

UNKNOWN SPEAKER: (Inaudible).

MR. EISENBERG: That's a good question and we'll look at that in the EIR, because we don't know all the engineering issues yet.

Let me just comment again on traffic. The idea is that we're going to look carefully at every single street, all the impact that we have, and our intent is to deal with that project. And that would mean that Maclay probably needs to be widened at some spots. We probably need to put in a couple traffic signals as well. Maybe we need to get some stop signs and that kind of thing.

UNKNOWN SPEAKER: Larry, with regard to the traffic. I know that you say that you're going to look forward with regard to the student body traffic. I would also suggest that you look forward into the additional residential traffic that there may be as a
result of all the infill.

   Now I have a question that's going to possibly
make me a very unpopular person in the room and open a
Pandora's box. But in the interest of being transparent
and open -- with regards to the eminent domain, I
understand the process and the fact that at some point
in time if LACCD board of trustees wants to go forward,
obviously it sounds like there's going to be a little
bit of a battle between Comstock and LACCD. I'd like to
back up a few steps and get a time line as to when you
feel the board of trustees will actually give you the
green light to do the eminent domain. And considering
that I heard some of the people in the room say they'd
prefer the compressed plan and some of the people in the
room live nearby the Eldridge/Harding property, do they
have -- how do they have the opportunity to come to
LACCD and say lovely drawings, don't do it, we're
against it. Don't go eminent domain. Is it even a
conceivable position for the citizens to take, and if
so, how do they do it?

   MR. EISENBERG: Let me answer the first part
of that, and that is timing. We need to adopt the
master plan. Board of trustees needs to adopt the
master plan, and they need to certify the EIR. Once
they finish there, then they're in a position to
actually take the vote to do eminent domain if that's necessary at that point in time. So under the kind of calendar that we've laid out now for the process, that would likely happen probably November, December for a vote to do eminent domain if they wanted to do that. And it typically takes from the point that the board votes to do eminent domain, to the point we file in court, to the point we get control of the property, it takes about 90 days to get the court say, fine, you guys have control of the property. And the reason why, basically -- let's back up. You heard reference to it, I don't know that we said it specifically this evening, but we have a significant amount of money, state money riding on the health and fitness building. And there's a deadline that the state creates, because if you don't use the money, then they take it away and give it to some other needy community college elsewhere in the state. And our deadline for that is April the 1st. That if we don't do our groundbreaking right around April the 1st on the property, then we'll lose the state money on the facility. And, Nick, that money is -- I'm forgetting, Nick, how much state money do we have riding on the health and fitness building?

MR. QUINTANILLA: Around 13 million.

MR. EISENBERG: 13 million dollars. That's an awful lot of money for a district like us to give back. So we don't want to do that. We need to make that process work so we can be ready for a groundbreaking by
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April of next year.

UNKNOWN SPEAKER: (Inaudible).

MR. EISENBERG: I'm sorry. Refresh my memory.

The second part of your question was -- people say they don't want the district to do an eminent domain. The board needs to do a public hearing on eminent domain. And when -- that will be fully noticed and people are welcome to come and testify before the board on the eminent domain. Oftentimes the property owner comes and says, "Please, please don't do that." And then the board has to make up their mind whether they want to do it or not. But citizens are welcome to come and offer their opinion about whether it's a good idea to do that. That will likely happen, again, November, December time frame to do that.

UNKNOWN SPEAKER: What's your definition of fully noticed?

MR. EISENBERG: Fully noticed? That our board meetings are posted, advertised in the newspaper. And for this purpose, if people want to know about that, we're glad to do a mail-out, circulation, posters, whatever.

UNKNOWN SPEAKER: (Inaudible).

MR. EISENBERG: Yeah. And that's the other thing, that of course many of us have access to web kind of stuff, and all of our stuff is on the website. So you can watch our website and all of our agendas show up that way.
UNKNOWN SPEAKER: (Inaudible).

MR. EISENBERG: A question in the back over there.

UNKNOWN SPEAKER: Is there a possibility -- you've talked about you're going to do a traffic study, you're going to look at Maclay, Hubbard, Eldridge, how about the Maclay and Hubbard exits off the 210 Freeway. The impact currently is that those are backing up and they are frequently backing up into the oncoming 118 transition. If you increase significantly the trips to this area, you got the potential of causing more gridlock than we already have. Even though I understand that you're not going to be able to build a wider off-ramp, I would think that it's something that could be a do-or-die projection that needs to be made.

MR. EISENBERG: Yeah. We will look at the exits off the 210, both Hubbard and Maclay. And often that kind of issue can be addressed by timing of the traffic signals and that kind of thing, that helps speed traffic flow along. So there's a tweaking, adjustments that can be done that help in that type of thing. The study might say that if we change the timing, we get more cars going through. So all those issues will be looked at. If there's a way to physically change it, that becomes something on the table as well.

UNKNOWN SPEAKER: Larry, I did ask the state, (inaudible) office for two additional on-ramps,
off-ramps on Hubbard, but I forgot about Maclay, which
everybody else did in the first EIR. I asked about it
in the other scoping meeting, so if could -- I wrote
down a thing, if you could just initiate a request of
the state to look at Maclay. It's like a
five-to-ten-year waiting period anyway, but if we could
get it working, that would be good, just for Maclay.

MR. EISENBERG: Yeah. And I'm sure everyone
is aware that there are multiple government
jurisdictions involved, so the state gets involved, in
terms of spending for the federal highway dollars, but
then the city gets involved as well, the county gets
involved. So we have a lot of folks' input about some
of these kinds of things.

UNKNOWN SPEAKER: On the initial EIR, it spent
a lot of time on the air quality section. And the air
quality section was nothing but boilerplate information
with a lot of acronyms. Very difficult to go through.
I felt that the DEIR didn't address the topography that
we have in this area, where a triangle surrounded two
sides by hills and mountains, and one side by a
(inaudible) Freeway 210, plus we're bringing all the
students in here. I felt like the current EIR that
you're going to do should address issues that are
typical of this area, and not the total South Coast Air
basin which is what the original one did.

MR. EISENBERG: That's a very helpful comment.

UNKNOWN SPEAKER: The other thing is that the
-- in that Julie Kornstein, I think, sent a letter addressing that issue regarding the air quality studies near the schools, Harding Street and Hubbard. And anyway, so basically I would like to see something, at least some study suggesting the topography. That's number one.

The other issue I would like to ask about is kind of addressed in the number of trips. And you have a cap of students of 15,000, that's a cap of 15,000 effective full-time students? 45,000 part-time students that are carrying three hours each? Can you address these issues in the DEIR so that we fully understand what kind of trips will be generated by the student body. Are we really going to have 45,000 people addressing the campus? Do you understand what I'm saying? I understand that you say in the DEIR that you're going to have a cap of 6,000 students on the campus at one given time, and I'd like that addressed. How that's going to be scheduled? But basically those are the -- one more comment.

You talked about the 30-day period. And I would like to reemphasize 30-day period ends August 7. We do not have 30 days from today. I just wanted to point that out to people for the comments for this -- to get letters to you regarding our concerns.

MR. EISENBERG: Yes.

UNKNOWN SPEAKER: Okay.

MR. EISENBERG: Air quality is a great issue.
Our district, as hopefully many of you are aware, is committed to (inaudible) sustainability and environmental quality. Air quality is something we care about a lot. The new buildings we're doing will be all -- if you know about the leadership in energy and environmental design program, it will all be budgeted that way. At the same time we're going to make sure that we're improving air quality, not hurting it. So absolutely that's something that will be studied, and your comment is really great. That we can make sure that it's very specific. Part of the reason we have the new team is that we have people who are very expert in a broad range of issues, they'll be able to help with that kind of thing. That's a really good comment.

In terms of your comment about 45,000 students. Boy, I wish we had 45,000 students. The reality is that if we had 45,000 we would be really lucky, I don't think that's ever going to be the case. But there's a ratio that's established that will be identified in the EIR. You'll be able to read about that definitely.

Car trips are based on the ratio analysis that goes on, we'll be able to talk about how the cars impact during the course of the day.

UNKNOWN SPEAKER: I have a couple of questions. The previous EIR had a parking number of 1800 on-campus parking, now I think you've increased it to 2,000. What was the reason for that? You expect
more students? Was it just a necessity to increase
parking because of the traffic studies or -- that's
question number one.

MR. EISENBERG: A simple answer. And that is
that there's a ratio that we use in planning parking for
the college. That ratio is for every six students, we
need one parking spot. So you just divide that number
into the number of students we're talking about. We're
talking about 15,000, it's like 2300 spots that we need
to accommodate those people, whatever the arithmetic is.
So that's the way we do it. And the reason why it's
that 6-to-1 ratio is that not everybody shows up on the
same day, and we're spreading people out, again, between
starting at 7:00 A.M. to 10:00 o'clock at night. So we
spread that parking demand out over all those days and
including Saturday. So that's how the ratio works. So
we don't need a parking spot for every single person
because they're not all here at the same time.

UNKNOWN SPEAKER: The second question is, the
traffic study is going to show pretty much the previous
EIR with a lot of mitigation needed. Is the college
prepared to pay for some of the mitigation measures that
might come out? Certainly will come out the same way,
as far as any traffic studies, any traffic calming
measures? There's a -- the T-9, which is a traffic
control which is about a million dollars, is that
something the college is ready for, or prepare for, or
budgeting that?
MR. EISENBERG: Yes.

UNKNOWN SPEAKER: And my last comment is about the design. I hope the design, I'd like to see the buildings moved a little bit further -- farthest away set back from those residential properties that are on Harding, somehow push design all the way to -- so that we limit the noise and all that from the buildings.

MR. EISENBERG: It's a very good issue. One that we're sensitive too. That's why the health and fitness building is on the eastern side of the building. And we have to put future buildings on the western side. When we get to the point where we actually have money to do something on that other side, then we would do another study at that point to look at those buildings and really think about the sound issues. And I should say, too, at that point when that's happening, again, we'll be back to the neighbors. We'll be stopping by and saying, "Are there things that you would like us to do to help sound mitigation? Do you feel like you need a sound wall here, a berm or whatever?" That's the kind of stuff that we do.

UNKNOWN SPEAKER: Tom (inaudible), resident. Simple request, last time around the draft EIR was posted on the website in part. Could we have all documents posted in PDF format, please, it's much simpler to deal with than going to the library or carrying large documents, even if you print them. Save a tree, put it on the website.
MR. EISENBERG: That's great, Tom. Yes, certainly.

UNKNOWN SPEAKER: Hi. Since the park property was not an option, and I know that acquiring that really has sort of fallen out, my question is, that in order to answer some of the open space issues, would it be feasible to talk to the county about a redesign of the park to allow the park to become part of the open space on that eastern side and move the ball fields to a different section of the park to allow students to utilize that for recreation and/or utilizing the fields. I'm just curious if that's been part of the analysis of what you can do if you land lock the campus.

MR. EISENBERG: That makes sense to me. Would that make sense to the county? I don't know.

UNKNOWN SPEAKER: They wouldn't give us the land so --

MR. EISENBERG: Right. It's worth a conversation. But that's why we've concluded that we have to sort of be self-sufficient and meet the needs that we have in that way. So, yeah, I'm glad to visit with any other of the organizations around that could help us out and see what we can do. If that works, sure, that would be great.

Chris, are there things we haven't covered yet?
CHRIS: The last issue related to fire and police facilities.

MR. EISENBERG: The EIR process addresses public safety and talks about fire, police response kind of activity, ambulance, whatever else there might be. And it will identify that issue. And so we look very closely because we care about -- we'll have a lot of people here and we want to make sure, number one, that they're safe, in terms of public safety. Of course we have a contract with the sheriff's office for our public safety function here, and they're pretty active as you're probably aware. Obviously they circulate beyond the college into the immediate neighborhoods and that kind of thing.

In terms of our fire response, same thing, that we want them to be able to respond in an effective time and way and be here. So at another college we're actually putting in a road to provide for emergency vehicle access to the college. That was one of the things we identified in that EIR. So this EIR will address that issue, will look at the response time to the neighborhood, response time through traffic and all of that and make sure that it's acceptable.

UNKNOWN SPEAKER: What if it's not?

MR. EISENBERG: Then it becomes something we have to mitigate. If that means we need to give them
more equipment, or whatever the case might be, or help build a building for them or something like that, that's part of what we have to do.

In the back?

MS. GIBSON: My name is Gina Gibson. One of the possible solutions to mitigate some of the traffic and (inaudible) issues that they were just talking about is simply increase vegetation of the college to dedicate and maintain a tremendous amount of additional trees in the local communities along the streets, on the campus itself, and in the wash. You'll take care of a lot of the issues that you're talking about but it also has to be kept up with maintaining it. In a concrete courtyard, if that courtyard doesn't have a lot of vegetation, sound reverberates and then the amphitheater effect we have on our community, that sound carries. By simply placing a lot of very dense foliage, we can take care of a lot of those issues.

MR. EISENBERG: A very good point. And part of our plan, again, because we didn't have a lot of time to do the drawings that we did for the expansion area, we've been talking about we're going to heavily tree that area. For one, it will shield the building. And the other part is, it creates for, under the sustainable context, the idea that it provides shade on the building and it reduces our heating load on the building at the same time. So our intention is to do heavy landscaping throughout both the college proper as we redo the
landscape here. It's one of the things we're working on. Part of our approach, as well as part of the sustainable idea, is that we do drought resistant plants so we don't need to water them so much, but they still go really well in this area.

MR. CARLTON: Hi, Nick Carlton, (inaudible) Neighborhood Council. The Neighborhood Council got involved in some of this because even though we're advisory to the city council, it is a focal point for the people to come out and talk about the development of their community. And we are facing some challenges and so that it's not just the impacts of the college expansion, but not making some of the other, frankly, infrastructure disasters worse.

One of those that's been talked about is traffic, the other one that I really want to put on your -- in your vision is fire. Because basically on the uphill side from the freeway we've got probably 40 or 50,000 people that are not served by a firehouse. And it's really, really hard for the one down there to cover this, and then the one that's going to be coming over the cascades doesn't have access here either. So one of the things we're really trying to look at is, is there a place for fire services up here.

In stepping out of our immediate realm of jurisdiction to help get the conversation going, we want to invite you, and I do want -- a lot of challenges here, I want to applaud you guys for kind of bringing
down the walls a bit and saying, rather than doing the plan behind doors, bringing up the minimum option, let's actually keep a very transparent discussion about what the options really are, what the priorities are so we can really have a community. It is a regional college but it is right here and it really should be and can be kind of a shining star of Sylmar. So let's keep this conversation going. Please, if you can help us to put pressure on the city and county services to help the infrastructure meet the needs, then the college and the community and those needs will start coming together.

MR. EISENBERG: Great. Thanks.

One more comment. I'm keeping you way past your bedtime.

UNKNOWN SPEAKER: Not when I get upset. What I would like to say is in the comment that the urban -- you're putting more of an urban environment on the campus, as citizens living in the community, whether it's right here or anywhere, we're really forced to live in a much tighter, closer environment certainly than I ever grew up in with housing developments and everything else, if 10 million more people are going to come. My question is, what is so bad about these students going to college and not having open space? They're here to learn, they'll be in college maybe two to three years, but we live out in our world for the rest of our lives. So if it's okay for us to live daily in a congested urban environment, then why is it not okay for them to
go to school in that same environment? If the land is available, I don't think they need a lot of open space. We don't get it to live in every day.

MR. EISENBERG: It's a good question and comment. The issue really is -- I'm an advocate of dense development, but I think we can do some nice things at the college and do them in a dense way. But at the same time, we need to preserve options for the future. That's what the land acquisition is about. You see the health and fitness building, there you see this concept of future building. The idea is that -- obviously nobody is making any more land and -- at least not yet, and the idea is that we need to preserve for whatever that future generation is, even the ability to have more facilities at some point. Although we might not use them in the next ten years, which is likely the case, at some point in the future there will be a need. We want to make sure that at this point we take the opportunity, create some open space for the time being, and then have the ability in the future, if the future needs to do that. For the time being, the plan that you saw is the most effective one and it is a pretty dense development, but at the same time, I think it's going to be quite nice. I think that, although there will be many more buildings there, a high square footage of the college within the existing footprint, that I think by the time we're done, people will be very pleased with what they see. One of the elements that is in the plan
that the college (inaudible) previously is this arroyo idea that I think it reflects the heritage of the community and will give us a water feature within the college. That will make it very nice, but it's something that works in a dense environment. I think we're going to successfully address the issues, maximize density that we can, but at the same time, we need to preserve future options for, really, far down the road.

Maybe two more questions then we really need to wrap up.

UNKNOWN SPEAKER: What I'm hearing is we're focusing a lot on plan B and I'm looking at plan A. I don't see that much compression. I see an additional underground two-level -- I'm pointing there because that's what I was looking at. And you have the P.E. building on the compressed area. I don't see that we're losing that much open space, other than the P.E. area in the front where it takes a huge spot, and then student services. But buildings 5 and 6 aren't even funded and they're on there, which makes it look more cramped. So what I'm only looking at right now is the P.E. building on there and then two levels going underground and then a little tweaking of the student services. So I'm not looking at a compressed plan. I still believe you need the Eldridge and Harding and I'll fight for that all the way.

What I'm hearing from the crowd is, we're in such a rush to get the P.E. building going, why can't we
just put it on the footprint while we're going into the eminent domain process and tweak maybe some other buildings just so we get that building in there and keep our 13 million dollars. But I don't really -- the compressed plan doesn't look that bad to me at all. I don't know why we're still not looking at that maybe and tweaking that a little bit more and still hold our Eldridge and Harding spot and look at traffic mitigation. I won't take up any more time. I just wanted to put that on the record.

MR. EISENBERG: Let me just comment about health and fitness and its remote kind of place. In looking at our program there's really only one -- maybe another -- facility that would work in a remote context for us in an effective way and at this point in time, and that is health and fitness. So the idea that we can do that as a stand-alone building. Another one would have been child-care, could have a remote building that we could have done. We're not going to do that. But it's the idea -- because the other buildings have interaction. The faculty move between the buildings, and students move between the buildings. And we want to create the ability where if maybe they're in this class, they've got five minutes to get to the next class and that kind of thing. For health and fitness, typically they're scheduling that in a different way, you have time to get over to the other building.

UNKNOWN SPEAKER: (Inaudible).
MR. EISENBERG: Media arts ties in with other things on the college, in terms of other English and other kind of things that we do, languages and all of that. There are those interties in the curriculum.

Last comment? Then we'll wrap up. No last comment? Great. Really, really appreciate all of you sticking to the bitter end and giving us your thoughts. Please take advantage of the opportunity. If you have other thoughts, do it in writing back to our team. They'll be glad to look at the issues and incorporate them in. Thank you very much for coming.

(TIME NOTED: 9:34 P.M.)
STATE OF CALIFORNIA ) ss:
COUNTY OF LOS ANGELES )

I, CATHRYN L. BAKER, CSR No. 7695, do hereby certify:

That the foregoing hearing was taken before me at the time and place therein set forth.
That the speakers were recorded stenographically by me, were thereafter transcribed under my direction and supervision and that the foregoing is a true record of same.

I further certify that I am neither counsel for nor related to any party to said hearing, nor in any way interested in the outcome thereof.

IN WITNESS WHEREOF, I have subscribed my name this 4th day of August, 2006.

______________________________
CATHRYN L. BAKER, CSR No. 7695