

# LOS ANGELES MISSION COLLEGE

## MASTER PLAN

*Quality Learning Along the Arroyo*

March 15, 2007

Prepared by

**LEO A DALY**

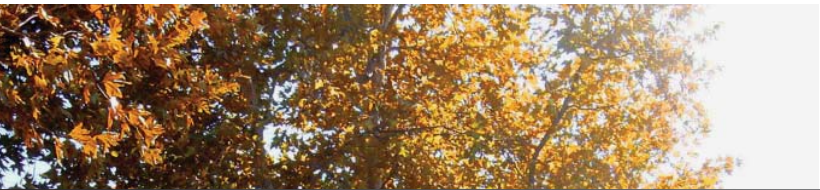
**Mia Lehrer + Associates**

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Special thanks to the Faculty, Staff, Students, and Community Members for their thoughtful participation.

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# Quality Learning Along the Arroyo

## EXECUTIVE SUMMARY

### Background

Los Angeles Mission College (LAMC) was opened to the public in February 1975. The founding faculty members worked diligently to develop thriving academic and vocational programs under challenging circumstances.

One of the major obstacles the college community faced was the lack of a permanent campus for 16 years. Students attended classes scattered throughout the cities of San Fernando and Sylmar. The College moved to its permanent campus in the summer of 1991 and was built on 22-acre land in the City of Sylmar. With the quick growth of the College, the original site was not large enough and many programs had to be based at satellite locations due to the lack of space or facilities on the main campus.

Recent voter approval of two major bond construction issues, Propositions A and AA, marked the beginning of an exciting new chapter in Los Angeles Mission College history. The influx of bond and State money allowed the College to plan for the expansion of its facilities to serve up to 15,000 students by the year 2015. Two parcels of undeveloped land, a third mile down from the existing campus, were acquired by LAMC to develop new facilities and serve its vibrant and diverse population.

The District retained Leo A Daly and Mia Lehrer + Associates in 2006 to prepare an updated Master Plan for Los Angeles Mission College.

### The Process

Upon receiving the appointment, Leo A Daly immediately commenced an intensive seven-month master planning process in close partnership with the College leaders. Frequent meetings were held with College Administrators and numerous workshops were held with faculty, staff and student leaders. Master planning issues were identified and discussed, goals and objectives were established, and several master planning scenarios were developed and evaluated.

Development of the Master Plan was guided by the President of the College and involved a broad-based community of stakeholders, including key faculty members, administrators, staff, students, nearby residents and business leaders.

The mission statement of the College was a major conceptual driver for the development of the Master Plan: “the mission of Los Angeles Mission College is the success of our students.”

Analyzing the existing campus in the context of the surrounding community generated ideas about how to improve the campus by carefully integrating landscaping, lighting, and new facilities. In addition to offering essential educational resources, the campus should provide the surrounding community with easy and safe access to open spaces.

Mia Lehrer + Associates landscape architects undertook a concurrent landscape planning process to coordinate campus landscape improvements with the new Master Plan.

Growth of the campus cannot be sufficiently accommodated on its existing 22.5-acre site. The acquisition of two parcels of undeveloped land, a third mile down from the existing campus, is referred as the extended campus. Since enrollment and demand for services continue to increase, it is imperative that the Master Plan efficiently organize and integrate new facilities on the existing, as well as at the extended, campus.

Several master planning concepts were developed and presented at workshops & scoping meetings. A preferred concept, Concept B1, was selected for further development. Concept B1 optimized the layout of buildings on the existing site and made efficient use of funds available from Proposition A & AA. Concept B1 also proposed a rational sequence of construction, allowing development to meet the time frame established by Proposition A & AA.

### Recommendations

The Master Plan organizes and integrates major activities occurring on the existing campus by organizing buildings with various functionalities to form a campus core, which will be newly-landscaped and circulated by pedestrian paths.

The Master Plan will be completed over an eight year period in two phases. Preparation to the infrastructure will facilitate

the start of Phase 1, when Proposition A & AA projects will begin construction.

In Phase 1, all buildings and structures proposed under this initial phase are projected to be complete by the year 2010. Funded in the first Proposition A & AA project, the Health, Physical Education & Fitness Center and temporary surface parking lot on the extended campus provide new facilities and 131 parking spaces. The relocation of Plant Facilities and the construction of Parking Structure B2 above it expand Parking Structure A. The construction of the Family & Consumer Studies facility follows. Phase 1 is concluded with the construction of the Media Arts center. The Arroyo is segregated into four areas on the south half of the campus, three of which will be completed by the end of Phase 1. The improved Mass Transit Center will hopefully allow the College to be better served by additional bus lines.

Phase 2 of the Master Plan begins construction of projects funded beyond Proposition A & A, which are currently scheduled for completion by the end of 2015. The first project of Phase 2 to be constructed, the Student Services building and the last segment of the Arroyo, will take place at the existing campus. The temporary surface parking along Eldridge Ave will be eliminated and a secondary main entrance to the Instructional Administration Building with a drop-off will be added facing Eldridge Ave. To provide a suitable site location for a new education building and a secondary pedestrian entrance onto campus, the northwest single-story wing of the Instructional Administration Building will be removed. A corner monument will also be constructed at the College’s most notable intersection, Eldridge Ave and Hubbard St, to provide a welcome entrance to the campus.

Leo A Daly published a draft Master Plan report in January 2007. The draft plan identified and prioritized major projects, allowing the College to begin programming and designing critical projects to meet the funding schedule established by Proposition A & AA.

### The Future

The Master Plan provides a rational, yet flexible, framework for the optimum, long-term development of the campus.

While changes and new ideas are expected and encouraged as the Master Plan is implemented, every effort should be made to protect the integrity and spirit of the Master Plan.

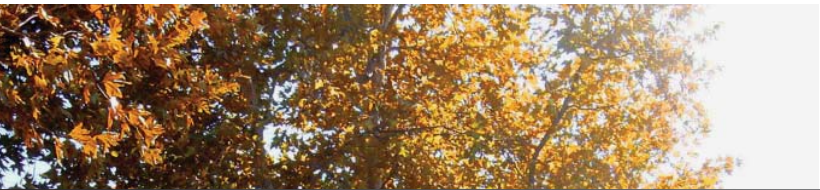
As the Master Plan is implemented, the College will witness a blossoming of new energy and vitality on the campus as students gather and interact in the new landscaped areas and Arroyo. Hopefully, nearby residents will begin to express more pride in the campus and respond to the improved edge conditions for the campus.

The improved Mass Transit Center near the existing campus will encourage more students, visitors, faculty and staff to arrive at the campus via public transportation, alleviating traffic and parking problems and adding to the “green” character of the campus.

As new buildings such as the Child Development Center, Health, P.E, and Fitness Center, Family & Consumer Studies, and Media Arts are constructed, the college will, for the first time in its history, bring all disciplines together in a complete and improved campus environment. Learning spaces and social gathering places will be inviting and inspirational, and it is anticipated that this all-inclusive learning community will foster collegiality, excellence and encourage broader student participation.

Implementing the Master Plan will be challenging and rewarding. Los Angeles Mission College stands on the threshold of a new era, an era during which its mission of providing “the success of our students” for everyone in the community will become a reality.





PRESIDENT’S MESSAGE

Welcome to the promising and exciting future of Los Angeles Mission College! Our campus master plan is the result of a collaborative effort among members of our local community, neighbors and elected officials, faculty, staff and students. This current master plan has evolved over several years and is a blending of the thoughtful work of years past and the challenge of a campus built on a 22-acre parcel of land that is bounded by a residential neighborhood, a golf course and park. In our recent past, Los Angeles Mission College officials explored the possibility of expanding the campus into the adjacent El Cariso Park. A conceptual plan was developed to build new buildings and a parking structure on an 11-acre parcel of park land that would allow the campus to expand in a contiguous manner. When it was determined that the acquisition of the park land was infeasible, the College and the Los Angeles Community College District entered negotiations to acquire two vacant parcels of land in close proximity to the main campus. The parcels are approximately 0.3 miles along a shaded sidewalk leading alongside the golf course to a beautifully situated lot with sweeping mountain views. The first new academic building to occupy this extension of our college campus will be the Health, Physical Education and Fitness building scheduled to begin construction in mid-2007. We truly believe our extended campus model will prove to be a valuable asset to the College and the neighboring community. Together with future development of our main campus, Los Angeles Mission College will be well positioned to meet the growing educational needs of the residents of the northeast San Fernando Valley in a quality educational environment. Within the next few years our students will be served by one of the most modern and dynamic community colleges in Los Angeles County and the state of California. Our Mission Is Your Success!

Sincerely,

Ernest H. Moreno

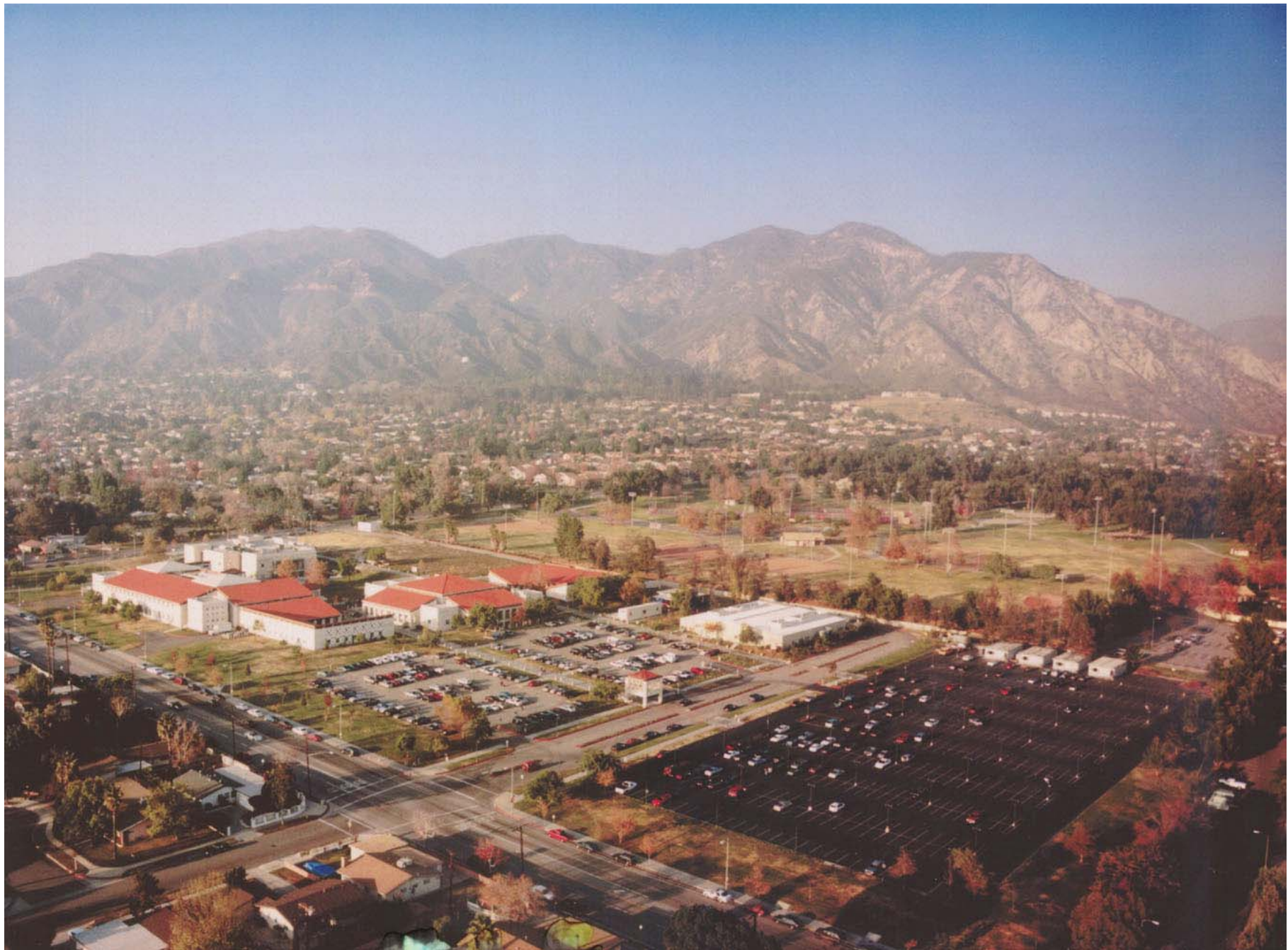


**Ernest H. Moreno**  
President, Los Angeles Mission College





## COLLEGE MISSION, VISION, VALUES, & THEME



### College Mission Statement

The mission of Los Angeles Mission College is the success of our students. To facilitate their success, Los Angeles Mission College provides accessible affordable, high quality learning opportunities in a culturally and intellectually supportive environment by:

- Encouraging students to become critical thinkers and lifelong learners;
- Ensuring that students successfully transfer to four-year institutions, find meaningful employment, improve their basic skills, and enrich their lives through continuing community education
- providing services and programs that improve the life of its immediate community.

### College Vision

Los Angeles Mission College will provide high quality learning opportunities in an atmosphere that respects and assists all people in pursuit of their educational goals. Modes of instruction will match the changing needs of students in acquiring knowledge and skills necessary for success in the academic and work place environments. The College will support a strong work ethic, student and staff learning, and personal growth as lifelong endeavors. The College will practice an honest, collegial, and inclusive decision-making process that respects the diversity and interdependence of the College, student body, and the community we are privileged to serve.

### College Values

1. We value *lifelong learning* by students and staff in a supportive environment.
2. We value *hard work* by students and employees.
3. We value *excellence* in the high standards we set for our students in and out of the classroom and in the high standards we set for the services we provide to enhance student learning.
4. We value *diversity* in the composition of our work force and student body, in the learning styles and prior experiences our students possess, in the learning experiences we introduce to students, and in the ideas we encourage students and faculty to explore.
5. We value *honesty, fairness, collegiality* and *respect* in all our interactions with each other.
6. We value a *sense of community* and commit ourselves to continual, respectful interaction with the internal and external constituencies we serve.

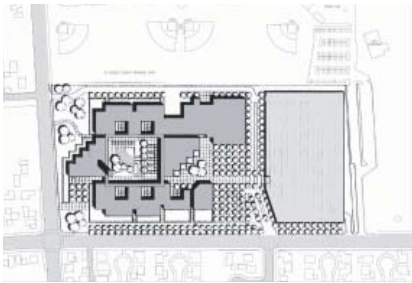
### College Theme

"Our Mission is Your Success"

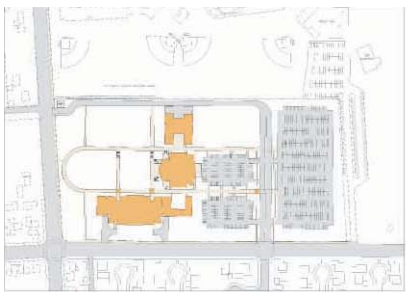




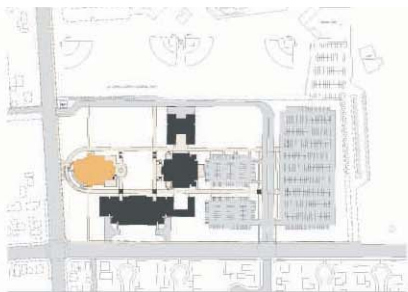
HISTORY



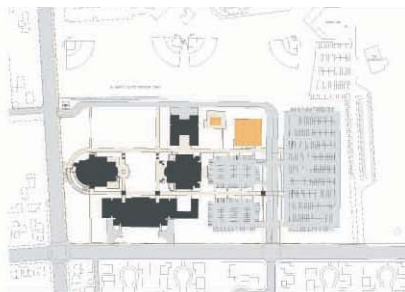
**EIR Master Plan, 1983**  
11,000 Students; 291,000 SF;  
1,740 Parking Spaces



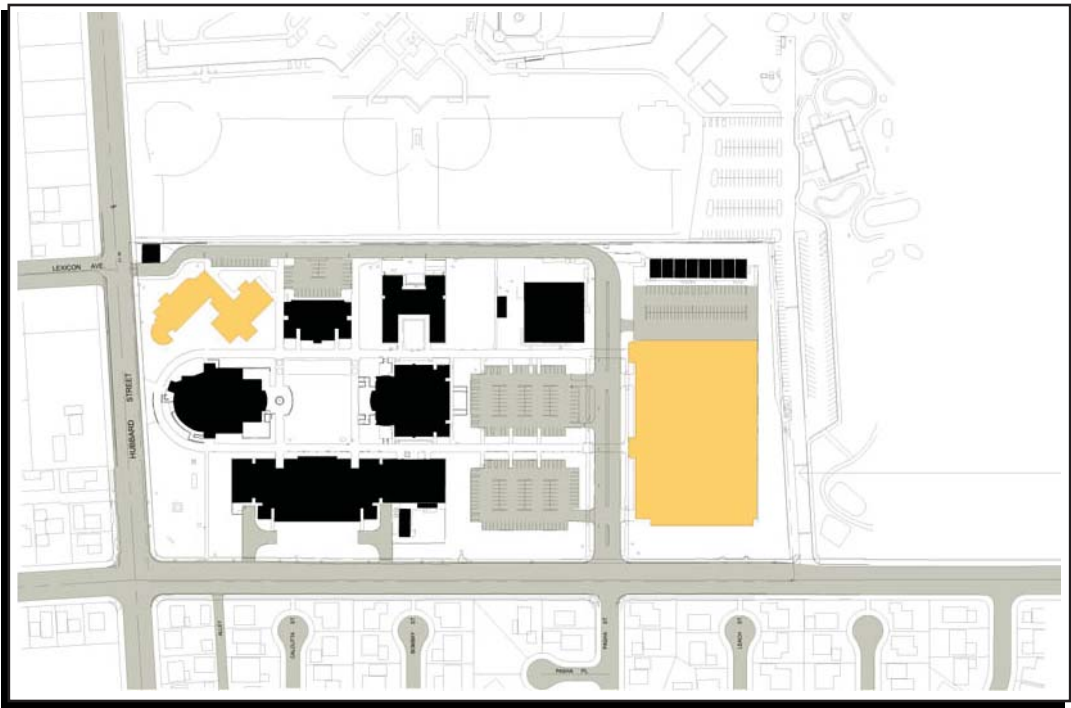
**1991**  
5,767 Students; 127,750 SF  
809 Parking Spaces



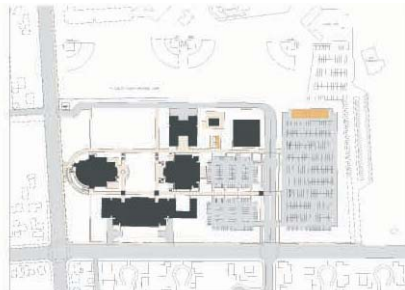
**1994**  
5,767 Students; 180,950 SF  
809 Parking Spaces



**1995**  
5,502 Students; 199,350 SF  
809 Parking Spaces



**2007**  
7,525 Students; 284,820 SF  
2,245 Parking Spaces



**2000**  
6,979 Students; 206,470 SF  
809 Parking Spaces



**2001**  
7,875 Students; 228,820 SF;  
840 Parking Spaces

Los Angeles Mission College, the youngest and ninth college established in the Los Angeles Community College District(LACCD), first opened its doors to the public in February of 1975.<sup>1</sup> That Spring, approximately 1,200 students attended classes at the fledgling institution. The graduating class of 1975 consisted of a single student, who had transferred to the College that semester.<sup>2</sup> Within two years, over 3,000 students were taking classes in 50 different disciplines, including Administration of Justice, Business, Chemistry, Chicano Studies, English, Family and Consumer Studies, Geography, Journalism, Microbiology, Real Estate, and Zoology. An extremely dedicated and visionary group of founding faculty members worked hard to develop thriving academic and vocational programs under challenging circumstances (see Founding Faculty and History of Active and Inactive Disciplines).

One of the major obstacles the college community faced was the lack of a permanent campus for sixteen years. Students attended classes in high schools, churches, office buildings, shopping centers, and other locations scattered throughout the cities of San Fernando and Sylmar. Countless community and campus leaders worked arduously for many years to secure a permanent site for the College. In the summer of 1991, the College moved to its permanent campus, built on 22 acres of land in the City of Sylmar. As the College quickly grew to serve over 8,000 students every year, it soon became apparent that the original site was not large enough to accommodate the growing demand for educational services in the community. Many programs including Art, Physical Education, noncredit offerings, and specially funded programs had to be based at satellite locations due to the lack of space or facilities on the main campus. Students unable to park in one of the 400 spaces in the student lot soon overflowed into the surrounding neighborhood.

Voter approval of two major bond construction issues, Propositions A and AA, marked the beginning of an exciting new chapter in Los Angeles Mission College history. The influx of bond and State money allowed the College to begin to expand its facilities with the expectation of serving up to 15,000 students by the year 2015.<sup>3</sup> The Previous College President had been involved in complex negotiations to secure an additional nine acres of adjacent land from El Cariso County Regional Park to expand the campus. Unfortunately, that area of land could not be acquired, so the District and College, sought after two parcels of undeveloped land approximately one-third of a mile southeast of the main campus at the intersection of Eldridge Ave and Harding St. The two parcels were individually owned by St. Ephraim’s Church and a private developer. The Church Board agreed to sell their parcel to the College. The private developer has, as of the printing of this document, refused to negotiate a sale. On February 7, 2007, the LACCD Board of Trustees adopted a Resolution of Necessity authorizing the acquisition of the 6.75+ acre parcel of unimproved land.

It is through Propositions A & AA and the acquisition of nearby land that the College is able to finally plan for a complete campus. Projects currently under way are a Child Development Center and a four-level parking garage. The Health, Physical Education, & Fitness Center, Family & Consumer Studies, and Media Arts buildings will follow. Construction projects planned in the future include a Student Services Center, Plant Facilities, Educational Buildings #5 and #6, and a two-level underground parking structure, all potentially supported by public funding sources, including State Capital Outlay Funds. Today, as LAMC continues to succeed beyond its 30<sup>th</sup> anniversary, it looks forward to growing even more while continuing to serve its vibrant and diverse community that has embraced its presence and mission.

**References:** 1. LACCD Research Website. <http://research.laccd.edu/research>, information acquired in May, 2004

2. Educational Data Partnership: Fiscal, Demographic and Performance Data on California’s K-12 Schools. [www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us), information acquired in May, 2004

3. English Placement Distribution, Fall 1994-2003, Maury Pearl, Institutional Research and Planning, LAMC, generated May, 2004

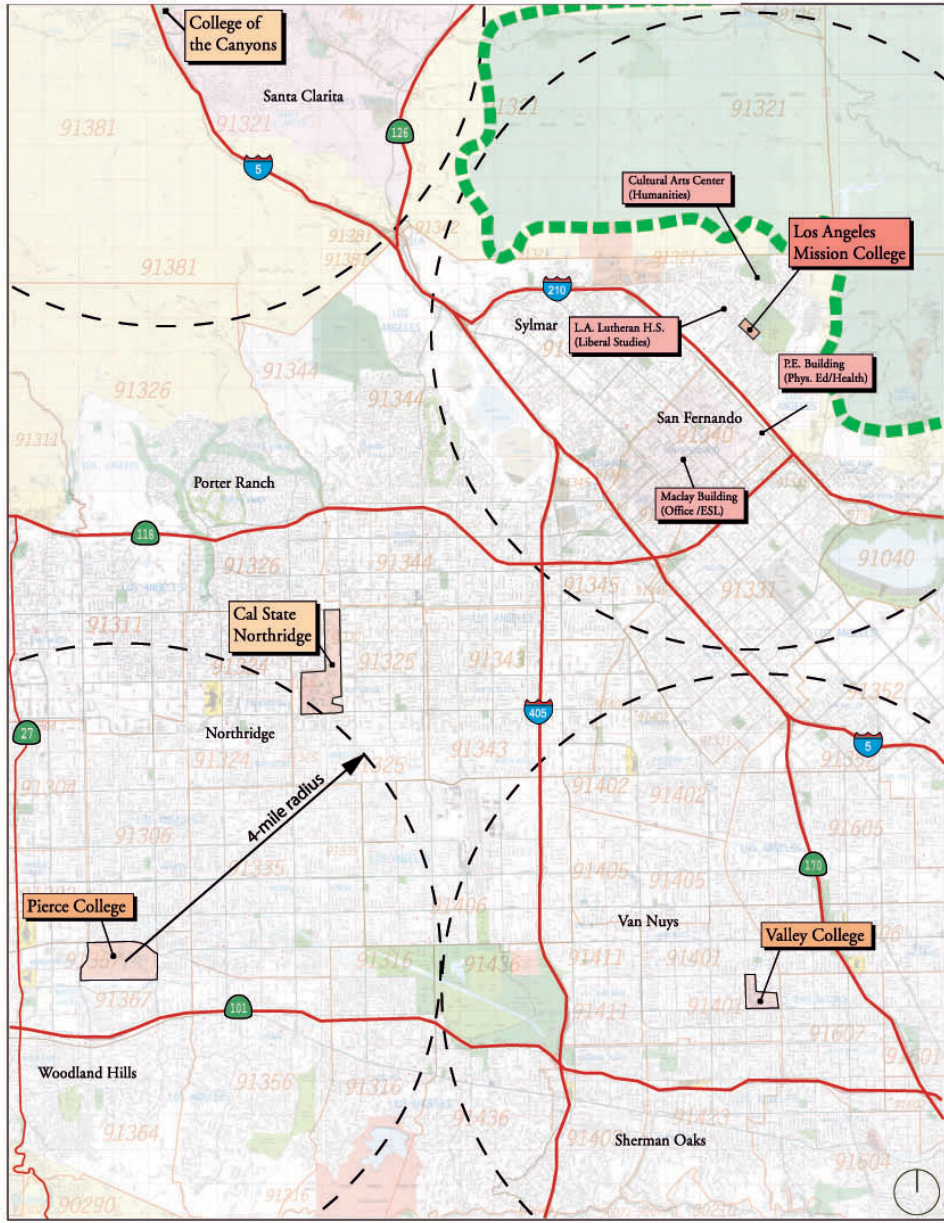




## LOCATION & COMPARISON OF LACCD AND NEIGHBORING COLLEGES



Location of LACCD Colleges



Los Angeles Mission College (LAMC) is the only community college of all nine associated with the Los Angeles Community College District (LACCD), which is bounded by the Los Angeles National Forest's San Gabriel Mountains. It is located in Sylmar, eight to ten miles away from fellow LACCD Colleges, Pierce and Valley and College of the Canyons, of the Santa Clarita Community College District (SCCDD).

It is also the more isolated and lesser accessible community college of LACCD due to its close proximity to the San Gabriel Mountains and access from the 210 Freeway, the only nearby freeway.

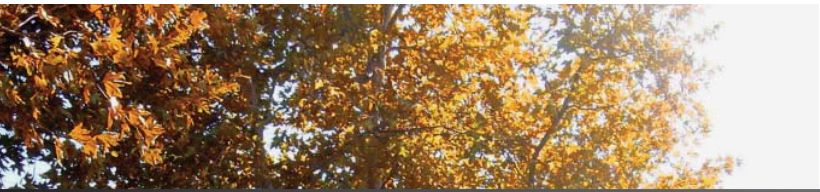
Although LAMC is the younger and smaller of LACCD community colleges, it is already also the most densely developed, with the second highest building density to land area ratio (FAR). The total square footage of the LAMC facilities equals half or less of the total square footage of other LACCD colleges with a similar number of students. The campus occupies 22 acres of land in comparison to these same colleges, which occupy at least three to four times more acreage.

### Comparison of LACCD Colleges

LACCD College	Existing Campus Acreage	Existing Facilities Total Square Footage	FAR (Ratio of Facilities SF to Land SF)	Number of Students (Fall 2005)	Population Served
Mission	22.5	284820*	0.29	7,525	225,000
Trade-Tech	25.0	780,561	0.72	12,757	294,499
Southwest	76.0	389,815	0.12	5,935	252,378
West	70.1	442,801	0.15	8,390	488,606
East	78.8	664,011	0.19	20,813	634,665
Harbor	85.6	422,226	0.11	8,473	297,223
Valley	104.5	611,360	0.13	16,111	415,023
City	240.0	783,605	0.07	16,306	661,057
Pierce	404.6	602,058	0.03	17,575	438,059

\* Does not include Parking Structure SF





CAMPUS GROWTH PROJECTIONS



Student Population      Acreage      Square Footage

5,767      22.5      127,750

7,875      22.5      228,820

7,525      22.5      284,820

11,000      32.5      464,920

15,000      32.5      553,028

1991  
LAMC  
INCEPTION

2001  
CAMPUS

2007  
CURRENT  
CONDITIONS

2008  
PROP A & AA  
BUILD-OUT  
*Media Arts  
Family & Consumer Studies  
w/ Bookstore  
Health, P.E., & Fitness Center*

2015  
BEYOND  
PROP A & AA  
  
15,000 Students  
675,000 sf

The East San Fernando Valley population has grown to 867,313 community members<sup>1</sup>, thus potentially increasing the service area of Los Angeles Mission College (LAMC). A significant number of LAMC students are first generation college students and many are academically under-prepared. In response to this, LAMC offers vocational programs, development courses, and a comprehensive liberal arts study program, all of which aim to help students rise above their entry-level skills and focus on transferring to four-year colleges and universities.

Illustrating the need to provide additional facilities, LAMC is currently operating beyond its full capacity by utilizing off-campus facilities in addition to its existing 22-acre campus. This Master Plan is designed to meet and benefit the surrounding community’s projected population need for higher-educational support.

From 1995 to 2005, the LAMC student population grew 37%, from 5,502 to 7,525 students.<sup>2</sup> The College anticipates it to grow an additional 99% over the next ten years, which would result in a student population of 15,000 by the year 2015. These growth projections are based on the number of high school students and residents expected to attend the College from both the surrounding community and potentially beyond the LAMC community service area.

1.Los Angeles Department of City Planning Demographics Research Unit by Community Plan Area. Census 2000 indicated a population of 814,882 for this region with a population projection of 867,313 for 2005.  
2. Los Angeles Community College District, Office of Institutional Research. Census Credit Enrollment by College, Fall 1929 - Fall 2005.





## PROPOSITIONS A & AA

In April, 2001 voters passed Proposition A which granted \$1.245 billion in funding to colleges in the Los Angeles Community College District (LACCD) system. Los Angeles Mission College (LAMC) received \$111 million to be used for the construction, reconstruction, rehabilitation, or replacement of College facilities, or the acquisition or lease of real property for College facilities.

The Projects awarded Proposition A funding are:

- Child Development Center
- Parking Structure A for 1,200 Cars
- Health, Physical Education, & Fitness Center
- Family & Consumer Studies Building with Bookstore
- Media Arts Center

A District Citizen’s Oversight Committee (DCOC) has been charged with the fiscal oversight of these construction projects authorized by the voter-approved Proposition A. A College Citizen’s Oversight Committee (CCOC) carries this responsibility on behalf of LAMC.

LACCD Board of Trustees directed each college to develop a comprehensive Facilities Master Plan for its approval prior to the initiation of any construction of facilities not included in prior Master Plans.

All Proposition A & AA funded projects of the Master Plan are required to meet or exceed standards outlined in the Sustainable Building Policy proposed by DMJM/JGM and approved by the LACCD in March, 2002. The guidelines of this policy prescribe a process for development from a sustainable approach which requires all new buildings over 7,500 square feet (SF) to achieve a minimum of 26 LEED™ Points. Leadership in Energy and Environmental Design (LEED) is the green building rating system established by the US Green Building Council (USGBC). This policy plays a major role in the LAMC Master Plan building design process.

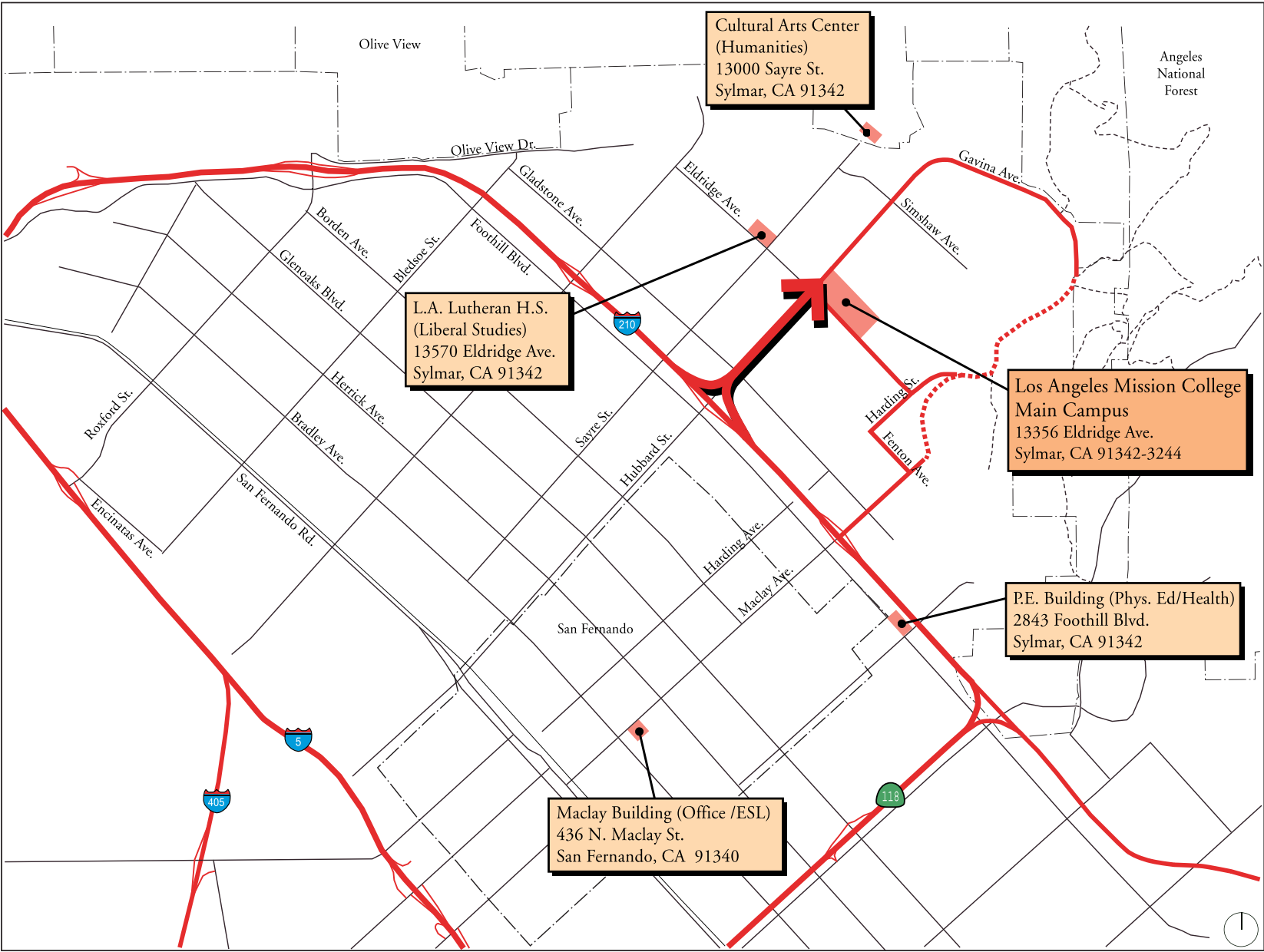


Above: Parking Structure A under construction  
Right: Campus Services ready for landscaping  
Far Right: Temporary Trailer on site





THE NEED FOR A REFINED MASTER PLAN



Maclay Building



L.A. Lutheran H.S.



Cultural Arts Center



P.E. Building

Many of the existing Los Angeles Mission College (LAMC) facilities were constructed by 1991, with the exception of the Collaborative Studies building, the Child Development Center, and Parking Structure A. In the Meantime, dedicated efforts have been continued to complete a comprehensive analysis and review of the campus with the intent of establishing a new Master Plan for the future.

This Master Plan was commissioned to guide the expansion of the campus and accommodate the implementation of new facilities projects funded by Proposition A & AA as enrollment increases and future expansions become necessary.

LAMC is currently served by four off-site satellite facilities due to its limitation of available area on campus. The Master Plan is designed to eliminate these satellite facilities by re-locating the disciplines on campus from various locations in Sylmar and San Fernando. The functions of satellite facilities Cultural Arts Center, L.A. Lutheran High School, and the P.E. Building are intended to operate from the campus. The only satellite facility that may remain operating from its current location is the Maclay Building.

The ultimate goal of the Master Plan is to improve service to all LAMC constituents by striving to:

- Support the educational mission of LAMC
- Create a framework guiding land use and development issues:
  - Effectively guide successful development and phasing
  - Address a full range of development-related issues, interests, and concerns
  - State development goals
  - Rationally resolve conflicting objectives
  - Define a long-range, flexible strategic plan
  - Anticipate future expansion
- Respond to the context of the College's surrounding community.



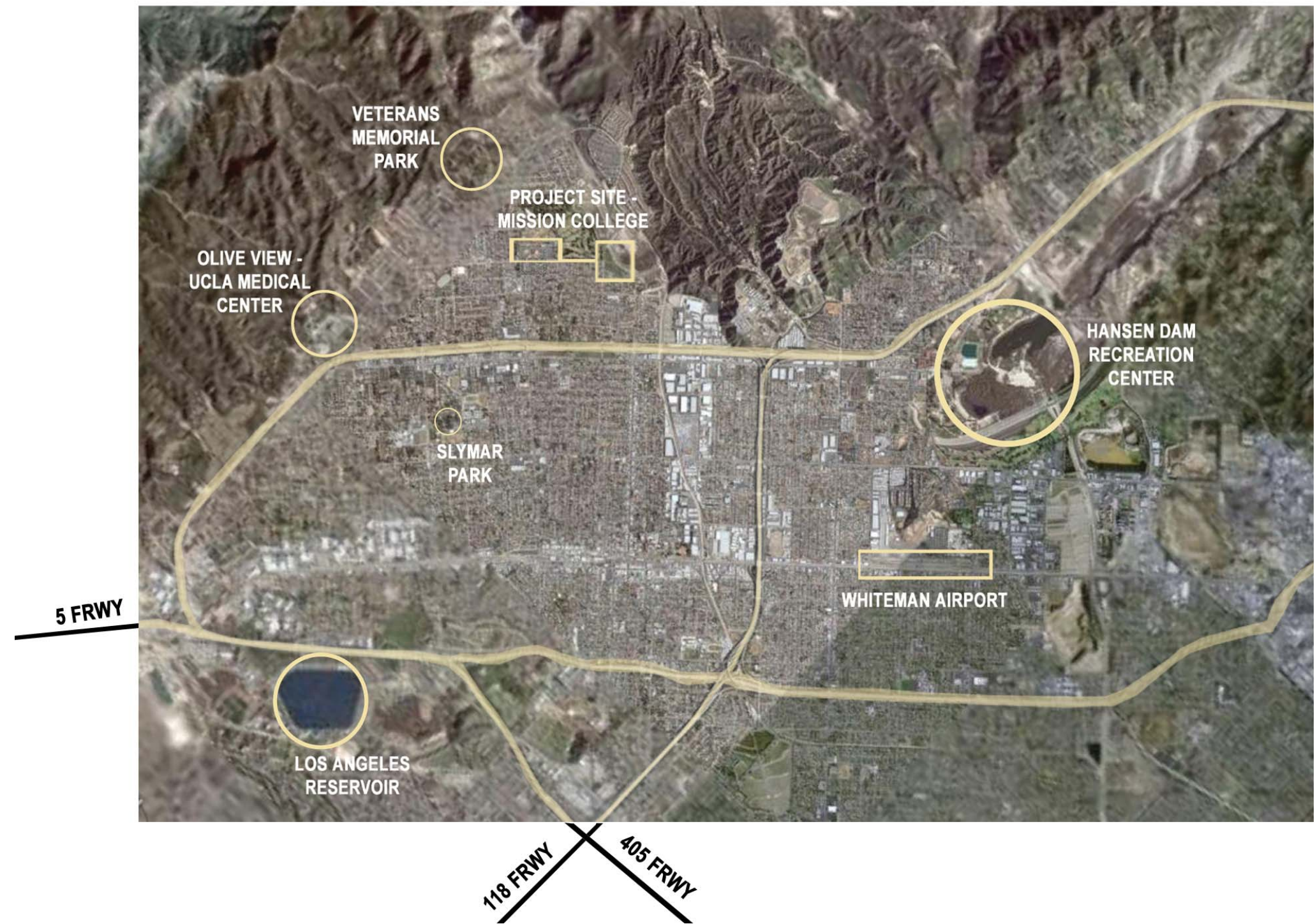


## LANDMARKS

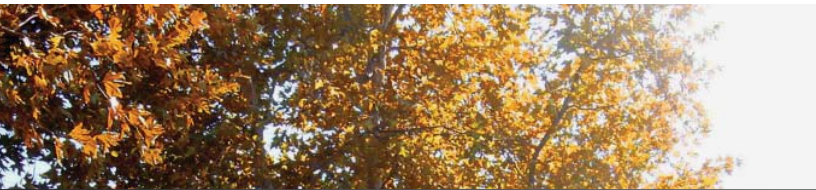
Los Angeles Mission College (LAMC) is located in Sylmar, east of the 210 Freeway and north of the city of San Fernando.

LAMC is a 30-year old educational institution in the region. Currently, the campus is served by four satellite buildings due to the limited area of the main campus. Despite being landlocked, this still- growing campus serves the communities of San Fernando, Pacoima, Mission Hills, North Hills, Panorama City and Granada Hills. The site sits at the base of the San Gabriel Mountains with these mountains to the north and east. The school's wide reach is due to the freeway access off the 210 freeway about a mile away. The 5 freeway and the 118 also connect to the 210. Hubbard Street links the site to the freeway and leads to the main access street to the campus, Eldridge Avenue.

Sylmar has several landmarks that identify the city. The Los Angeles Reservoir is located on the west end of the City near the 5 Freeway. There is also a small airport, Whiteman Airport, about six miles south of the campus. East of the airport near the 210 freeway is the Hansen Dam Recreation Center. There are numerous parks in Sylmar. Most are small and spread throughout the City, although the most notable parks are not far from LAMC. Veterans Memorial Park is less than one mile north of the College and El Cariso County Regional Park is adjacent to the main campus.







NEIGHBORHOOD



Los Angeles Mission College (LAMC) is the most northern campus of the Los Angeles Community College District. While the main campus is landlocked, there are two freeway exits off the 210 leading to the College: Maclay St and Hubbard St. There is also public transportation on the north and south corners of Eldridge Ave and Hubbard St intersection.

Currently there are four off-site satellites servicing the campus. In addition to the satellites, one facility is located in Veterans Memorial Park. The LAMC Arts Department coordinates an art gallery on the 96.5 acre park.

Parkland is abundant near the campus. In addition to Veterans Memorial Park and El Cariso County Regional Park, there is land along the Pacoima Wash that is privately maintained. Just north of the proposed LAMC extended campus is U.S. Army Corps of Engineers land, and north of that is LAMC land. The Sylmar Independent Baseball League playing fields are further north. The El Cariso Golf Course is directly adjacent to the south side of the existing campus.

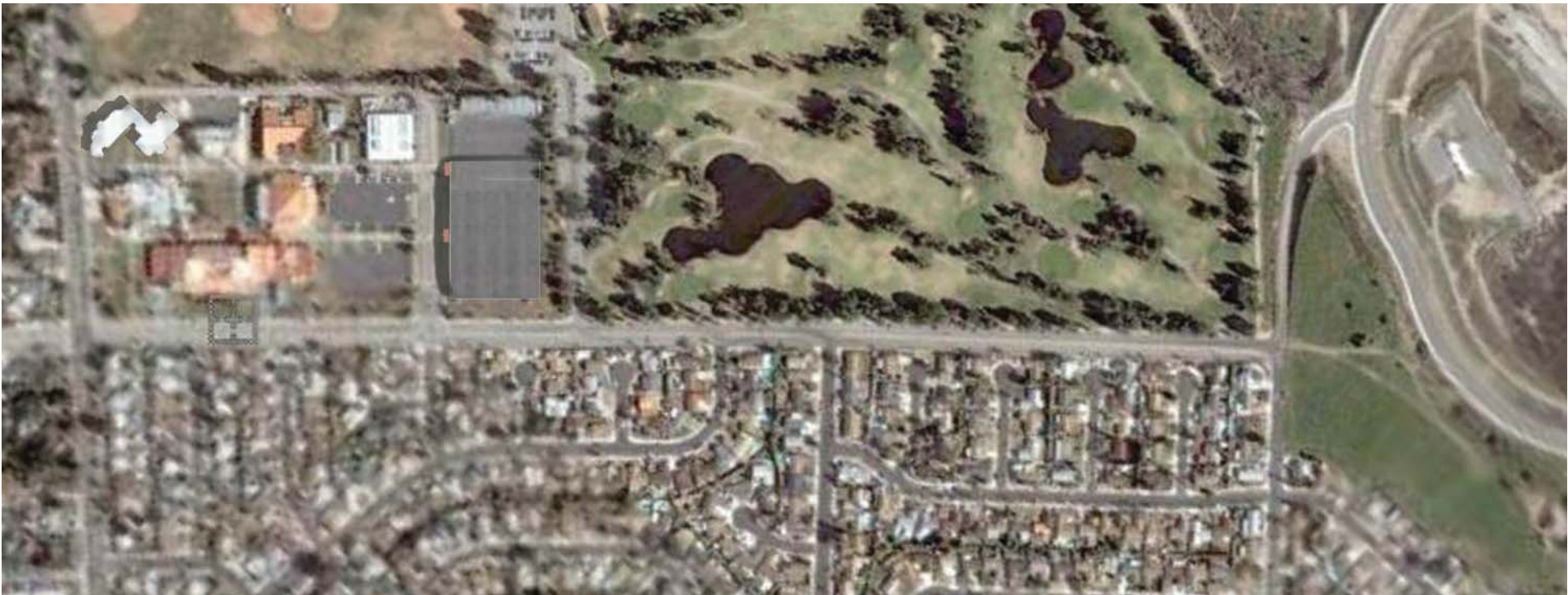
The immediate neighborhood is mostly residential, consisting of single family homes.



# Quality Learning Along the Arroyo



EXISTING SITE



Aerial

- ① Instructional Administration
- ② Campus Center
- ③ Campus Services
- ④ Library / Learning Resource Center
- ⑤ Plant Facilities
- ⑥ Relocatable Classrooms
- ⑦ Collaborative Studies
- ⑧ Parking Structure A
- ⑨ Child Development Center
- ⑩ Temporary Trailers



Site Plan



EXISTING SITE ANALYSIS DIAGRAMS

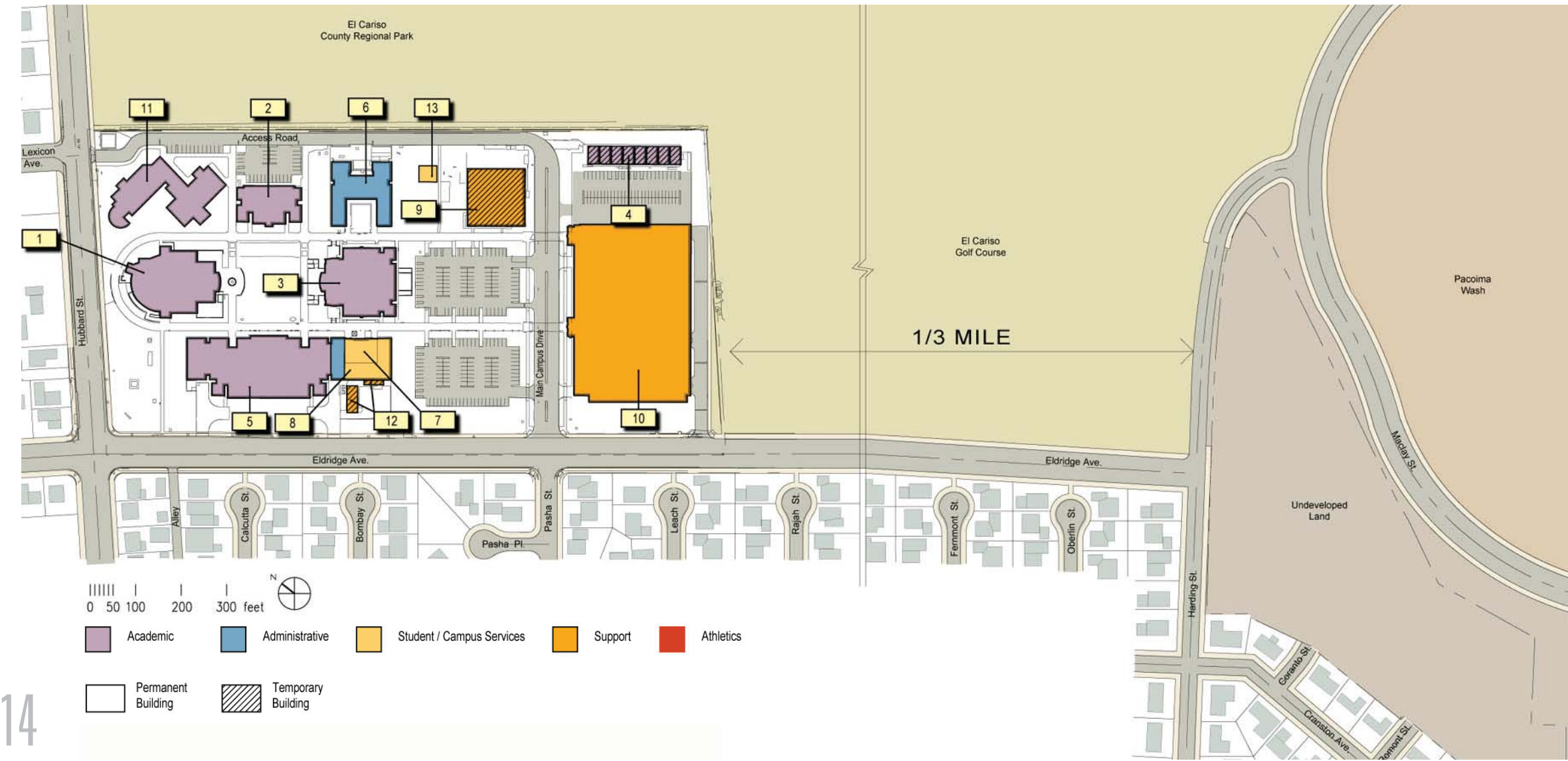
The following existing site analysis diagrams analyze the existing conditions of the campus and outline key concepts used to develop and inform the Master Plan.

The Building Area (SF) and Information diagram identifies each existing building’s area in gross square feet (GSF) and the height of the building at the number of levels it is erect. Building areas for both temporary and permanent facilities range from the 720 GSF Health Trailer to the 77,400 GSF Instructional Administration Building. The total campus building area is approximately 284,700 GSF. See Existing Building Areas on page 48 for more details.

Other important building information illustrated is the primary program use of each building. While most of the buildings house more than one use, they are identified by their primary use. Program use is organized into five categories: academic, administration, student services, support, and athletics. The academic category includes traditional classroom, lab spaces, and lecture halls.

Temporary and permanent facilities are also identified. Temporary facilities include Temporary Trailers and Classrooms, the Health Trailer, and Central Plant. Permanent facilities are all existing building structures, including Parking Structure A.

Building Area (SF) and Information



- 1 LIBRARY / LEARNING RESOURCE CENTER**  
Building Area: 53,200 SF  
Building Height: 30'  
Floor Levels: 3
- 2 COLLABORATIVE STUDIES**  
Building Area: 19,750 SF  
Building Height: 29'  
Floor Levels: 2
- 3 CAMPUS CENTER**  
Building Area: 36,650 SF  
Building Height: 43'  
Floor Levels: 2
- 4 TEMPORARY CLASSROOMS**  
Building Area: 6,400 SF Combined  
Building Height: 12'  
Floor Levels: 1
- 5 INSTRUCTIONAL / ADMINISTRATION SEGMENT A**  
Building Area: 77,400 SF (Segments A & B)  
Building Height: 47'  
Floor Levels: 2
- 6 CAMPUS SERVICES**  
Building Area: 13,700 SF  
Building Height: 23'  
Floor Levels: 1
- 7 INSTRUCTIONAL / ADMINISTRATION EXTENSION**  
Building Area: 2,600  
Building Height: 26'  
Floor Levels: 1
- 8 INSTRUCTIONAL / ADMINISTRATION SEGMENT B**  
Building Area: 77,400 SF (Segments A & B)  
Building Height: 23'  
Floor Levels: 1
- 9 PLANT FACILITIES**  
Building Area: 16,400 SF  
Building Height: 19'  
Floor Levels: 1
- 10 PARKING STRUCTURE**  
Building Area: 384,000 SF  
Building Height: 38'  
Floor Levels: 4
- 11 CHILD DEVELOPMENT CENTER**  
Building Area: 26,000 SF  
Building Height: 35'  
Floor Levels: 2
- 12 TEMPORARY TRAILERS**  
Building Area: 1,864 SF Combined  
Building Height: 12'  
Floor Levels: 1
- 13 HEALTH TRAILER**  
Building Area: 720 SF  
Building Height: 12'  
Floor Levels: 1





EXISTING SITE ANALYSIS DIAGRAMS

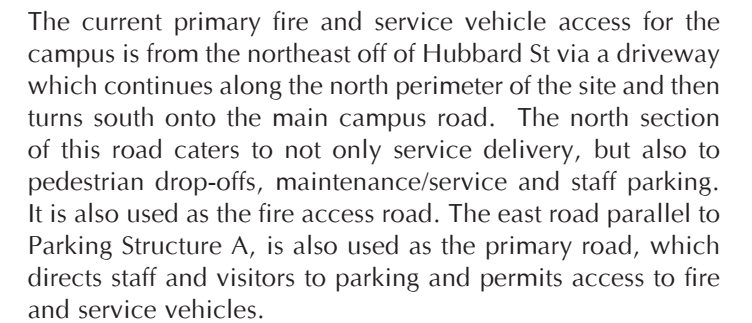
Distance and Time



This diagram illustrates distance and time relative to campus movement. Concentric circles radiate from the center of the campus between the Library LRC and the Main Quad and represent distance and walking time from this center to the edges of campus. A distance of 477 feet and 5 minutes is required to reach all of the main buildings within the campus which include the Library, Instructional/Admin, Campus Center, Collaboration Studies and Campus Service. A distance of 954 feet and 10 minutes encompasses parking structure A, on-site parking and the remaining outer buildings of the campus such as the child development, plant facilities, health trailer and the temporary classrooms to the north of the site. The outer ring of the diagram outlines the distance necessary to cross the El Cariso Golf Course and end at the intersection of Harding and Eldridge.



## Service & Fire Access and Circulation



Secondary internal fire and service vehicle access to the Campus Center, Instructional/Administration Building, and Library/Learning Resource Center (LRC) building is from the main campus road. Service vehicle access to the Plant Facilities, Campus Services, and Collaborative Studies is from the north access road. Fire service access for all buildings occurs through their front doors.

Currently, a few conflicts exist in the fire vehicle access route plan. Fire vehicle access to the campus core buildings is along the main pedestrian path, the promenade, which is approximately 17 feet wide. This promenade does not provide the proper width clearance that the fire truck, and its equipment, needs to access the roofs of all buildings on campus, especially since all buildings on campus are above 28 feet. The only building that is not is the Campus Services building, which is 23 feet high. The promenade is also not strong enough to bear the weight of single or multiple fire trucks and their equipment.

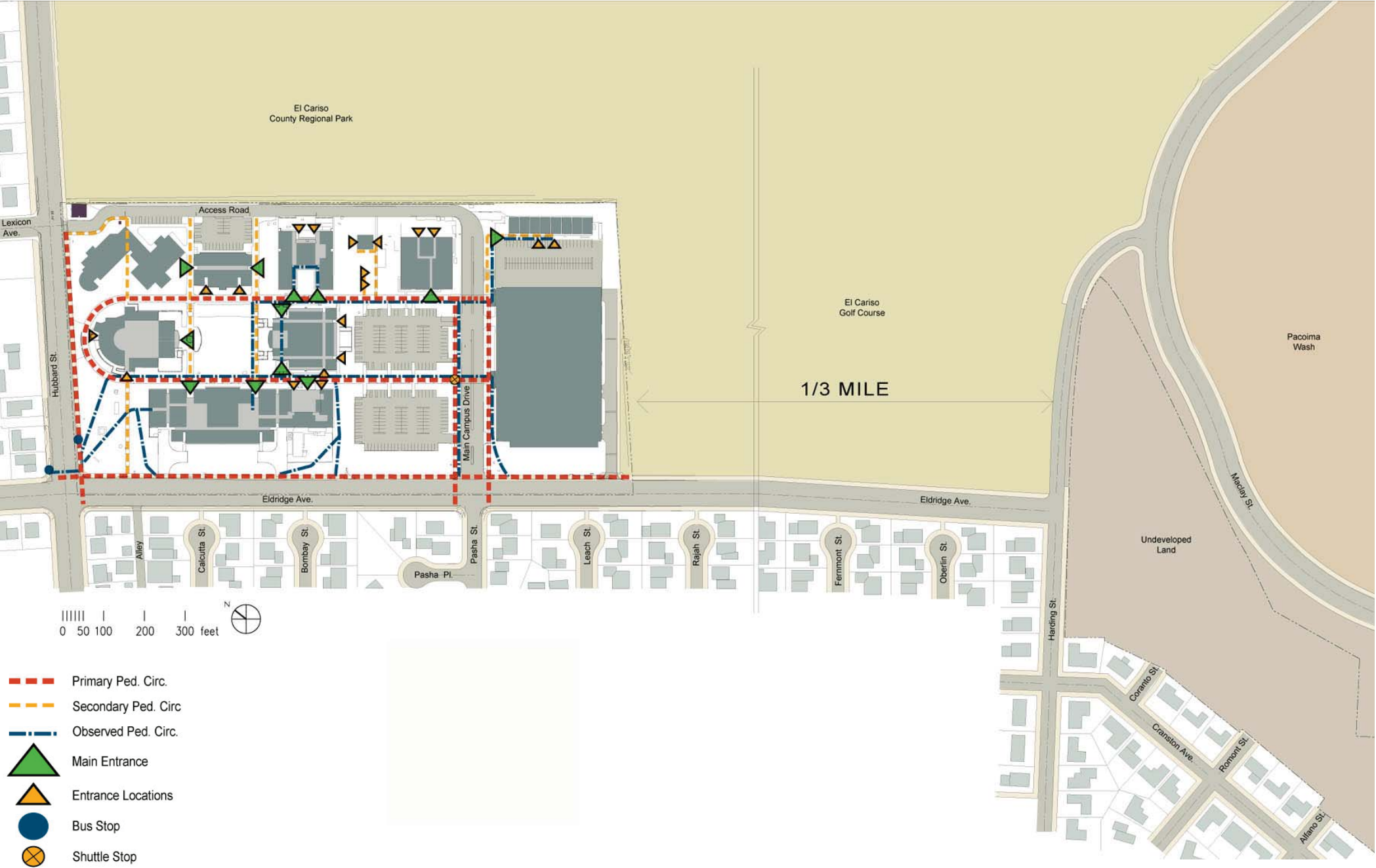
The other conflict occurs at the Instructional Administration Building. Currently this building has two fire vehicle access drive-ways, one at each end, off of Eldridge Ave. The lengths of these drive-ways are not long enough in providing fire truck equipment maximum coverage of the building. Luckily this building, like all others on campus, has fire-sprinklers.





## EXISTING SITE ANALYSIS DIAGRAMS

### Pedestrian Access and Circulation



The Pedestrian Circulation diagram illustrates the existing primary, secondary and observed paths of pedestrian circulation through the campus. One of the primary east-west circulation spines runs from Parking Structure A, to the east through the center of campus, and along the perimeter of the Library/Learning Resource Center and back towards the parking structure, described as a promenade. Students utilizing the off-campus city bus use the perimeter sidewalks along Eldridge Ave and Hubbard St as primary paths of circulation. Students also use the sidewalks along the main campus drive as primary circulation routes for the on-campus shuttle or to get to Parking Structure A. Several secondary internal paths provide access from this road at the northern part of the site and run south through the campus, described as paseos.

Although the campus buildings were designed around a formal orientation of uncovered pedestrian walkways, there is inconsistency in the location of building entries off the main pedestrian path. In turn, students pass through buildings to get to other buildings, which ultimately help them get across the campus much faster and without exposing themselves to the heat and rays of the sun.

While the College provides parking on campus, it does not provide efficient access from on-street parking. Because most students park along Eldridge Ave and Hubbard St, they use alternate routes to get to and from the campus. The students using the city bus may also use these alternate routes as outlined in the diagram. These alternate routes mostly include, but are not limited to, the crossing of landscaped areas and open grasses on the campus property.





EXISTING SITE ANALYSIS DIAGRAMS

Vehicular Access, Circulation and Parking



The Parking and Vehicular Circulation diagram identifies Parking Structure A as the primary location for students to park, requiring them to purchase parking passes. However, most students park along both sides of Eldridge Ave and Hubbard St at no cost. Faculty, staff, and visitors may park in the two surface parking lots running parallel to Parking Structure A, with a parking pass. Only faculty and staff are permitted to park in the surface parking lot, north of the Collaborative Studies building, with a parking pass, as well.

The primary campus access point to Parking Structure A and faculty, staff, and visitor surface parking lots is at the intersection of Eldridge Ave and Pasha St. The secondary campus access point is at the intersection of Hubbard St and Lexicon Ave, which begins a narrow service road along the rear of the campus leading to facilities, receiving, and maintenance areas. It, then, bends around the Plant Facilities and Campus Sheriff’s Station, turning into the main artery directing traffic to Parking Structure A, at the left; surface parking lots, to the right; or primary campus exit point, the intersection at Eldridge Ave and Pasha St.

These street intersections described operate well at parking demand peak hours due to the fact that only faculty, staff, and visitor cars are leaving campus. Most students park on the street which has no effect on the congestion of these intersections. At the start of each semester, parking demand is highest with nearly half of students attending class in the evening. However, parking demand peak hours dwindle as the semester terminates ranging from 8-10am, 1-3pm, and after 5pm.

The campus should be accessible for service and emergency vehicles via the access points previously outlined with internal circulation paths accommodated by the promenade and paseos throughout the campus.

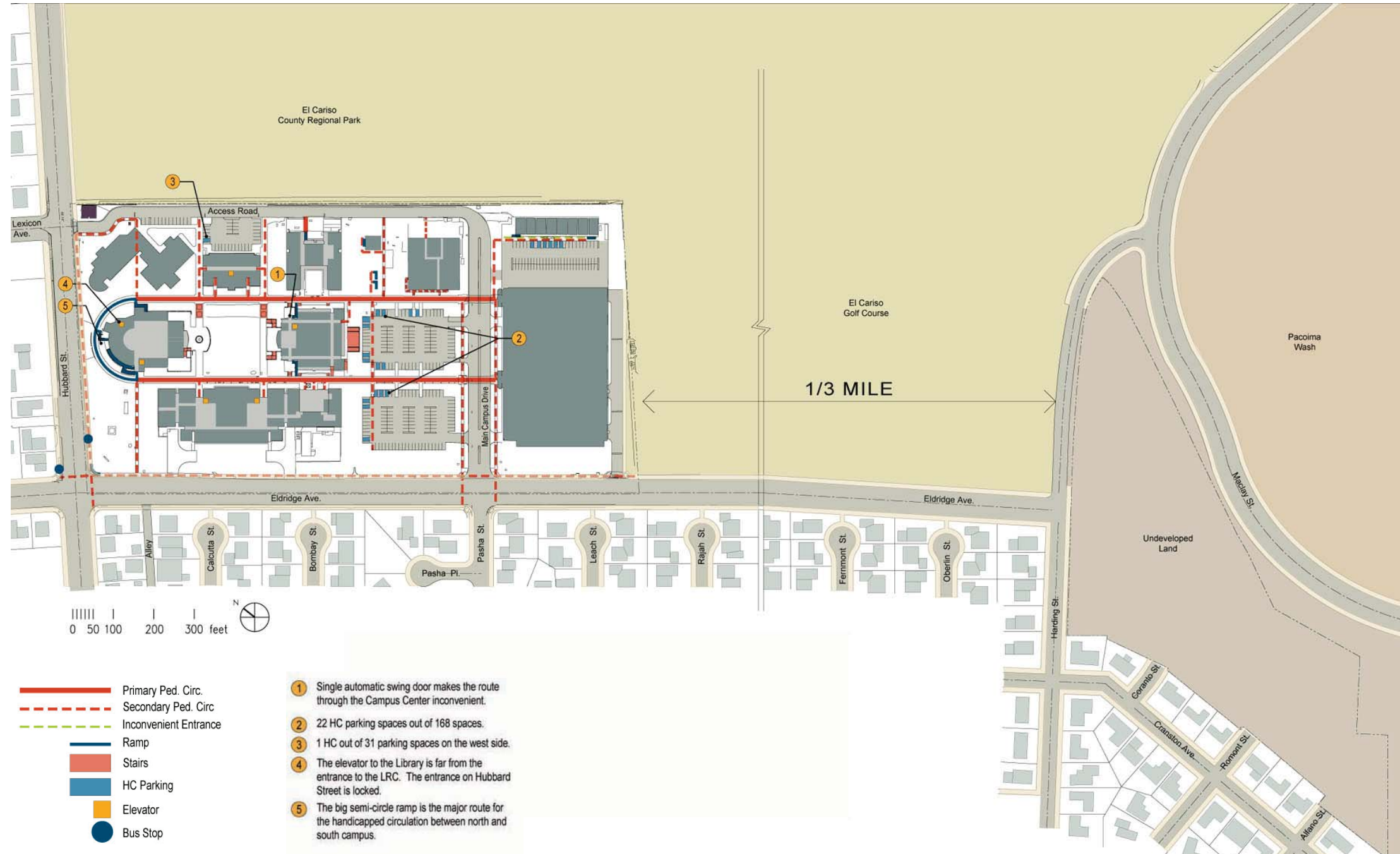
Primary bus stops for the MTA, Line 234 are at the north and south sides of Hubbard St, at the intersection of Eldridge Ave.





## EXISTING SITE ANALYSIS DIAGRAMS

### ADA Compliance



The ADA Compliance diagram outlines primary and secondary paths of circulation for persons with disabilities. The primary path defined for disabled people runs on the main east-west axis roads through the campus. At the perimeter of the Library/Learning Resource Center (LRC) to the northwest, a large semi-circle ramp serves as the only primary circulation for the handicap between the north and south campuses. Most of the secondary paths running north and south, the paseos, connect only between the promenade and either the north buildings or the south buildings. There is no other direct handicapped access across the quad and it is difficult for the students to get from one level of Campus to the other, unless passing through buildings.

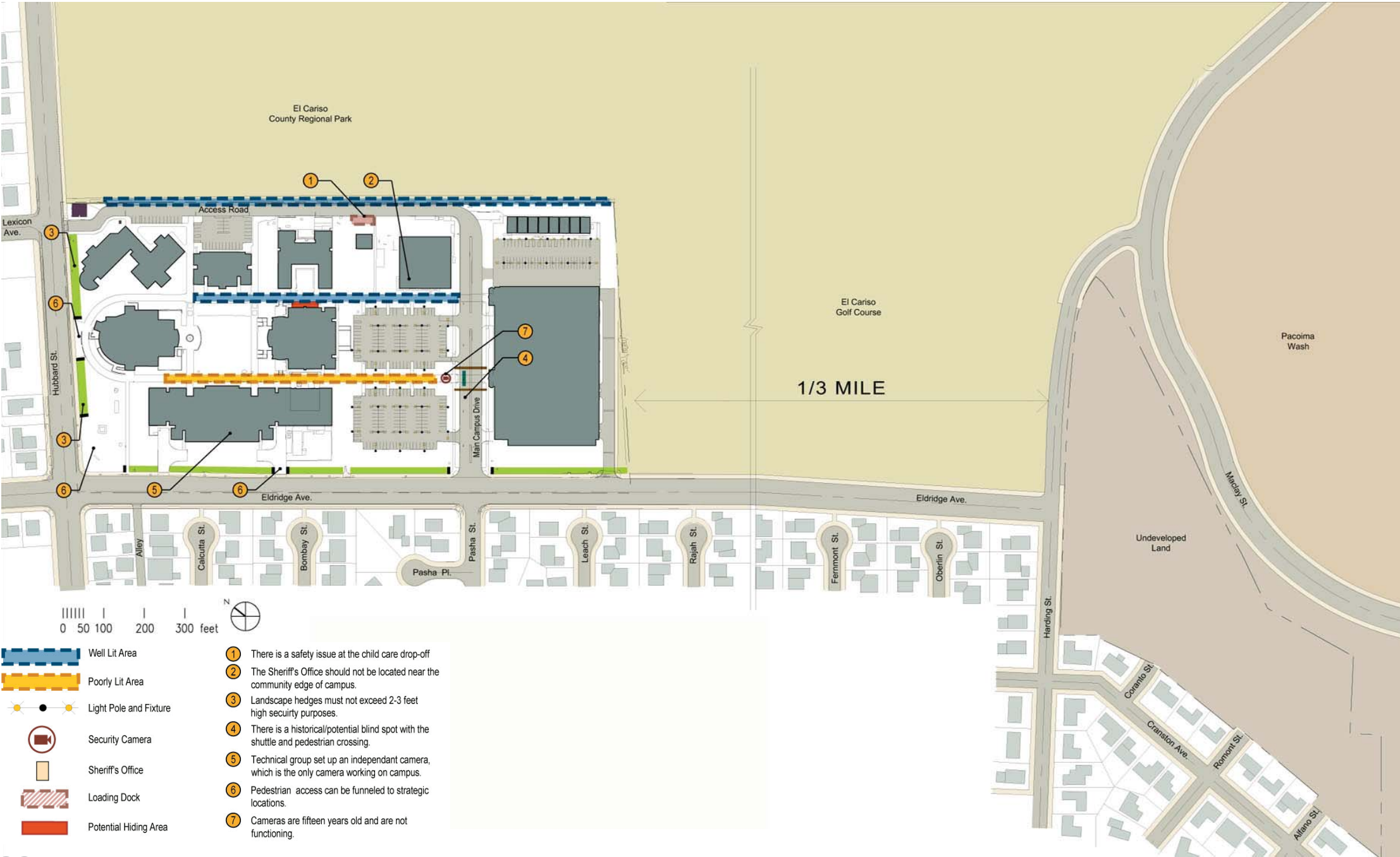
The campus also falls short in accommodating disabled students with convenient circulation into buildings and within buildings. At the Library/LRC, the elevator is located far from the accessible entrance to the building, and the entrance door from Hubbard St remains locked at all times. This creates problematic circulation within the Library/LRC. Single automatic swing doors at some of the buildings are also difficult to use by handicap students, as well as, for the faculty and staff. The temporary classrooms north of the site are also difficult to enter. These classrooms face a surface parking lot to the south where the classroom entrances are located. This area is very tight and students have to maneuver carefully to get through the parking to the classrooms.





EXISTING SITE ANALYSIS DIAGRAMS

Security and Safety



The diagram illustrates the existing security and safety conditions of the campus. The security system at the College is outdated and is not functioning. The security cameras on campus are approximately 15 years old and do not work. There are no cameras at entry points into buildings or onto campus that function. A technical group has set up the only working camera on campus located at the Instructional Administration Building. Other than this camera, the campus has virtually no electronic surveillance.

Lighting on campus is an issue that needs to be addressed and is a critical part of security project programming. There is poor lighting along one of the primary pedestrian paths. The lack of proper lighting creates potential hiding places near the Campus Center building and poses security concerns. There is also poor lighting along the north access road which is used as one of the primary vehicular access roads to drop off children at the Child Development Center and is used to access the Collaborative Studies parking lot. The diagram does not indicate the lighting conditions at this parking lot. Other security measures should be taken into consideration such as the landscaping. The hedges along the perimeter of Hubbard St and Eldridge Ave must not exceed two to three feet, in height, for security purposes. Potential blind spots for pedestrians and the campus shuttle exist along the main campus road, creating a hazardous area.

There is a Sheriff's Station located in the Plant Facilities building, along the northeast edge of campus. Future expansion of the campus will require the Sheriff's Department to increase staffing and create a greater presence on the campus and at any future land the College may seek to build future projects upon. The Sheriff's Department might have a problem with off-site locations because they are difficult to staff and respond to as easily.





## EXISTING SITE ANALYSIS DIAGRAMS

### Utilities - Gas, Electricity & Telephone Lines



This diagram illustrates the existing utility line locations for gas, electricity and telephone throughout the existing site. As shown in the diagram, current power is provided by the Los Angeles Department of Water and Power (LADWP) from a primary facility connection at the northeast corner of the site. This facility has the potential to be expanded and/or relocated in order to sustain an increase in power, depending on the demand due to future expansions of the College. All new buildings shall be expected to exceed Title 24 by 20% and meet the energy efficient target as delineated in the Los Angeles Community College District's Sustainable Building Standards. These standards also require that 15%-25% of the total energy used must be generated by renewable energy sources. One way to accomplish this would be to install solar panels on the roof of Parking Structure A.

The gas line running through the campus is provided by Southern California Gas Company and connects to the line running along Hubbard St at the southwest part of the site. The College provides telephone and internet service, but high speed internet connections services should be investigated further.

Please refer to the Site Investigation Report prepared by Crosby Mead Benton & Associates, dated January 23, 2002 and the "Sustainable Building – Principles, Standards and Processes" prepared by DMJM/JGM for LACCD, dated March 6, 2002.





EXISTING SITE ANALYSIS DIAGRAMS

Utilities - Grading and Drainage



This diagram outlines the current slope and drainage conditions of the site. The changes in elevation are identified by color. The site begins to slope from the highest part of the campus at the northwest shown to be a darker color, toward the lowest part of the campus at the southeast corner, shown as a lighter color. At the present time there is no storm drain located at Eldridge Ave. Since the campus is on a hillside area, a slope stability study area, consideration should be given to its relationship to any future development of the site. Thought should also be given to the site terraces that will affect building height, ADA and fire access, and orientation. Any new configuration of proposed buildings and landscape features, including the proposed arroyo through the south campus, should take advantage of the efficiency of the existing grading and topography where possible to minimize future on-site grading and maintain existing drainage patterns.

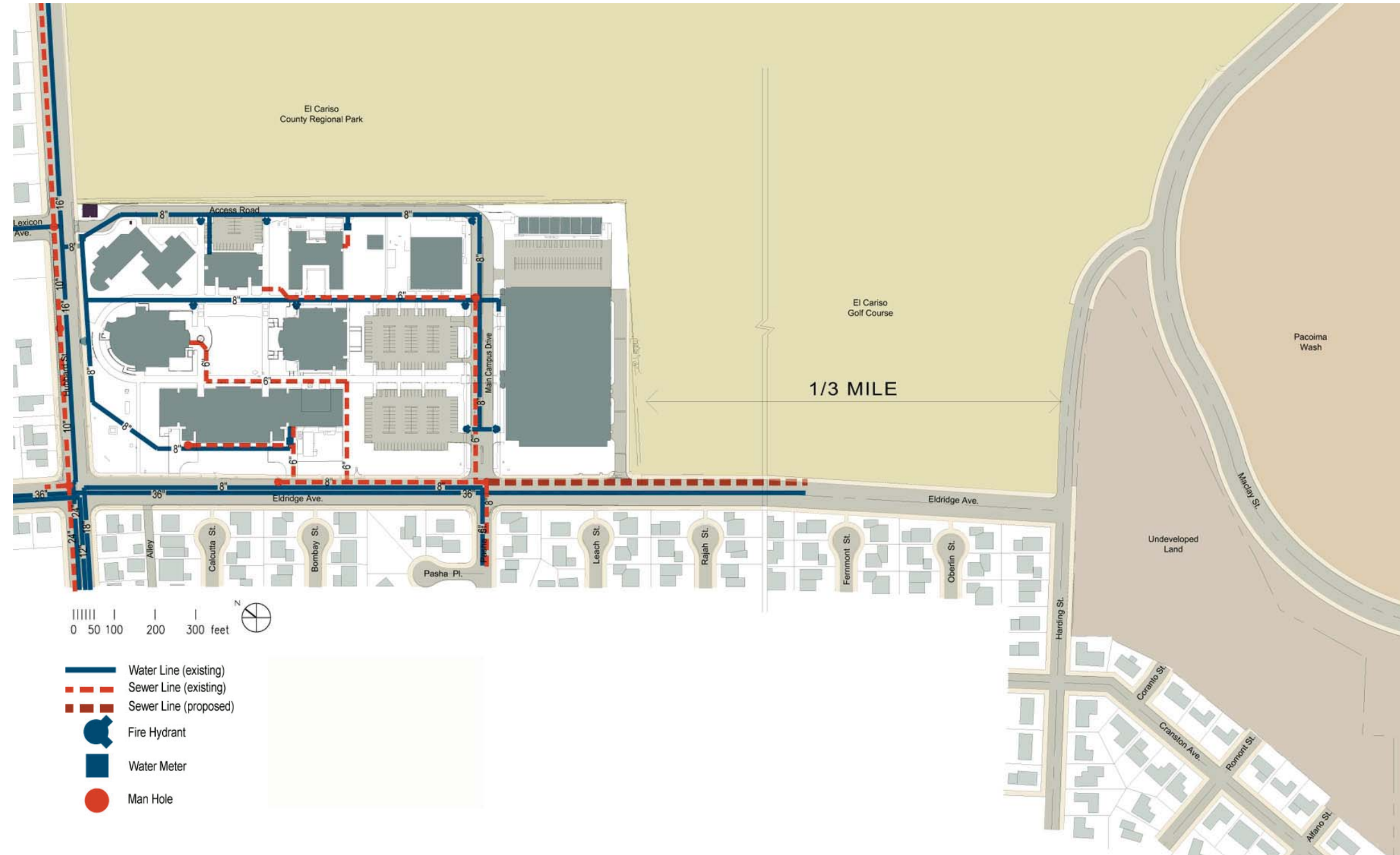
Please refer to the Mission College Expansion Report prepared by Crosby Mead Benaton & Associates, dated April 22, 2002.





## EXISTING SITE ANALYSIS DIAGRAMS

### Utilities - Water



This diagram identifies the existing utility line locations for water and sewer and a proposed future sewer line location for the site. It also illustrates current locations of the fire hydrants, water meters and manholes. Currently the only water connection for the campus is from the 16" water line running along Hubbard St. This will become insufficient if there is any future expansion of the campus. It will be necessary to consider connecting a secondary line from the 16" water line along Hubbard St and/or from the 8" water line along Eldridge Ave. Further analysis is needed to confirm if the demand for water is satisfactory for the existing and proposed areas of the campus. To accommodate the expansion of the campus, the water pressure needs to be maintained at 132 psi to 157 psi. Based on the cost and feasibility, a reclaimed water supply system for irrigation may also be considered.

The existing 6" sewer line running through the campus connects to the existing 8" main sewer line running along Eldridge Ave. The potential future expansion of the campus will require the upgrading of the main sewer line along Eldridge Ave to allow for a future sewer line to be located along this street (see diagram for future sewer line location).

Please refer to the Site Investigation Report prepared by Crosby Mead Benton & Associates, dated January 23, 2002.



EXISTING SITE ANALYSIS DIAGRAMS

Site Strengths

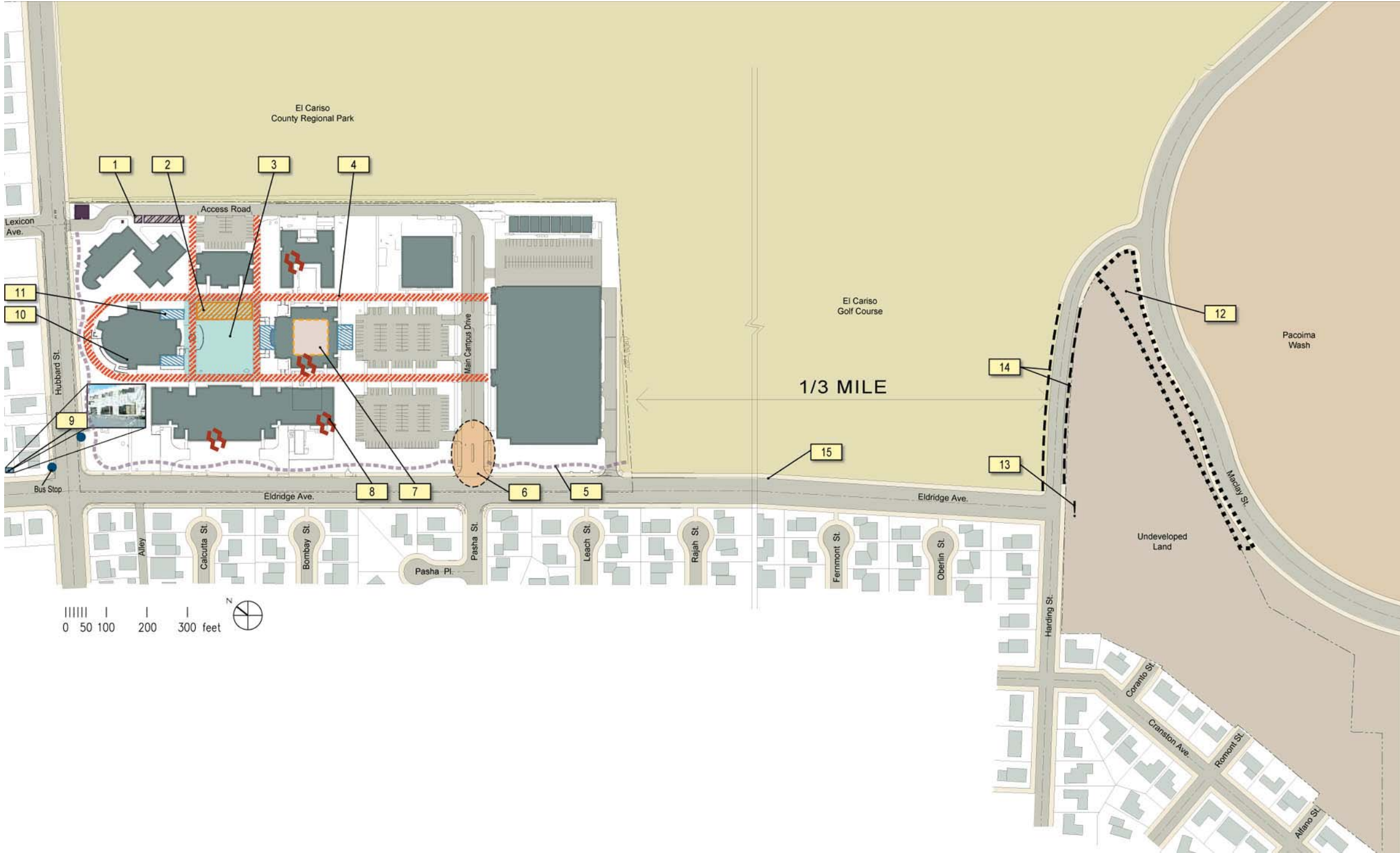




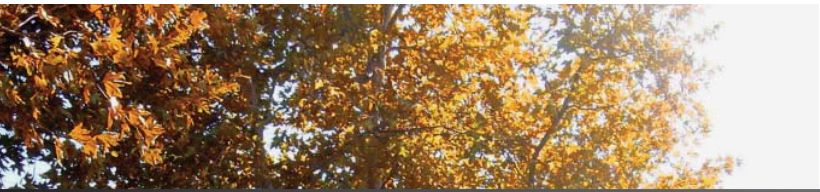


## EXISTING SITE ANALYSIS DIAGRAMS

### Site Weaknesses







EDGE CONDITIONS: KEY PLAN

The key plan, below, indicates the directions from which the photographs on the following pages were taken to illustrate the external and internal perimeters of the existing and extended campuses. The photographs are meant to establish a context for the Master Plan and serve as a reference tool for further Master Plan development and implementation. Bullet point issues supplement the photographs and highlight some of the strengths and weaknesses previously identified and their interaction with the surrounding context.





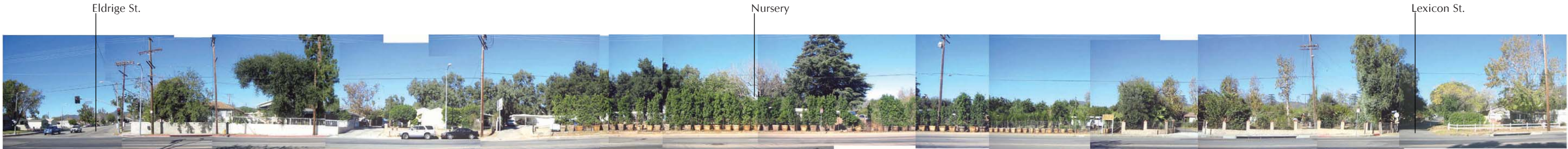
# Quality Learning Along the Arroyo



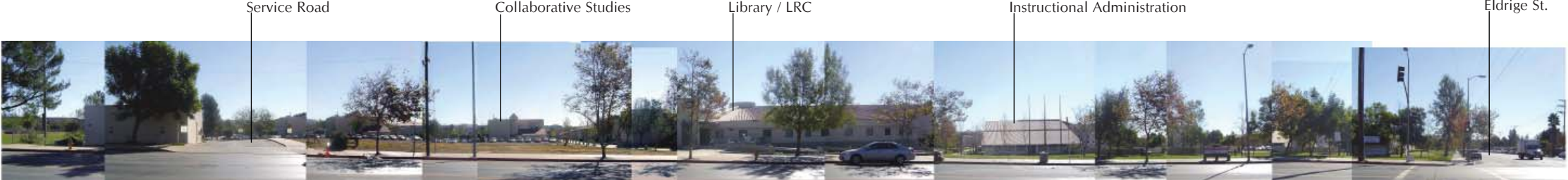
## EDGE CONDITIONS: EXISTING CAMPUS EXTERNAL PERIMETER, NORTH & SOUTH

See Page 26, Key Plan for the directions from which the following photographs are taken.

### A. HUBBARD ST. - NORTH



### B. HUBBARD ST. - SOUTH



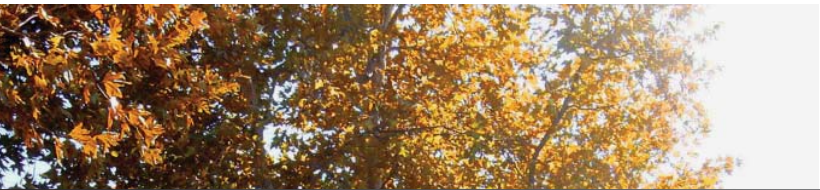
### C. EXISTING LAMC CAMPUS SOUTH LOOKING AT EL CARISO GOLF COURSE



### D. EXISTING LAMC CAMPUS SOUTH LOOKING AT CAMPUS







EDGE CONDITIONS: EXISTING CAMPUS EXTERNAL PERIMETER, EAST

See Page 26, Key Plan for the directions from which the following photographs are taken.

E. EXISTING LAMC CAMPUS EAST LOOKING AT EL CARISO PARK.....

El Cariso County Regional Park



.....CONTINUED

El Cariso County Regional Park

El Cariso Golf Course Parking



F. EXISTING LAMC CAMPUS EAST LOOKING AT CAMPUS.....

Child Development Center

Campus Services

Campus Shuttle Stop

Collaborative Studies

Faculty Parking

Library / LRC

Hubbard St.



.....CONTINUED

Temporary Classrooms

Campus Service Road

Central Plant







# Quality Learning Along the Arroyo

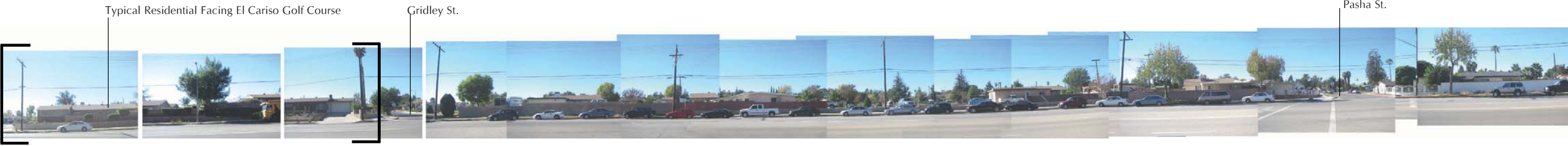
## EDGE CONDITIONS: EXISTING CAMPUS EXTERNAL PERIMETER, WEST

See Page 26, Key Plan for the directions from which the following photographs are taken.

### G. ELDRIDGE ST. - WEST.....



.....CONTINUED



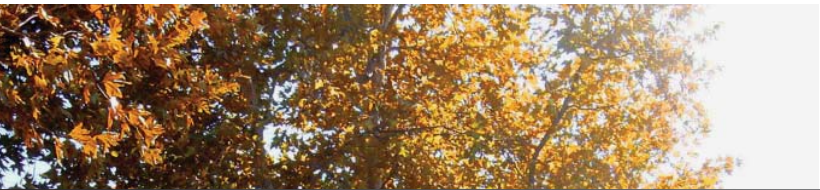
### H. ELDRIDGE ST. - EAST.....



.....CONTINUED



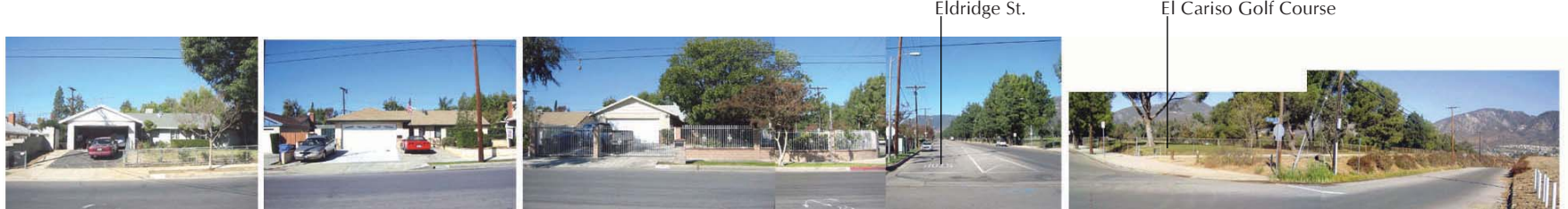




EDGE CONDITIONS: EXTENDED CAMPUS EXTERNAL PERIMETER

See Page 26, Key Plan for the directions from which the following photographs are taken.

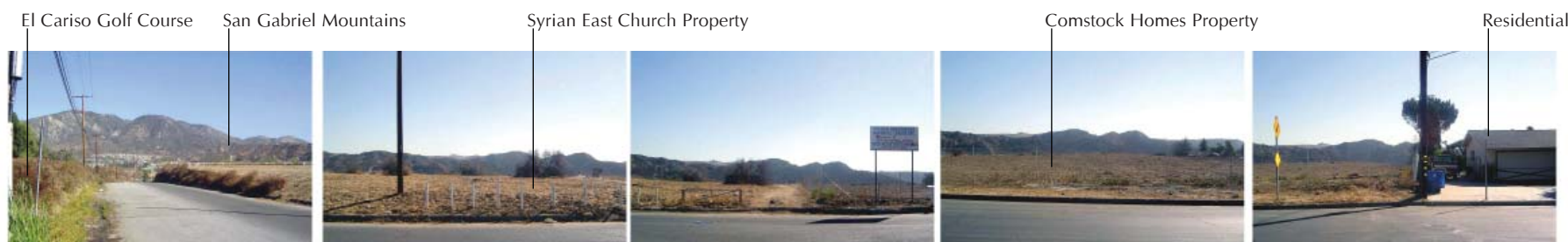
I. HARDING ST. - NORTH



J. EXTENDED LAMC CAMPUS - WEST



K. HARDING ST. - SOUTH



L. HARDING ST. - EAST



M. HARDING ST. - WEST



N. INTERSECTION OF HARDING ST. AND MACLAY ST.



O. MACLAY ST. - SOUTH



P. MACLAY ST. - NORTH



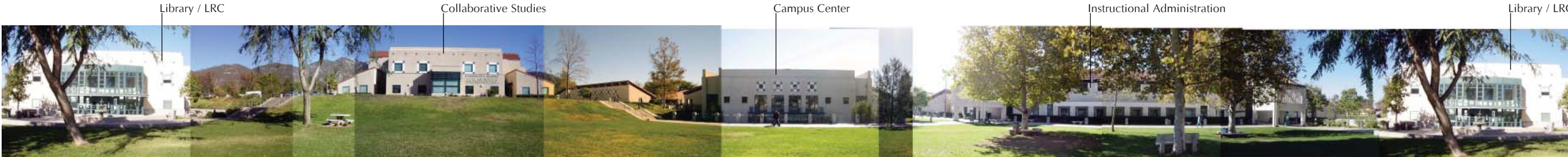




## EDGE CONDITIONS: EXISTING AND EXTENDED CAMPUSES' INTERNAL PERIMETERS

See Page 26, Key Plan for the directions from which the following photographs are taken.

### Q. EXISTING NORTH CAMPUS PANORAMIC VIEW



• Berm can enhance the formal quad with terraced levels for seating, particularly during graduation ceremonies

### R. EXISTING SOUTH CAMPUS PANORAMIC VIEW

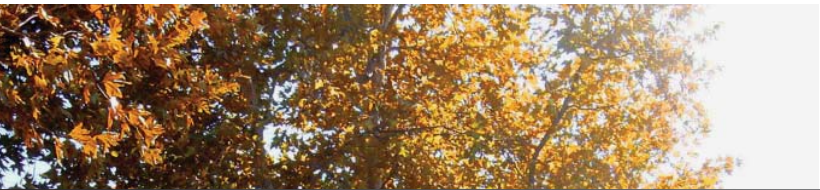


### S. HARDING ST. PROPERTY PANORAMIC VIEW



• Eldridge may continue through to Maclay in order to relieve traffice congestion through nearby residential neighborhood.





MASTER PLAN PROCESS

Two methods, performed simultaneously, were used to define the Master Plan process. The first was a technical analysis approach which enabled the design team to develop a comprehensive understanding of the Los Angeles Mission College (LAMC) campus. The second was an interactive method which intended to invite the campus community and neighborhood to participate in the process of developing the LAMC Master Plan. These methods also enabled the Master Plan process to focus not only on the College campus but on regional and local land use and context; access, circulation, and parking; utilities; and landscape.

Technical Analysis Method:

- conducting site tours
- performing field work
- documenting existing physical conditions
- collecting data
- reviewing background materials
- developing design principles
- identifying opportunities and constraints for future development
- preparing alternatives
- final Master Plan delivery

Interactive Method:

- key individual interviews
- conducting Proposition A & AA project validation meetings
- hosting a Futuring Session
- attending, participating, and leading College Council meetings
- inviting the community to a Master Plan open house.

The Futuring Session was held to solicit information from faculty, staff, and students pertaining to Campus Values, Site Strengths and Weaknesses, and Functional Needs and Relationships. It was the goal of this outreach activity to identify such values central to LAMC student and administrative populations, relate them to the education and community environments, and incorporate them into the Master Plan.

Campus Values:

**-Sense of Family.** It was important to maintain the sense of belonging and tightly-knit character of the campus among the students, administration, and community by continuing to provide service to and within the community, benefiting those working and learning at the College.

**-Unlimited Student Access.** Business should be designed and conducted to reflect the needs of the students. Communication and openness are critical elements for the College to be successful.

**-Importance of Community.** The community respects LAMC and welcomes its presence. Programs are designed to benefit the community and students. “LAMC’s door is always open,” and the College hopes that the community can embrace what it has to offer.

**-Commitment to Quality Education.** LAMC strives for and hopes to maintain vocational and academic excellence. The College’s programs and services are recognized by the outside community at many levels. Therefore, the College should lead the way and become the example as it increases in size.

**-Sustainability.** Smart buildings, efficient systems, and energy saving ideas are high on the College’s priority list. Any initial investments would guarantee reduced operation costs and better environmental stewardship over time.

**-Strong Work Ethic.** Students and the Administration at LAMC are a hard-working, dedicated group that has contributed to the success and growth of the College and campus. They take great pride in their diligence, efforts, and rewards.

**-Focus on Student Success.** LAMC can provide an educationally rich experience for their students by establishing and developing a functionally-efficient learning environment conducive to their needs.

Strengths and Weaknesses

Please see pages 24 and 25 for details.

Functional Needs and Relationships:

-All Student Services should be adjacent to each other, facilitating the matriculation process.

-The cafeteria should be centrally located.

-Computer services and reprographics should be easily accessible for the entire College community.

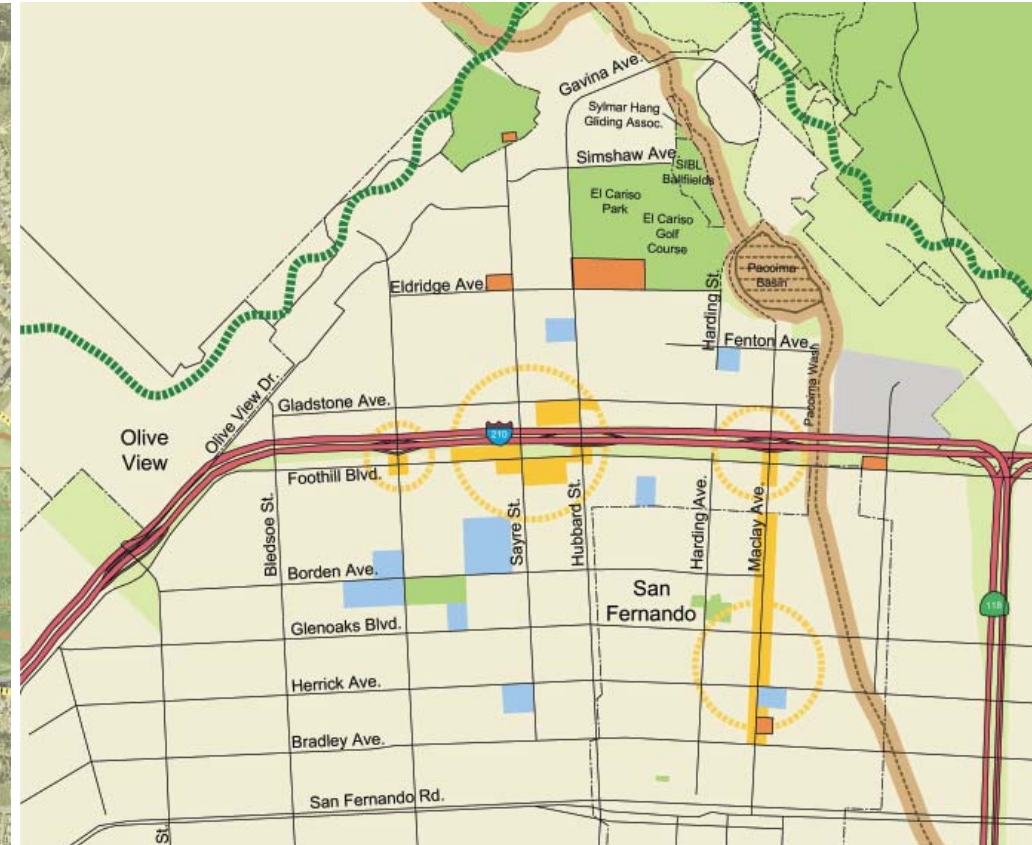
-Health, P.E., & Fitness Center should be on campus or adjacent to campus.



# Quality Learning Along the Arroyo



## COLLEGE LAND USE AND ZONING



Several constraints are placed upon the expansion of Los Angeles Mission College. The College campus, in its current state is land-locked with various types of land uses in the neighborhood, predominantly residential to the northwest and designated open space to the southeast. The designated open space is comprised of El Cariso County Regional Park, El Cariso Golf Course, Sylmar Independent Baseball League, U.S. Army Corps. of Engineers land, and the Pacoima Wash. The triangular property terminating Eldridge Ave, south of El Cariso Golf Course is the only land identified as undeveloped, therefore rendering it available for the campus to expand and build its facilities.

Running parallel to the 210 Freeway are very limited commercial development zones. There are few convenient amenities within close proximity to the campus.

There are only two elementary schools and one high school located near LAMC. Other schools at various levels of education are located south of the 210 Freeway.

LA MISSION COLLEGE RESIDENTIAL COMMERCIAL DESIGNATED OPEN SPACE UNDEVELOPED LAND OTHER SCHOOLS MANUFACTURING






DESIGN & DEVELOPMENT PRINCIPLES



**Responsibility to Education**  
Develop a campus that responds to and supports the educational mission of LAMC, fosters teaching, and enhances opportunities for learning.



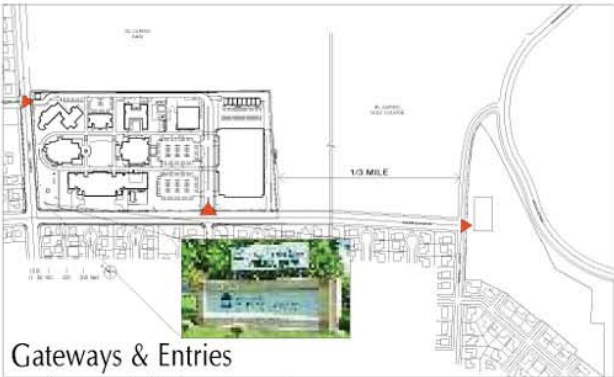
**Growth**  
Organize development opportunities on available land through a flexible, phased approach to allow physical expansion in response to student population.



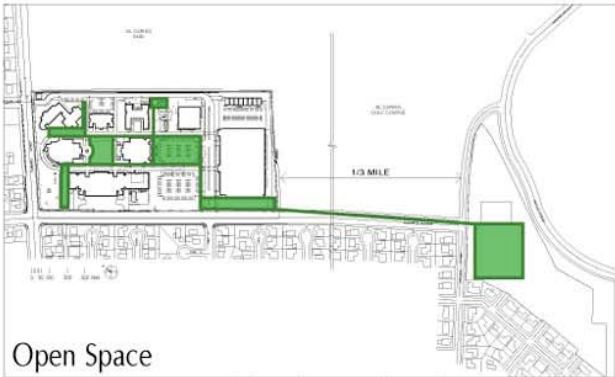
**Organizational Strategy**  
Preserve the campus core as the campus expands and connects new facilities appropriately.



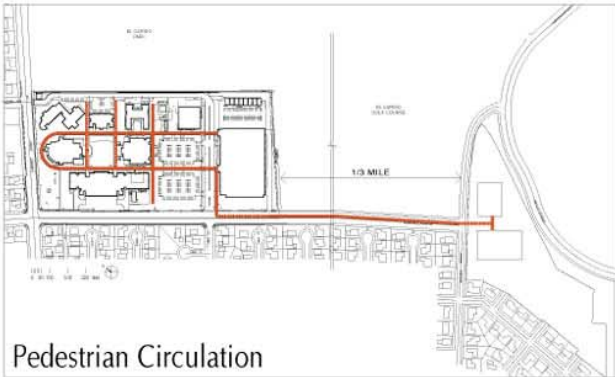
**Consolidation**  
Consolidate satellite campus facilities on campus as appropriate.



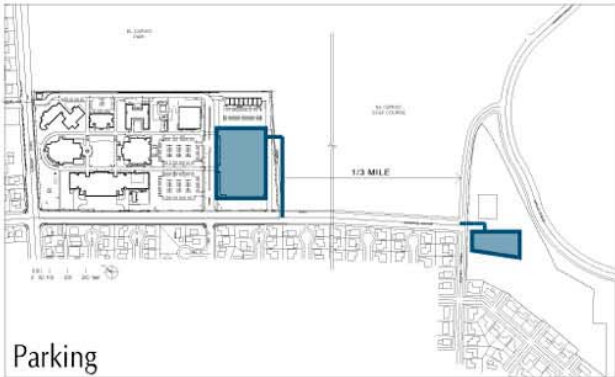
**Gateways & Entries**  
Provide an identifiable front door to the campus.



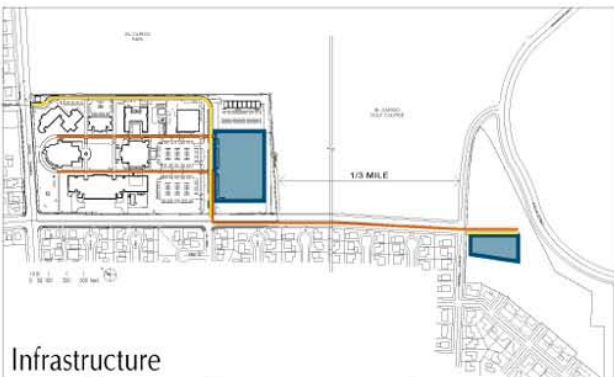
**Open Space**  
Create an open space network that enhances and strengthens interaction among campus users.



**Pedestrian Circulation**  
Build-on and extend the existing system of pedestrian walkways and facilitate handicapped accessibility.



**Parking**  
Distribute sufficient parking to accommodate projected demand or near the perimeters of the College.



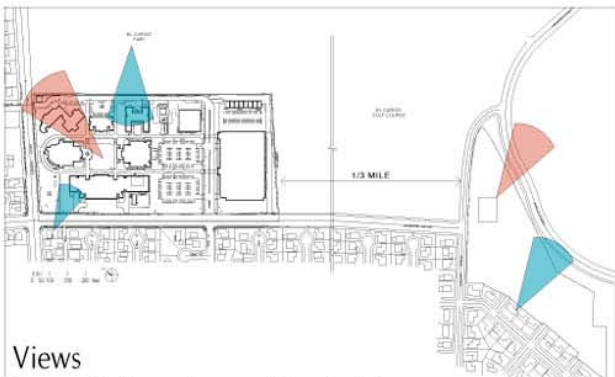
**Infrastructure**  
Create an efficient system that supports existing and future campus development.



**Community**  
Continue to be a vital and integral resource to the greater community through a variety of cultural, educational, and recreational programs.



**Sustainable Design**  
Minimize site disturbance, optimize use of energy and resources, and maintain a clean healthy environment.



**Views**  
Preserve and enhance views to and from the College.





PROGRAM SUMMARY BY PROJECT

The following are program summaries for each of the projects planned as part of the Master Plan. Specific space planning / programming will be done on a project-by-project basis as the Master Plan is implemented

REFINED MASTER PLAN		
1983 MASTER PLAN PROJECTS	STATE FUNDED PROJECTS	REMAINING PROJECTS
<p><b>Plant Facilities</b> 26,000 GSF Total</p> <ul style="list-style-type: none"><li>-Shops / Lay-Out Area</li><li>-Storage</li><li>-Records</li><li>-Offices</li><li>-Conference Room</li><li>-Shipping &amp; Receiving</li><li>-Central Plant*</li></ul> <p><i>*To be determined after a thorough analysis of campus utilities by an engineer.</i></p>	<p><b>Health / P.E. / Fitness Center</b> 89,500 GSF Total</p> <ul style="list-style-type: none"><li>-Gymnasium (with partitions for multiple activities)</li><li>-Locker Rooms</li><li>-Snack Bar</li><li>-Hydrostatic Equipment</li><li>-Classrooms</li><li>-Fitness Center</li><li>-Health &amp; Nutrition</li><li>-Resource Center (info. on nutrition and fitness)</li><li>-Special Programs</li></ul>	<p><b>Student Services</b> 39,000 GSF Total</p> <ul style="list-style-type: none"><li>-Business Counter (Satellite to Business office)</li><li>-Classrooms / Computer Labs (general purpose)</li><li>-Coffee Shop / Cafe (Satellite to Food Services)</li><li>-DSPS</li><li>-Health Services</li><li>-PACE</li><li>-Transfer Center</li><li>-Testing &amp; Assessment</li><li>-Upward Bound</li><li>-Veterans &amp; International Students</li><li>-Additional Space for other Student Services (as needed)</li></ul>
<p><b>Child Development Center</b> 26,000 GSF Total</p> <ul style="list-style-type: none"><li>-Child Care Services</li><li>-Child Development Program</li><li>-Classrooms</li><li>-Outdoor / Recreation Space</li><li>-Special Programs</li><li>-Separate Drop-Off</li></ul>	<p><b>Family &amp; Consumer Studies with Bookstore</b> 72,000 GSF Total</p> <ul style="list-style-type: none"><li>-Classrooms</li><li>-Faculty Offices</li><li>-Kitchens</li><li>-Lab Space</li><li>-Locker Rooms (Men's &amp; Women's)</li><li>-Student Dining (Food Services, indoor &amp; outdoor)</li><li>-Bookstore (w/ adjacent Shipping &amp; Receiving)</li><li>-Fine Dining (Restaurant, indoor &amp; outdoor)</li><li>-Loading Dock</li></ul>	<p><b>Education Bldgs. #5 &amp; #6</b> 30,000 GSF Total (for each)</p> <ul style="list-style-type: none"><li>-General Purpose Classrooms</li><li>-Faculty Offices</li><li>-Support Spaces</li></ul>
<p><b>Parking Structure A</b> 1200 Cars</p>	<p><b>Media Arts Building</b> 38,000 GSF Total</p> <ul style="list-style-type: none"><li>-Classrooms, studios, labs, offices for:<ul style="list-style-type: none"><li>-Art</li><li>-Multi-Media</li><li>-Music</li></ul></li><li>-Performance Theater</li><li>-Gallery</li><li>-Screening Room</li><li>-A/V Equipment Check-out Counter</li></ul>	<p><b>Underground Parking Structure B1</b> 550 Cars</p> <p><b>Parking Structure B2</b> 370 Cars</p>

\* Colors in subject headers correspond with colors indicating Master Plan phases



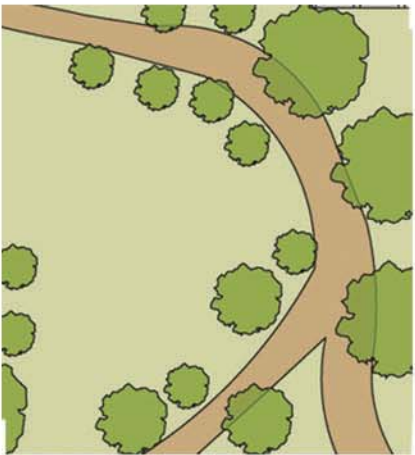
THE ARROYO



1. Stormwater is diverted onto the site from higher elevations at the source of the arroyo along Hubbard St. Existing trees that are affected by construction, as well as new drought tolerant varieties, will be located along the Arroyo's embankment. Native wildflower seeds will germinate and will quickly carpet the trough of the Arroyo.

Footbridge

Aesthetically, the Arroyo holds the campus together while also acting as a transition from the existing formal side of campus to the proposed more informal side of campus. Functionally, it is the primary stormwater management system.



2. Water flows naturally through the campus, following the topography of the site. Footbridges allow pedestrians to traverse the arroyo.

Footbridge



3. The Arroyo terminates in a detention pond at the lower elevation of the site along Eldridge Ave. Here, stormwater is treated before being channeled into the public storm drain. The Arroyo provides a semi-aquatic wildlife habitat that will serve as a living educational tool for the college community.







## CONCEPT DIAGRAMS - CONCEPT A

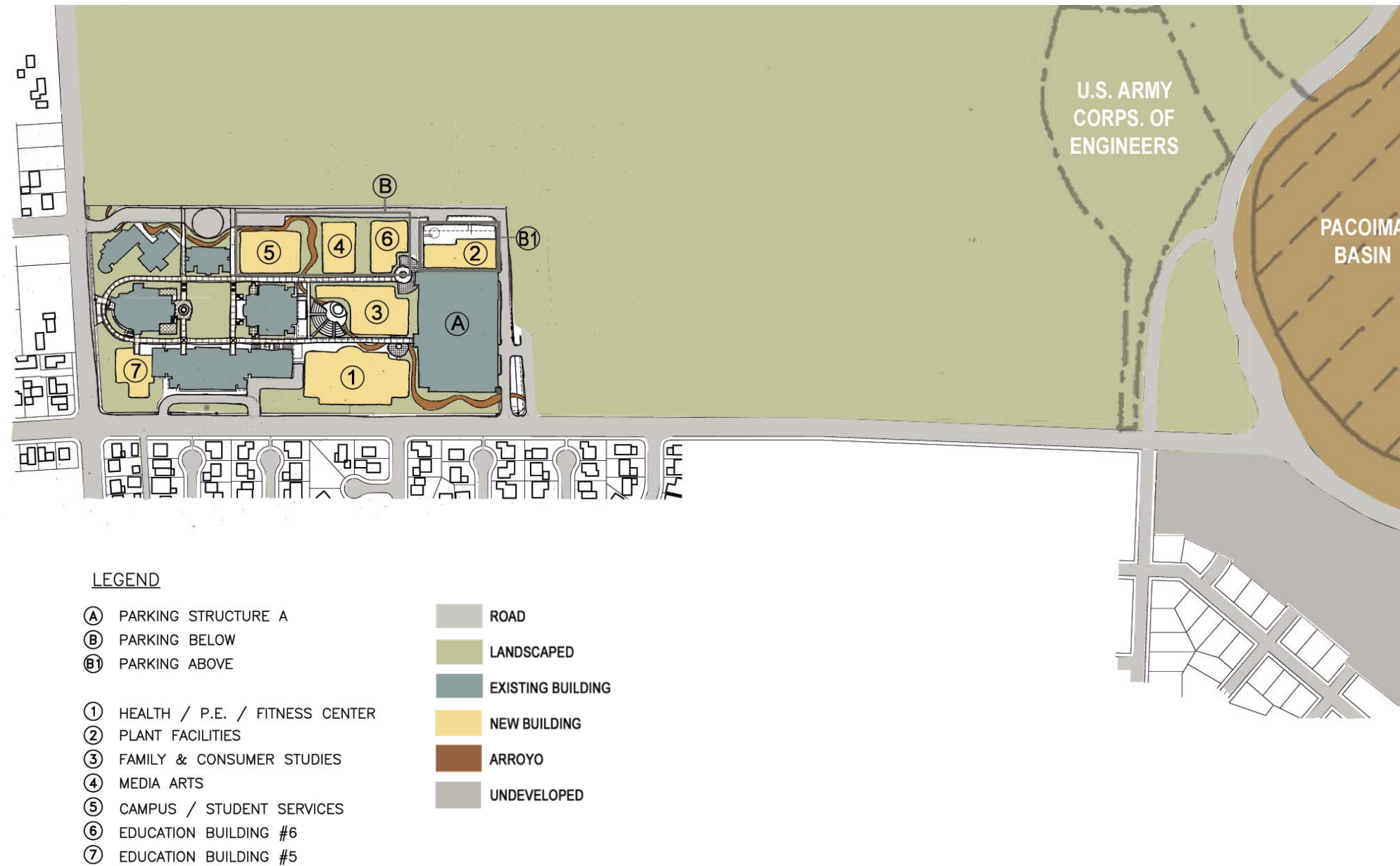
The following concept diagrams illustrate Design & Development principles and zoning options incorporated into the proposed Master Plan. They serve as a framework to guide future development and change as the Master Plan progresses through its various stages of implementation.

Concept A creates an urban campus. It manages to keep all new programs on-site and maximizes the campus. This compressed scheme allows no less than two-story buildings that are 40 feet apart from each other. The taller buildings cast shadows that darken the campus and create wind tunnels.

Although this concept consolidates the campus to one site, the building density is too great and would have negative impacts on the arroyo's function; to collect and treat storm water on-site.

The compressed campus plan affects the campus-neighborhood relationship positively and negatively. Although centering the gym at the front of the campus may create and build school morale, noise and traffic could increase which may further upset the neighborhood. Conversely, buildings centered along Parking Structure A can best be accessed by the public, which supports the intent to serve the community.

Further features of the compressed campus are the concentrated parking areas. Underground parking can be accessed from the service road off of Hubbard St. Parking Structure A, which will be expanded to accommodate 350 additional cars, can solely be accessed from the road off of Eldridge Ave. These roads, which connect Hubbard St and Eldridge Ave, are not continuous to the public, though service and emergency vehicles alone can access them. The intersection of these two characteristic campus roads results in the congestion of arriving, and especially departing, traffic.







CONCEPT DIAGRAMS - CONCEPT B



Concept B extends the campus to an additional nearby site, toward the southeast about 1/3 of a mile, along Eldridge Ave. This concept allows the existing open campus to remain with new one-to-two story buildings with configurations to be spaced at a minimum of 40 feet apart. The shorter buildings cast fewer shadows and no wind tunnels are created. The new site provides surface parking, two educational buildings, and a recreational building to complement the openness of the site. The recreational building is located at the southwest portion of the new site adjacent to the 200 car surface parking. The northeast portion of this site will remain mostly green space with two smaller educational buildings with even less surface parking.

Concept B allows the main campus to be spread out maximizing space for the Arroyo. The low building density enables the Arroyo to widen and narrow where needed to perform as intended; to collect and treat storm water on-site.

Spreading out the campus positively affects the campus-neighborhood relationship in many areas. Locating the recreational facility at the nearby site does not disturb the neighborhood with noise and traffic which previously was a problem. However, it does slightly block views of the mountains. In the main campus, buildings centered along Parking Structure A can best be accessed by the public, which supports the intent to serve the community. Another feature which addresses the student traffic is the continuation of Eldridge Ave through the new site to Maclay St. This will not only prevent students from continuing to access the freeway through neighborhood streets, but it will also slow down speeding traffic and direct it appropriately.

Parking is spread out in three locations: two areas on the main campus and one on the extended site. Parking Structure A at the existing campus can solely be accessed from the road off of Eldridge Ave. Underground parking at the existing campus, as well, can be accessed from the service road off of Hubbard St. Both roads are non-continuous to the public, but may be accessed by service and emergency vehicles. The surface parking at the extended site may be accessed on both sides of Eldridge Ave. Several parking options will make the roads and intersections leaving the campus less congested with arriving/departing traffic using turn-arounds and campus shuttles transporting students between the campus and extended campus properties.





## CONCEPT DIAGRAMS - CONCEPT B1

Concept B1 extends the campus to an additional nearby site, towards the southeast about 1/3 of a mile, along Eldridge Ave. This concept allows the existing open campus to remain but with new one and two story buildings having configurations to be spaced at a minimum of 40 feet apart. The shorter buildings cast fewer shadows and no wind tunnels are created. The new site provides underground parking, two educational buildings, and a recreational building to complement the openness of the site. The recreational building is located at the northeast portion of the new site. The southeast portion of this site will remain mostly green space with two smaller educational buildings. Below this area will be underground parking for 550 cars.

Concept B1 allows the main campus to be spread out maximizing space for the Arroyo. The low building density enables the Arroyo to widen and narrow where needed to perform as intended; to collect and treat storm water on-site.

Spreading out the campus positively affects the campus-neighborhood relationship in many areas. Locating the recreational facility at the nearby site does not disturb the neighborhood with noise and traffic which previously was a problem. However it does slightly block views of the mountains. In the main campus, buildings centered along Parking Structure A can best be accessed by the public supporting the buildings intent to serve the community. Another feature addressing the student traffic is Eldridge Ave, which should be continued through the new site to Maclay Street. This will not only prevent students from continuing to access the freeway through neighborhood streets, it will slow down speeding traffic and direct it appropriately.

Parking is spread out in two locations; one area at the main campus and one at the extended site. Parking Structure A, at the existing campus, will be expanded to accommodate 350 additional cars and can solely be accessed from the road off of Eldridge Ave. This road continues around the campus bend as a service road and for service/emergency vehicles to gain access through to Hubbard St. Underground parking at the extended site can be accessed from Eldridge Ave. Since the sole entry and exit way to the garage parking at the existing campus and the extended site underground parking is from Eldridge Ave, this road and adjacent intersections are congested with arriving/departing traffic. To alleviate the student traffic, turn-arounds and campus shuttles will transport students between the main campus and the extended campus properties.





PROPOSED MASTER PLAN

The Master Plan will be completed over an eight year period in two phases. The following guidelines must be followed during the implementation of this Master Plan:

- The College should remain in full operation without a loss of basic academic services throughout the project construction period.
- Parking and traffic is a critical concern of the College's student, administration, and community populations. This Master Plan has been phased to accommodate additional parking in various configurations and direct traffic, as needed and where appropriate, in an effort to alleviate any congestion of the campus and surrounding community.

- 1 Health, P.E., Fitness Center**  
Construction Duration: 2007/2008  
Land Area: 232,983 GSF  
Building Area: 89,500 GSF  
Building Footprint: 58,924 GSF  
Floor Levels: 2  
Site Improvements: Temporary Surface  
Parking for 100 Cars
- 2 Plant Facilities**  
Construction Duration: To Be Determined  
Previously Approved  
Land Area: 45,603 GSF  
Building Area: 26,000 GSF  
Building Footprint: 26,000 GSF  
Floor Levels: 1  
Site Notes: Service Yard adjacent,  
Parking Structure B2 Constructed Above.
- 2A Parking Structure B2**  
Construction Duration: 2011/2015  
Land Area: 45,603 GSF  
Capacity: 123 Cars/Level  
x 3 Levels  
370 Cars Total  
Site Notes: Constructed Above Plant Facilities
- 3 Family & Consumer Studies  
with Bookstore**  
Construction Duration: 2008/2009  
Land Area: 89,301 GSF  
Building Area: 72,000 GSF  
Building Footprint: 24,002 GSF  
Floor Levels: 3  
Site Improvements: Service Road and Loading Dock
- 4 Media Arts**  
Construction Duration: 2009/2010  
Land Area: 99,314 GSF  
Building Area: 38,000 GSF  
Building Footprint: 19,060 GSF  
Floor Levels: 2  
Site Improvements: Arroyo & Quad

Existing Campus







## Extended Campus



- 5 Student Services**  
Construction Duration: 2011/2015  
Land Area: 50,297 GSF  
Building Area: 39,000 GSF  
Building Footprint: 19,018 GSF  
Floor Levels: 2  
Site Improvements: Continuation of LAMC Temporary Parking.
- 6 Underground Parking Structure B1**  
Construction Duration: 2011/2015  
Land Area: 242,939 GSF  
Capacity: 326 Cars/Level  
x 2 Levels  
550 Cars Total  
Site Improvements: Continue Eldridge St. through to Maclay St., New Turn-around/Drop-off, Treeline along neighboring residences.
- 6 Underground Parking Structure B1**  
Construction Duration: 2011/2015  
Land Area: 242,939 GSF  
Capacity: 326 Cars/Level  
x 2 Levels  
550 Cars Total  
Site Improvements: Continue Eldridge St. through to Maclay St., New Turn-around/Drop-off, Treeline along neighboring residences.
- 7 Education Building #5**  
Construction Duration: 2011/2015  
Land Area: 48,100 GSF  
Building Area: 30,000 GSF  
Building Footprint: 15,000 GSF  
Floor Levels: 2  
Site Improvements: Courtyard
- 8 Education Building #6**  
Construction Duration: 2011/2015  
Land Area: 48,100 GSF  
Building Area: 30,000 GSF  
Building Footprint: 15,000 GSF  
Floor Levels: 2  
Site Improvements: Entry to Campus through Instructional Administration Bldg, West Wing removal.





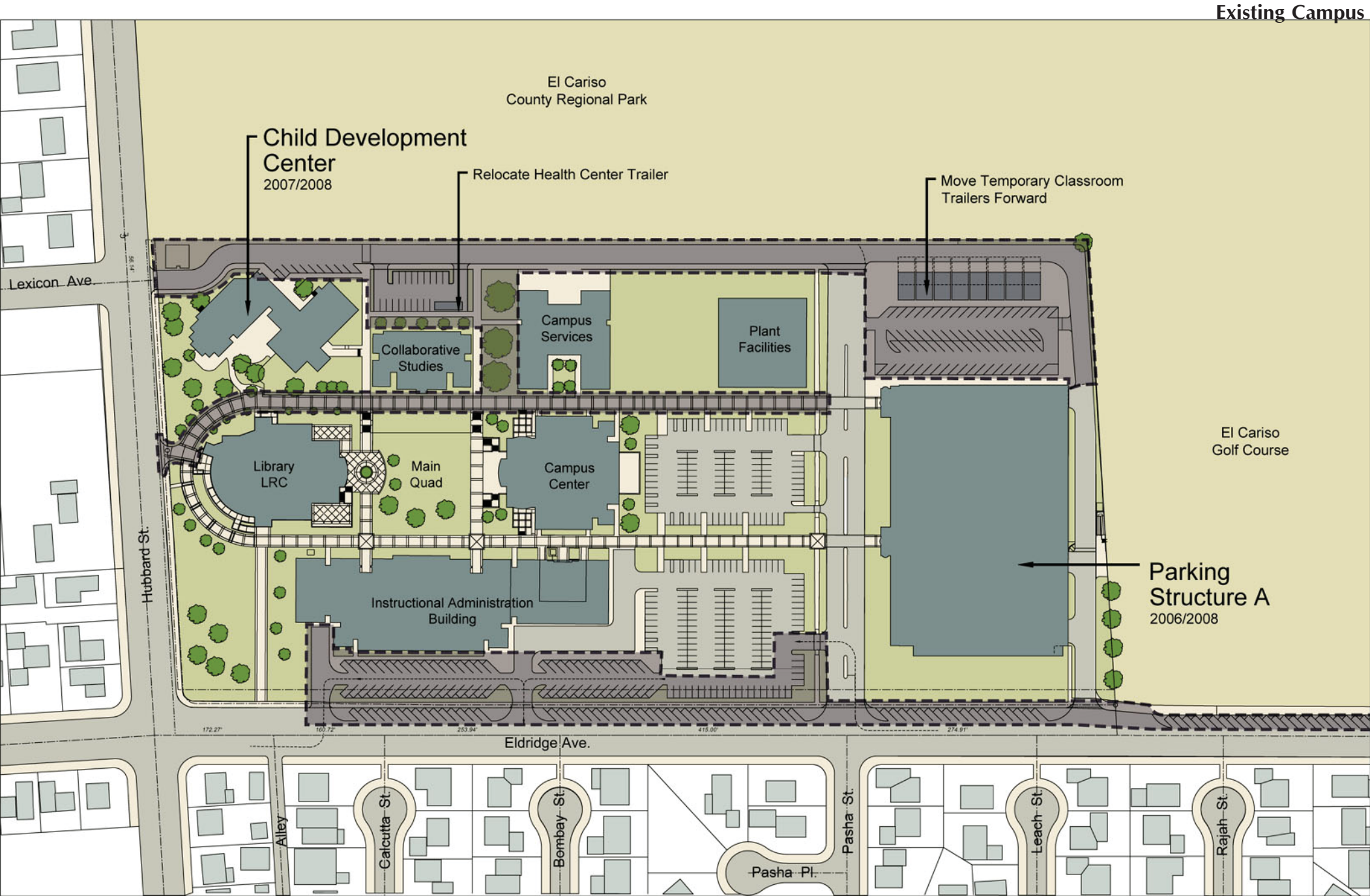


PHASING PLAN: ROADS, PARKING, & INFRASTRUCTURE

After the completion of Parking Structure A and the Child Development Center in the Spring of 2008, there is a fair amount of preparation to the infrastructure that the College must direct prior to the start of Phase 1 where Proposition A & AA projects will begin construction.

The service road along the rear of the campus must bend around the temporary Classroom Trailers and continue through to Eldridge Ave, providing access for Service and Emergency vehicles from Hubbard St and Eldridge Ave. Additional temporary surface parking will occur along Eldridge Ave, which can be accessed from Eldridge Ave and the main campus drive. The parallel street parking on the northside of Eldridge Ave will be re-striped to provide diagonal street parking from Hubbard St down to Harding St, which will provide more parking spaces than is currently offered.

The Staff Parking behind the Collaborative Services building will be re-configured to support pedestrian circulation. The Health Center Trailer will be re-located to this area as well, to provide easy accessibility for any Emergency Vehicle.

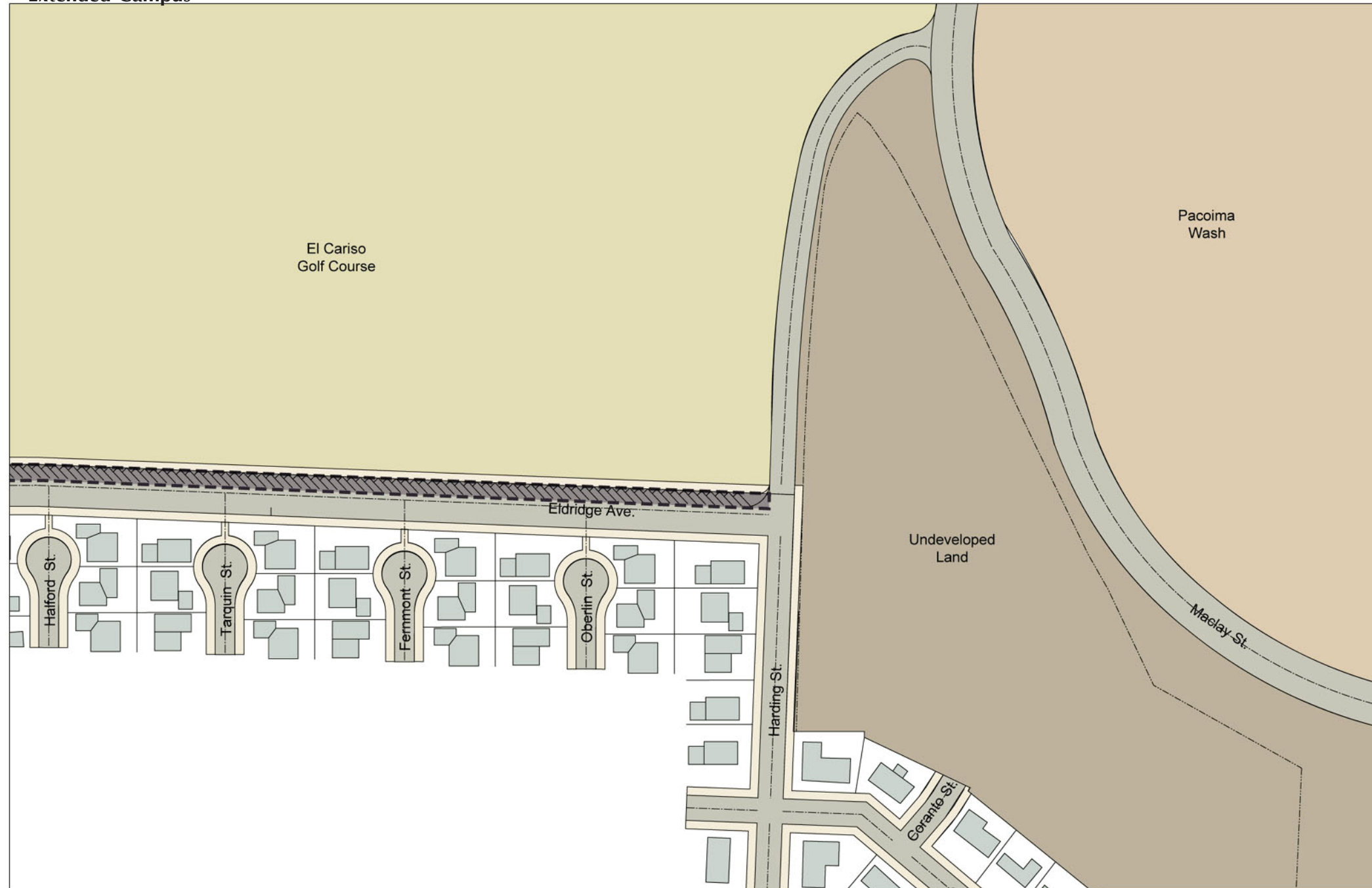




# Quality Learning Along the Arroyo



## Extended Campus



### Parking Structure A

Construction Duration: 2006/2008  
 Land Area: 262,202 GSF  
 Building Area: 384,000 GSF  
 Building Footprint: 96,000 GSF  
 Capacity: 384 Cars/Level  
 x 4 Levels  
 1200 Cars Total

### Child Development Center

Construction Duration: 2007/2008  
 Land Area: 262,202 GSF  
 Building Area: 26,000 GSF  
 Building Footprint: 20,364 GSF  
 Floor Levels: 2  
 Site Improvements: Arroyo (partial),  
 Street Widening, Turn-Around.





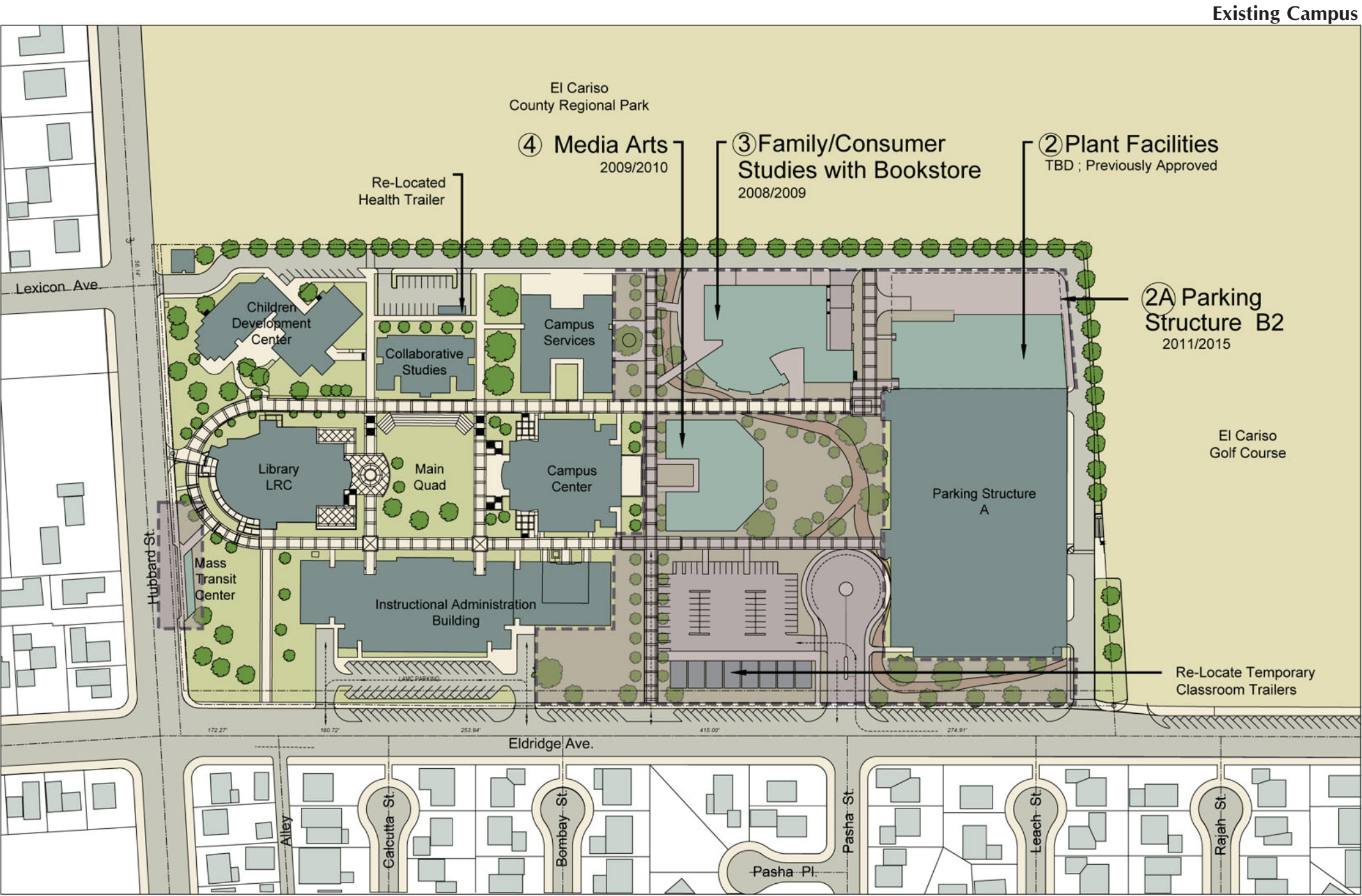


PHASING PLAN: PHASE I - PROPOSITIONS A & AA PROJECTS

All buildings and structures proposed under this initial phase are projected to be complete by the year 2010. The Health, P.E., & Fitness Center will be the first Proposition A & AA project to be constructed at the extended campus. Parking spaces for 131 cars with a turn-around will also be provided. A heavy tree-line will landscape the extended campus's edge along the residential areas to absorb any noise and/or light pollution. The remaining projects of Phase 1 occur at the existing campus. The second project of Phase 1 is the relocation of Plant Facilities and the construction of Parking Structure B2 above it, which expands Parking Structure A by adding 350 additional parking spaces. In order for this to occur, the temporary Classroom Trailers will be relocated to the front of the campus, along Eldridge Ave. The construction of the Family & Consumer Studies facility follows, and Phase 1 is concluded with the construction of the Media Arts center.

The Arroyo is segregated into four areas on the south half of the campus, three of which will be completed by the end of Phase 1. Each segment of the Arroyo will be constructed and landscaped simultaneously with the construction of that particular adjacent Proposition A & AA project.

The bus stop on Hubbard St will be improved to function as a Mass Transit Center. This should hopefully allow the College to be better served by additional bus lines. Buses will have a more identifiable area defined by a new bus shelter and more room to pick-up passengers without blocking continuous traffic.







## ① Health, P.E., Fitness Center

Construction Duration: 2007/2008  
Land Area: 232,983 GSF  
Building Area: 89,500 GSF  
Building Footprint: 58,924 GSF  
Floor Levels: 2  
Site Improvements: Temporary Surface  
Parking for 100 Cars

## ② Plant Facilities

Construction Duration: To Be Determined  
Previously Approved  
Land Area: 45,603 GSF  
Building Area: 26,000 GSF  
Building Footprint: 26,000 GSF  
Floor Levels: 1  
Site Notes: Service Yard adjacent,  
Parking Structure B2 Constructed Above.

## 2A Parking Structure B2

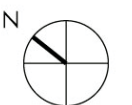
Construction Duration: 2011/2015  
Land Area: 45,603 GSF  
Capacity: 123 Cars/Level  
x 3 Levels  
370 Cars Total  
Site Notes: Constructed Above Plant Facilities

## ③ Family & Consumer Studies with Bookstore

Construction Duration: 2008/2009  
Land Area: 89,301 GSF  
Building Area: 72,000 GSF  
Building Footprint: 24,002 GSF  
Floor Levels: 3  
Site Improvements: Service Road and Loading Dock

## ④ Media Arts

Construction Duration: 2009/2010  
Land Area: 99,314 GSF  
Building Area: 38,000 GSF  
Building Footprint: 19,060 GSF  
Floor Levels: 2  
Site Improvements: Arroyo & Quad







PHASING PLAN: PHASE II - BEYOND PROPOSITIONS A & AA PROJECTS

Once Phase 1 is complete, Phase 2 of the Master Plan may begin and construction of projects funded beyond Proposition A & AA will be expected to terminate by the end of 2015. The first project of Phase 2 to be constructed takes place at the existing campus, the Student Services building and the last segment of the Arroyo. The temporary surface parking along Eldridge Ave will become landscaped back to its original state, but with improvements. The very northeast wing of the Instructional Administration Building will be demolished to provide a fire lane and a secondary pedestrian path leading students, administration, and visitors into the campus from the diagonal parking spaces along Eldridge Ave. A corner monument will also be constructed at the College's most notable intersection, Eldridge Ave and Hubbard St, to provide a welcome entrance to the campus.

Extensive work will take place during the construction of projects in this phase at the extended campus. However, roadwork must take place in this area. Eldridge Ave should continue to Maclay St, providing another access point to the college's existing and extended campuses. The second project constructed of this phase will be the Underground Parking Structure B1, providing 550 parking spaces with the Education Building #5 constructed above. A turn-around will also be provided for the campus shuttle to transport students between campuses.

The final project of this phase, Education Building #6, will be constructed on the existing campus at the corner of Eldridge Ave and Hubbard St.







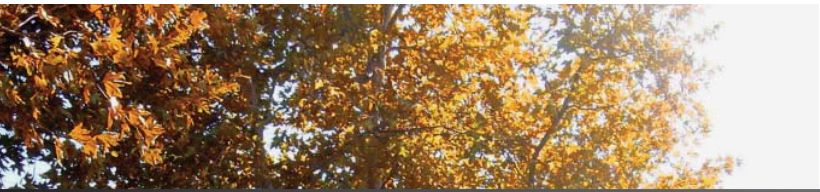
# Quality Learning Along the Arroyo

## Extended Campus



- ⑤ Student Services**  
Construction Duration: 2011/2015  
Land Area: 50,297 GSF  
Building Area: 39,000 GSF  
Building Footprint: 19,018 GSF  
Floor Levels: 2  
Site Improvements: Continuation of LAMC Temporary Parking.
- ⑥ Underground Parking Structure B1**  
Construction Duration: 2011/2015  
Land Area: 242,939 GSF  
Capacity: 326 Cars/Level  
x 2 Levels  
550 Cars Total  
Site Improvements: Continue Eldridge St. through to Maclay St., New Turn-around/Drop-off, Treeline along neighboring residences.
- ⑦ Education Building #5**  
Construction Duration: 2011/2015  
Land Area: 48,100 GSF  
Building Area: 30,000 GSF  
Building Footprint: 15,000 GSF  
Floor Levels: 2  
Site Improvements: Courtyard
- ⑧ Education Building #6**  
Construction Duration: 2011/2015  
Land Area: 48,100 GSF  
Building Area: 30,000 GSF  
Building Footprint: 15,000 GSF  
Floor Levels: 2  
Site Improvements: Entry to Campus through Instructional Administration Bldg, West Wing removal.





BUILDING AREAS AND PARKING SUMMARY

Existing Building Areas				
Year Built	Functional Area	Existing GSF	Existing To Be Demolished	Total Existing to Remain
Permanent Buildings On Campus				
1991	Instructional / Administration Building - Segments A & B	77,400	4,492	72,908
1991	Campus Center	36,650		36,650
1991	Campus Services	13,700		13,700
1994	Library / Learning Resource Center (LRC)	53,200		53,200
2001	Collaborative Studies	19,750		19,750
2001	Instructional / Administration Building - Extension	2,600		2,600
2007	Child Development Center (CDC)	26,000		26,000
Sub Totals for Permanent Buildings On Campus		229,300	4,492	224,808
Temporary Buildings On Campus				
1995	Plant Facilities	16,400	16,400	0
2000	Health Trailer	720		720
2000	Classroom Trailers	6,400	6,400	0
Sub Totals for Temporary Buildings On Campus		23,520	22,800	720
Satellite Buildings Off Campus				
	Maclay Office, A Community Development Grant Building	3,000		3,000
	LA Lutheran High School, Liberal Studies Building			0
	Cultural Arts Center, Humanities Building	19,000	19,000	0
	P.E. Building	10,000	10,000	0
Sub Totals for Satellite Buildings Off Campus		32,000	29,000	3,000
Totals for Existing Building Areas		284,820	56,292	228,528

Proposed Building Areas			
Phase Built / Relocated	Functional Area	Building GSF	Master Plan GSF
Total for Existing Building Areas to Remain			228,528
On Existing Campus			
Phase I	Plant Facilities	26,000	
Phase I	Family & Consumer Studies with Bookstore	72,000	
Phase I	Media Arts	38,000	
Phase II	Student Services	39,000	
Phase II	Education Building #6	30,000	
Sub Total for Buildings On Campus		205,000	205,000
Temporary Buildings On Campus			
RPI*	Health Trailer	**	
Sub Total for Temporary Buildings On Campus		**	
On Extended Campus			
Phase I	Health, PE, Fitness Center	89,500	
Phase II	Education Building #5	30,000	
Sub Total for Buildings On Campus		119,500	119,500
Totals for Proposed Building Areas		324,500	553,028

Existing Parking Plan				
Year Paved/Built	Location	Existing Spaces	Existing To Be Removed	Total Existing to Remain
On Campus				
1991	Staff / Visitor Surface Lot - East	94	94	0
1991	Staff / Visitor Surface Lot - West	102	102	0
1991	Temporary Surface Lot	70	70	0
2001	Collaborative Studies Surface Lot	31	31	0
2008	Child Development Center Surface Lot	13		13
2008	Parking Structure A	1,200		1,200
Totals for Parking Spaces On Campus		1,510	297	1,213
Street Parking				
N/A	Parallel spaces along east side of Eldridge Ave.	128	128	0
Totals for Parking Spaces On Street Parking		128	128	0
Off Campus				
	Sayre St. Surface Lot	567		567
Totals for Parking Spaces Off Campus		567	0	567
Totals for Existing Parking Plan		2,205	425	1,780

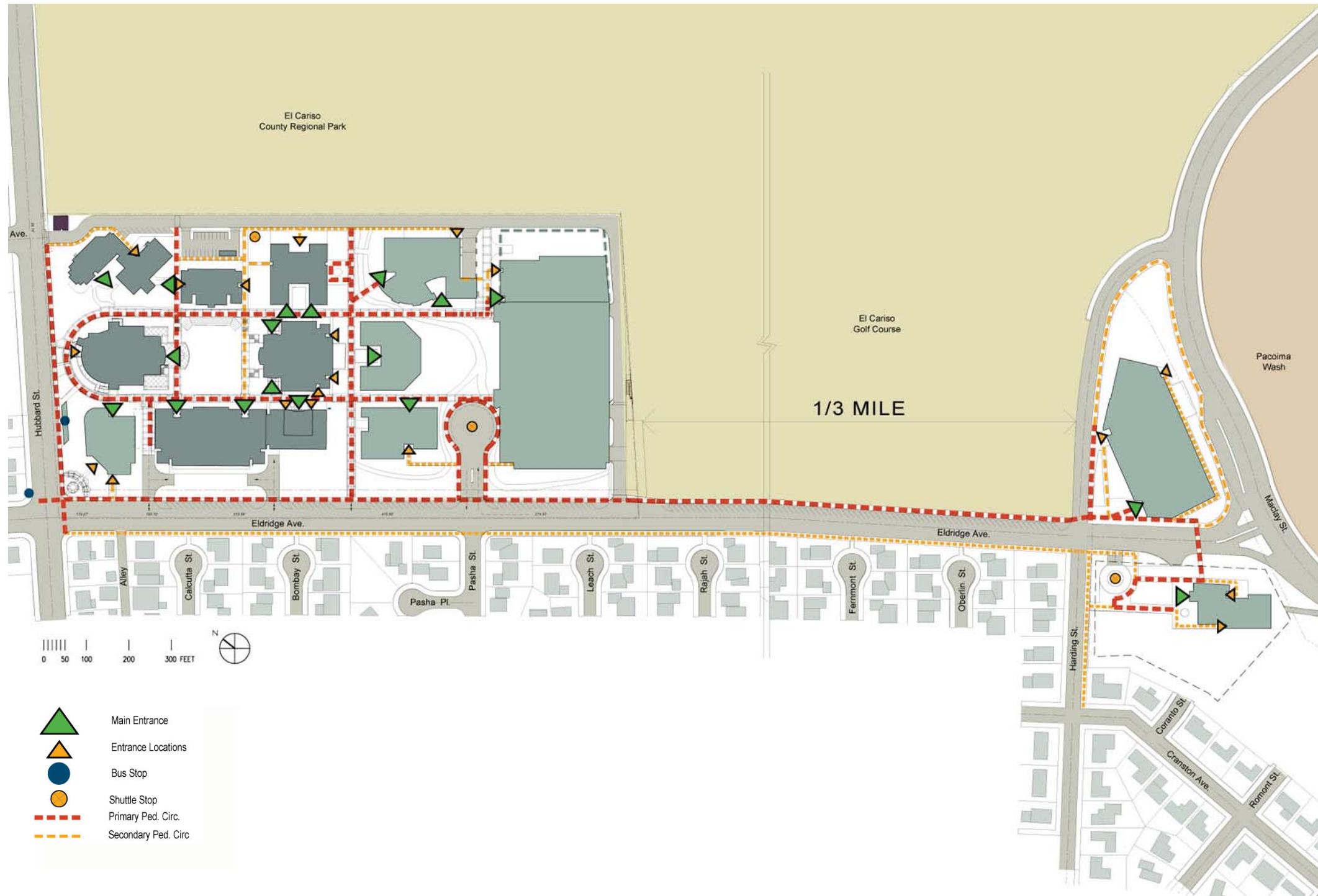
Proposed Parking Plan			
Phase Paved/Built	Location	Proposed Spaces	Master Plan Total Parking Spaces
Total for Existing Parking Spaces to Remain			1,780
Existing Campus			
Phase 1	RPI	Re-Configured Collaborative Studies Surface Lot	18
		Parking Structure B2	370
	Totals for Parking Spaces On Campus		388
Street Parking			
RPI*	Diagonal spaces along east side of Eldridge Ave.		187
	Totals for Parking Spaces On Street Parking		187
Extended Campus			
Phase II	Parking Structure B1		550
	Totals for Parking Spaces Off Campus		550
Totals for Proposed Parking Plan		1,125	2,905

\* RPI : Roads, Parking, and Infrastructure  
\*\* This square footage figure is included in the Total for Existing Building Areas to Remain square footage figure.





### Pedestrian Access and Circulation



### MASTER PLAN DIAGRAMS

The Master Plan improves existing pedestrian access and circulation on campus and introduces equally efficient proposed pedestrian access and circulation at the extended campus on Harding St by encouraging students to walk, drive, or utilize the campus shuttle, as needed or appropriate.

New major pedestrian pathways, internal to the campus, are extensions to the existing major pedestrian pathways, continuing along the north-south axes. They occur between the Family & Consumer Studies, Media Arts, and Student Services facilities.

New minor pedestrian pathways run perpendicular to these major pedestrian pathways, aligning along the east-west axes. These paseos occur between the Education Building #6 and Instructional Administration Building, the Instructional Administration Building and Student Services, and Student Services and Parking Structure A. Another new paseo occurs between the Child Development Center and Collaborative Studies Building. The new major paseo path running along the campus drop-off serves as a double headed campus entry access point by directing pedestrians into the existing campus and along the northern sidewalk on Eldridge, which leads to the extended campus at Harding St.

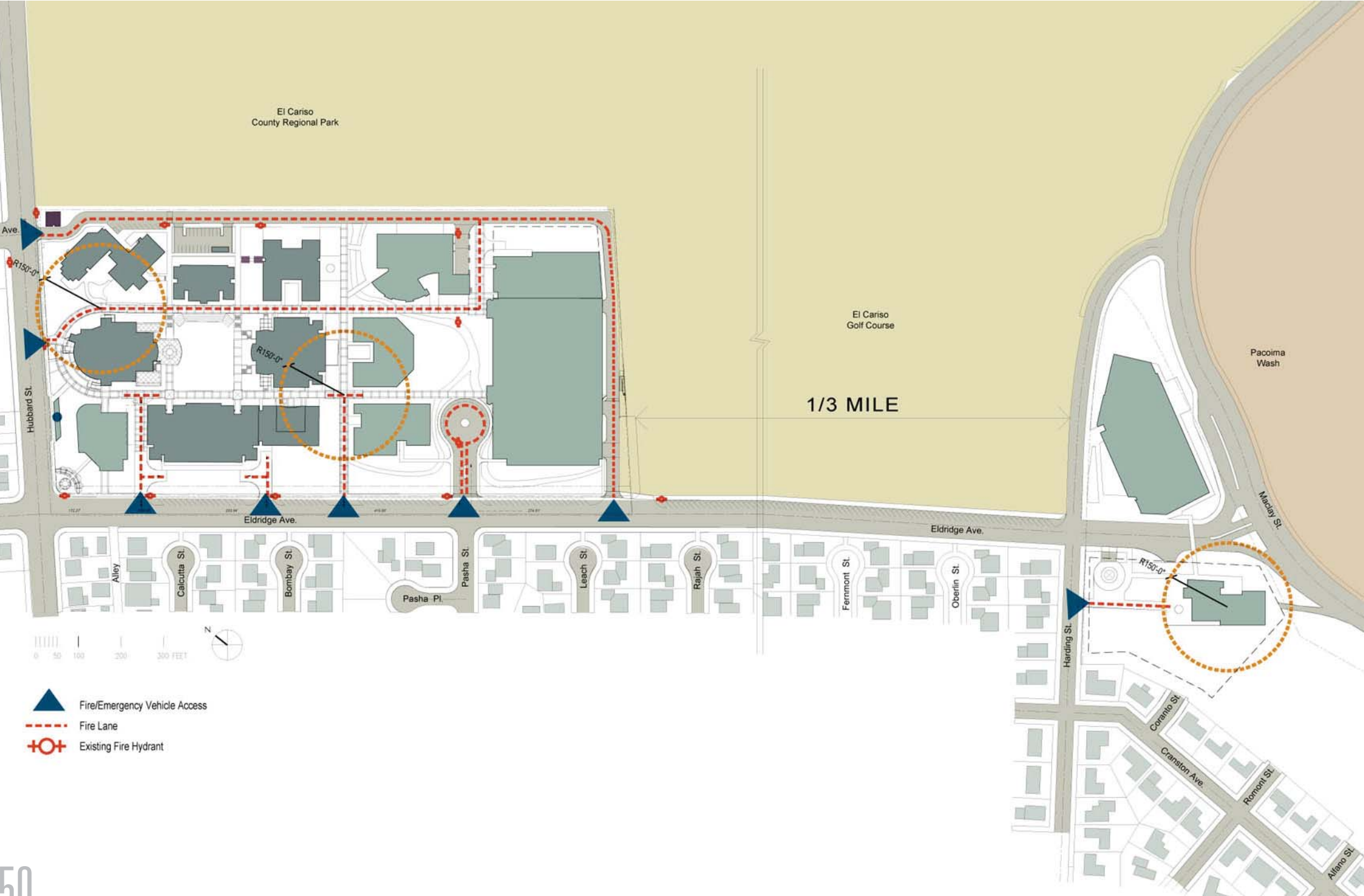
The major pedestrian access point at the extended campus occurs at the east corner of the Eldridge St-Harding St intersection. Pedestrians may continue along the major pedestrian path which leads them to either of the two proposed Health, P.E., Fitness Center entries or the pedestrian bridge. The pedestrian bridge over Eldridge St. leads pedestrians to the proposed Educational Building #5, the extended campus drop-off area, and proposed underground Parking Structure B1. It is the intent of the pedestrian bridge to create a safe passage for pedestrians to travel back and forth from the facilities located on both sides of the extended campus, separated by Eldridge St.





MASTER PLAN DIAGRAMS

Service & Fire Access and Circulation



Los Angeles Mission College (LAMC) proposes to provide and maintain fire department access in accordance with provisions of Division 9 of the latest edition of the City of Los Angeles, Public Safety and Protection, Fire Code.

Therefore, LAMC will widen the current primary service and emergency/fire vehicle access road for the main campus by 3 feet, establishing a 28 foot wide service road to the rear of the campus, in order to continue the use of it.

A Fire lane providing access to the campus core buildings will be established along the east promenade by rebuilding it to be between 20 and 28 feet wide and bear the weight of multiple fire trucks and their equipment. The promenade will continue to meet Parking Structure A where it will bend around the Student Services facility and lead out to the service road. This service road will permit the fire/emergency vehicles to get back to Hubbard St. This fire lane and all others on the existing and extended campuses *shall be maintained in an unobstructed manner with appropriate signage.*

The single-story, north wing of the Instructional Administration Building will be demolished to continue the fire vehicle access drive-way to the west promenade, creating a hammer head for the Fire Department to utilize. Although this measure allows for more fire access coverage of this building, it still does not cover it in its entirety. The 80 feet of the northeast elevation that is not covered by fire hose access, should still be served by the building's fire sprinklers.

Another hammer head is proposed to occur between the Instructional Administration Building and Student Services.

The shuttle turn-around may also serve as a fire lane. Therefore it is critical that a radius of 40 feet from the perimeter of the center island of the cul-de-sac remain clear from all parked vehicles at all times.

Service for all cores of buildings will continue to occur through the front doors of buildings.

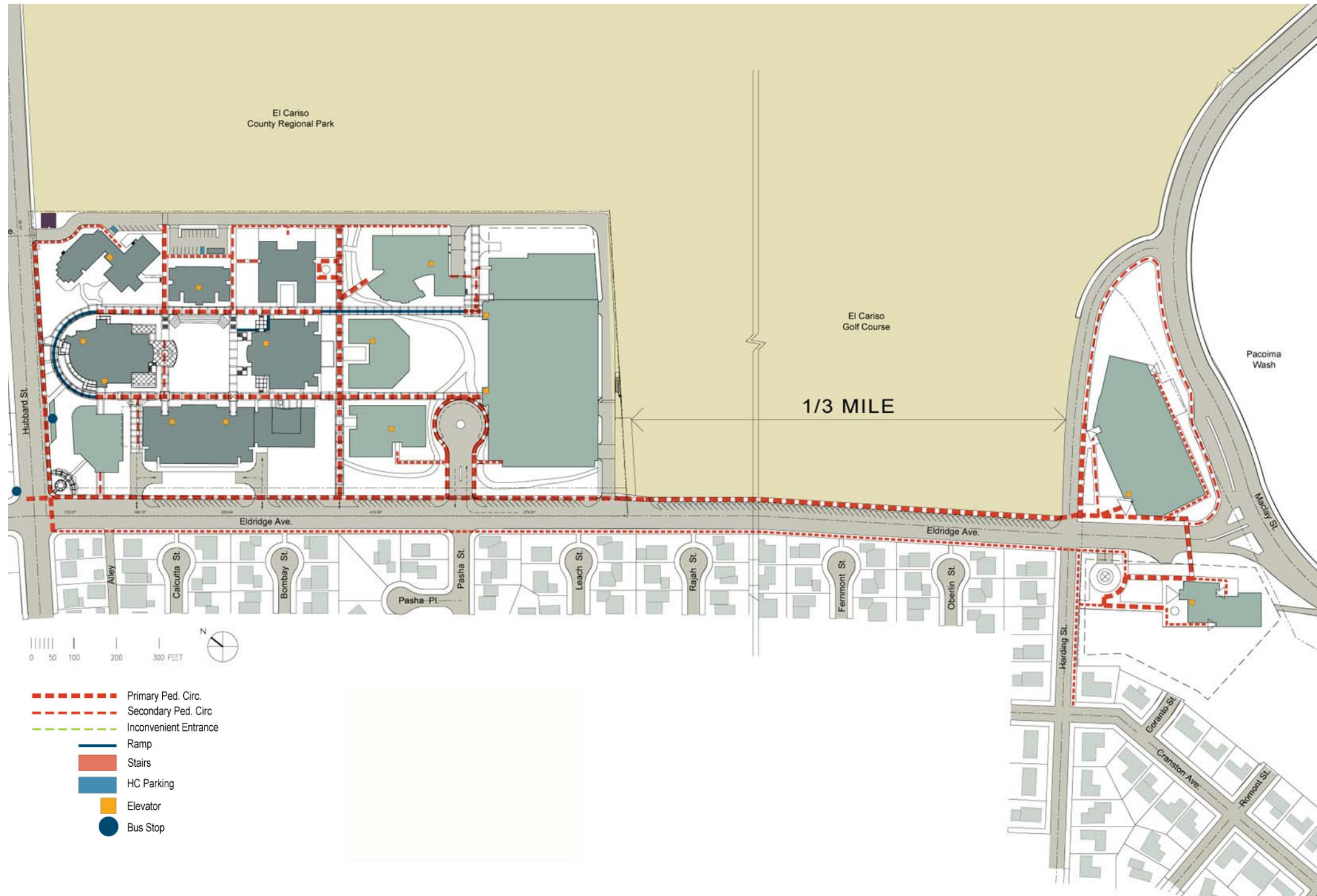
**Fire Flow**

Fire flows, hydrant spacing and types of hydrants shall comply with provisions of Division 9 of the latest edition of the City of Los Angeles, Public Safety and Protection, Fire Code or as determined by the Fire Chief.





## ADA Compliance



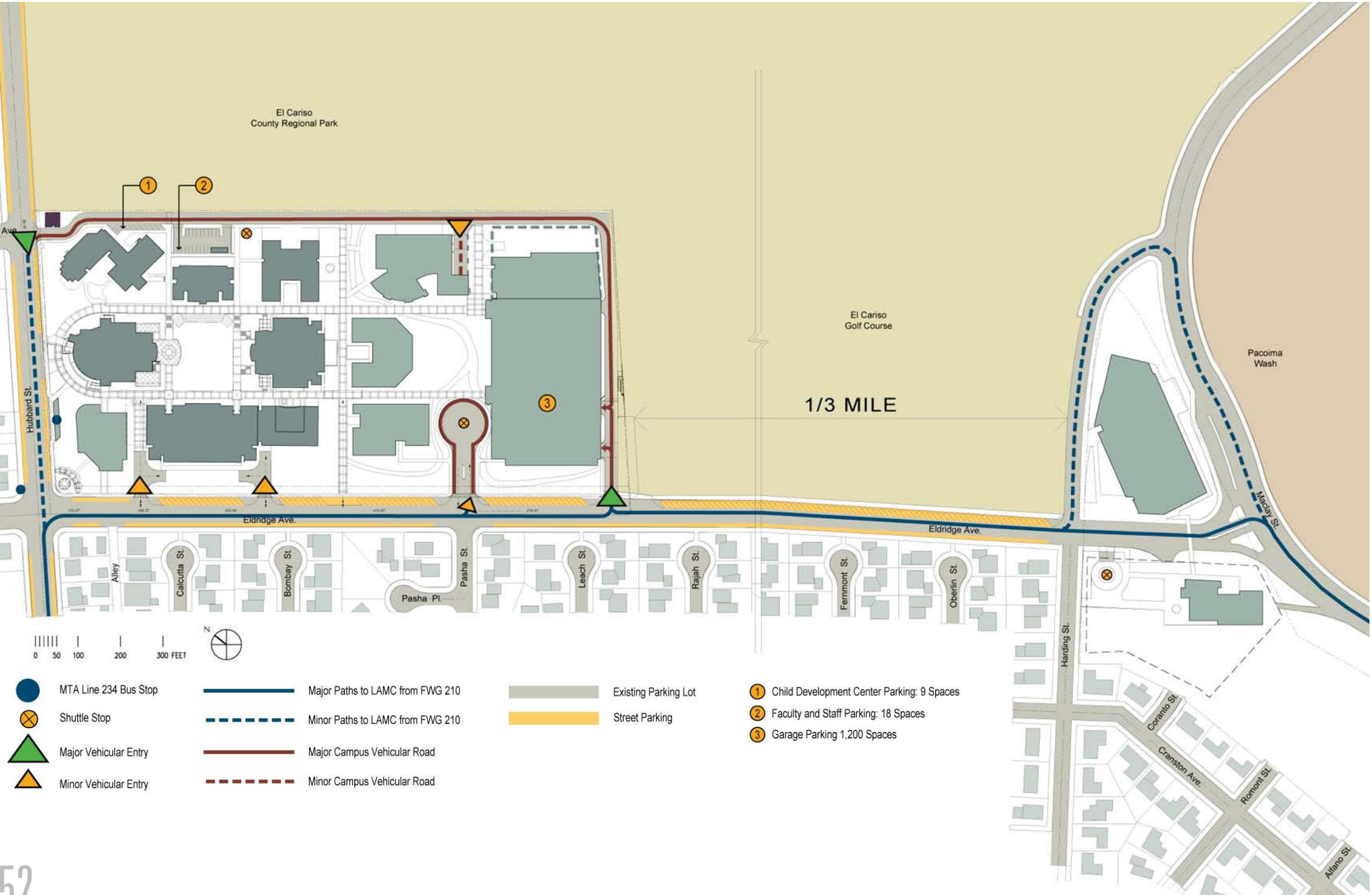
## MASTER PLAN DIAGRAMS

Facilities, at the main campus and at the extended campus, define paths of travel for persons with impaired sight. Paths of travel will comply with standards as set forth in the Americans with Disabilities Act (ADA). Paths of travel for persons with other disabilities will need to be defined between the Los Angeles Mission College (LAMC) main campus and extended campus, public transit access point, and accessible parking spaces. Vans and autos which shuttle non-driving disabled persons to the campuses will be able to drop-off and pick-up passengers via the proposed drop-offs adjacent to the Student Services building on the existing campus and Educational Building #5 at the extended campus.



MASTER PLAN DIAGRAMS

Vehicular Access, Circulation, and Parking



Los Angeles Mission College (LAMC) intends to keep the main vehicular entry access point off of Eldridge St. This entry access point will begin a road to provide three entries into Parking Structure A, each for students, visitors, and staff. Once the road passes Parking Structure A, it is proposed to become accessible for service and emergency vehicles only as it bends around Plant Facilities and continues to the surface parking lot for administration. It then becomes accessible for those dropping-off or picking-up in front of the Child Development Center and allows those vehicles to exit out to Hubbard St.

It is proposed that the main campus provide a secondary entry point for a turn-around where vehicles, including the campus shuttle, are solely permitted to drop off and/or pick-up.

Eldridge St. is proposed to continue through the extended campus to Maclay St, in an effort to mediate traffic congestion, support the designated speed limit, and provide easy accessibility to and from the proposed underground Parking Structure B1 and extended campus drop-off. The continuation of Eldridge St will ultimately prevent vehicular traffic from continuing to utilize neighborhood streets as access paths leading to the 210 Freeway.

The only bus line that serves LAMC campus is the MTA Line 234 running along Hubbard St. LAMC proposes to enhance the existing bus stop by establishing a Mass Transit Center, which will accommodate the service of additional bus lines and provide an improved bus shelter, sheltering bus users from Sylmar's semi-harsh weather conditions.

The Master Plan intends to utilize the Collaborative Studies surface parking lot (18 spaces total) and extended Parking Structure A (1,550 spaces total) on campus. It proposes to re-stripe the street parking all along the east side of Eldridge Ave down to the extended campus, from parallel spaces to diagonal spaces (181 spaces total). Parallel street parking will remain all along the west side of Eldridge Ave. Additional underground Parking Structure B1 at the extended campus is proposed to accommodate 550 additional spaces. The total parking count for the existing campus and extended campus is 2,332 parking spaces. Please see page 48 for more details.





SITE CONTEXT

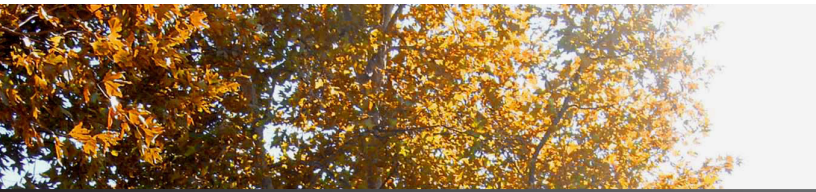


The College is located within suburban residential neighborhoods and is bordered on two sides by El Cariso Park, a community regional park with a wide range of active and passive facilities including ballfields, a swimming pool, tennis courts, and a golf course. The park and the College’s extended campus are adjacent to the Pacoima Wash, a significant natural drainage feature carrying storm water from the San Gabriel Mountains into the valley below.

Vistas to the San Gabriel Mountains to the north and into the verdant park create a unique and bucolic setting for the campus.

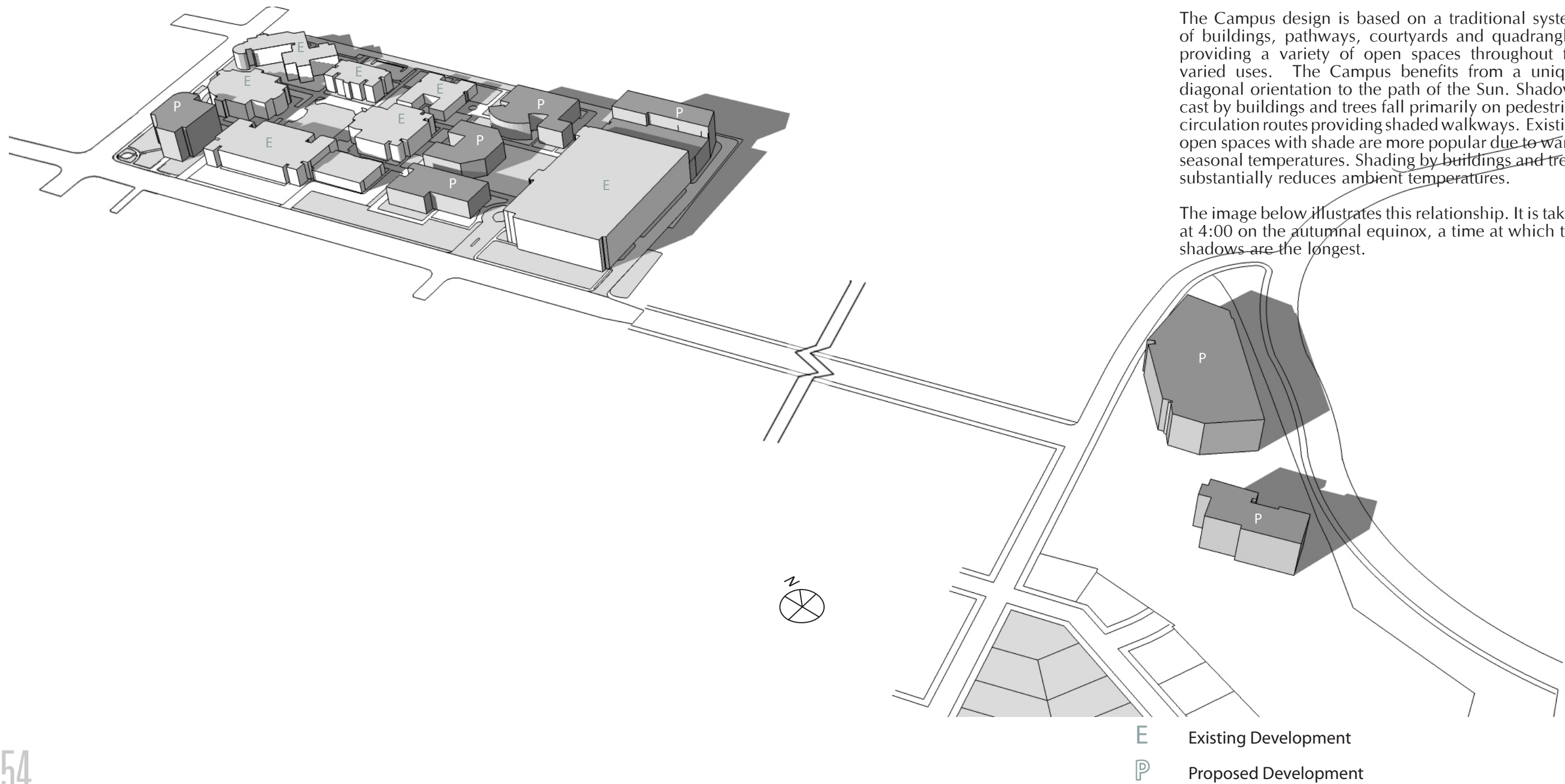
Existing Campus      Extended Campus





MASSING MODEL AND SHADE STUDY

MASSING MODEL OF EXISTING AND PROPOSED CAMPUS STRUCTURES





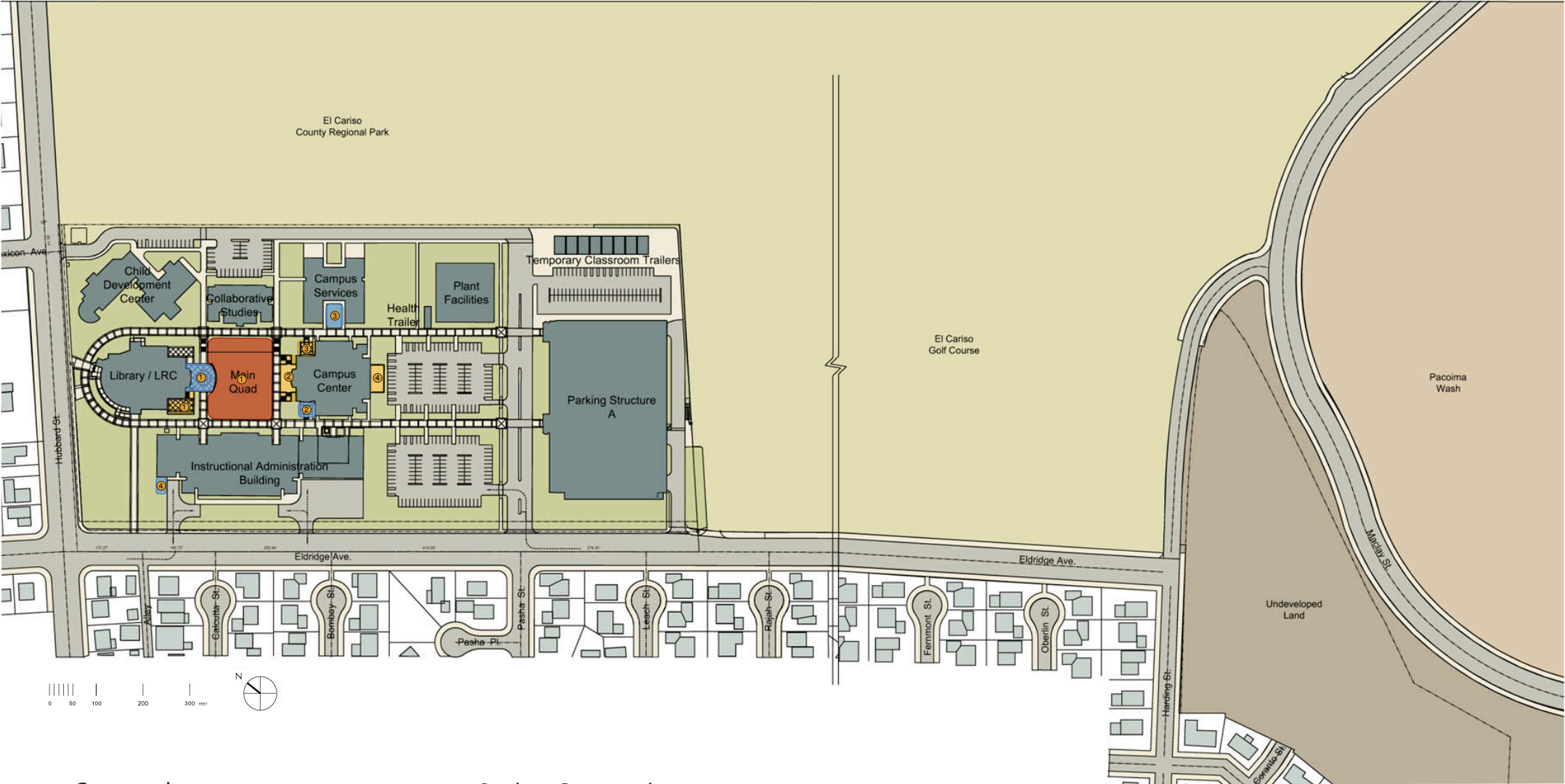


## EXISTING SPATIAL NETWORK

The campus has a strong formal structure with a loop walk extending from the parking areas through a series of open spaces that are framed by buildings. The open spaces include, a wide perimeter along the public streets, corridors along pathways, a central formal quadrangle, courts and terraces associated with buildings at grade and sunken terraces below the main level of the campus. The central quadrangle is a large level space bordered by a steep slope on the north side. A multi-tiered fountain on the west perimeter serves as a focal point for the space. Large mature sycamore trees provide shaded seating areas in the south west corner. This space is used for campus wide gatherings and events.

Few spaces on the campus have been successfully developed as smaller scale gardens, outdoor instruction areas or the traditional courtyards typically found during the Mission period or as developed in Mission Revival architecture. Many courtyards and spaces lack adequate shade and seating which are essential for year round comfort.

The campus perimeter area provides a significant opportunity for tree groves to soften the scale of the buildings from adjacent neighborhoods and to shade the south and west sides of the buildings to achieve sustainable heat reduction.



Courtyard	Sunken Courtyard	Event Space
1   5,015 SF	1   1,760 SF	1   23,697 SF
2   873 SF	2   3,127 SF	Total = 23,697 SF
3   3,000 SF	3   1,385 SF	
4   700 SF	4   1,609 SF	
Total = 9,588 SF	Total = 7,881 SF	

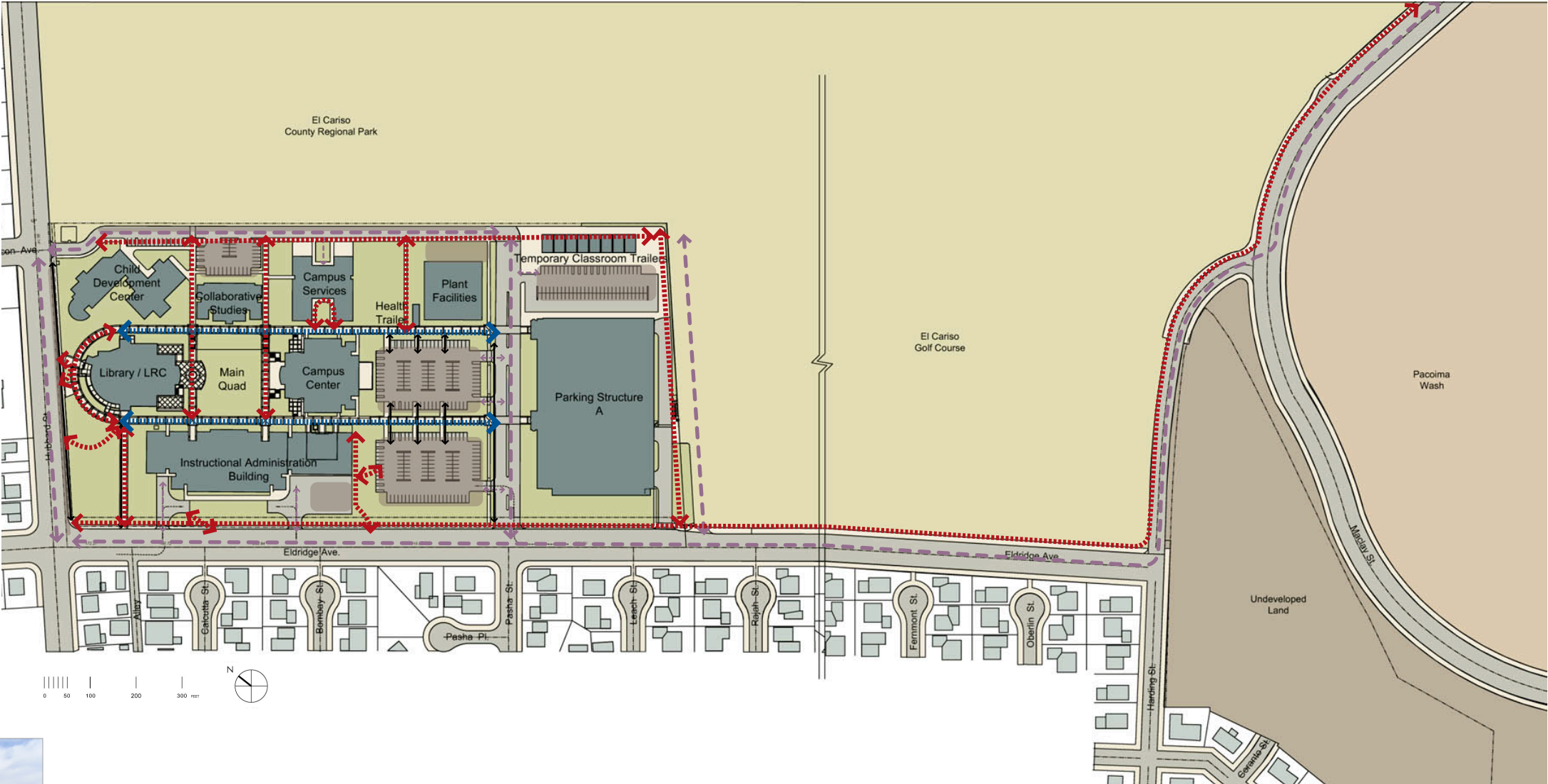




EXISTING CIRCULATION

The campus plan is formal and axial and, as a result has a very clear and efficient system of pathways. The campus has a hierarchy of primary and secondary pathways. The primary walkway functions as the spine of the campus, providing a strong connection to the parking areas on the east side of the campus. Secondary pathways provide connections to the perimeter streets, run north south traversing the sloped direction of the campus and make visual connections to the mountains to the north. Almost all pathways are currently shared with small service vehicles which dictate a vocabulary of durable, easily maintained or replaced materials.

Existing pathways would benefit from additional shading by trees and a clear and legible way finding system. Seating along pathways would provide additional areas for spontaneous gatherings or places to meet.



Primary Pedestrian Path



Secondary Pedestrian Path

- Primary Pedestrian Path
- Secondary Pedestrian Path
- Tertiary Pedestrian Path
- Primary Automobile Route
- Secondary Automobile Route
- Parking



# Quality Learning Along the Arroyo



## EXISTING TREE SURVEY

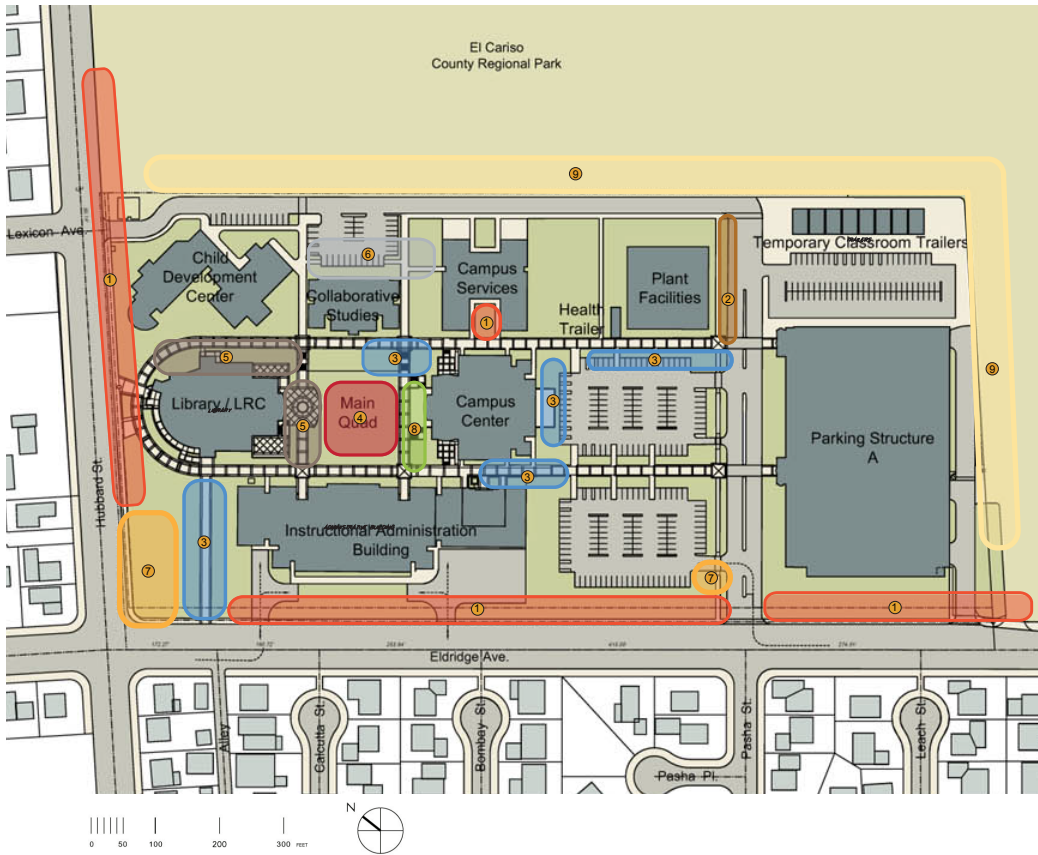
A comprehensive tree survey was performed by Craig Crotty, Consulting Arborist, on January 5th 2007. All trees, with the exception of the pines on the North and East perimeters were inventoried and rated for health, structure, and aesthetics.

Of the almost 300 trees reviewed, few warranted specimen status. The relative youth of the campus explains why few of the trees have reached large size or specimen quality. The exception is the central quadrangle where large mature sycamore trees provide a sense of scale and ample shade. Many of the trees on the campus have suffered from damage. Existing trees in good condition should be preserved as possible to strengthen the campus urban forest.

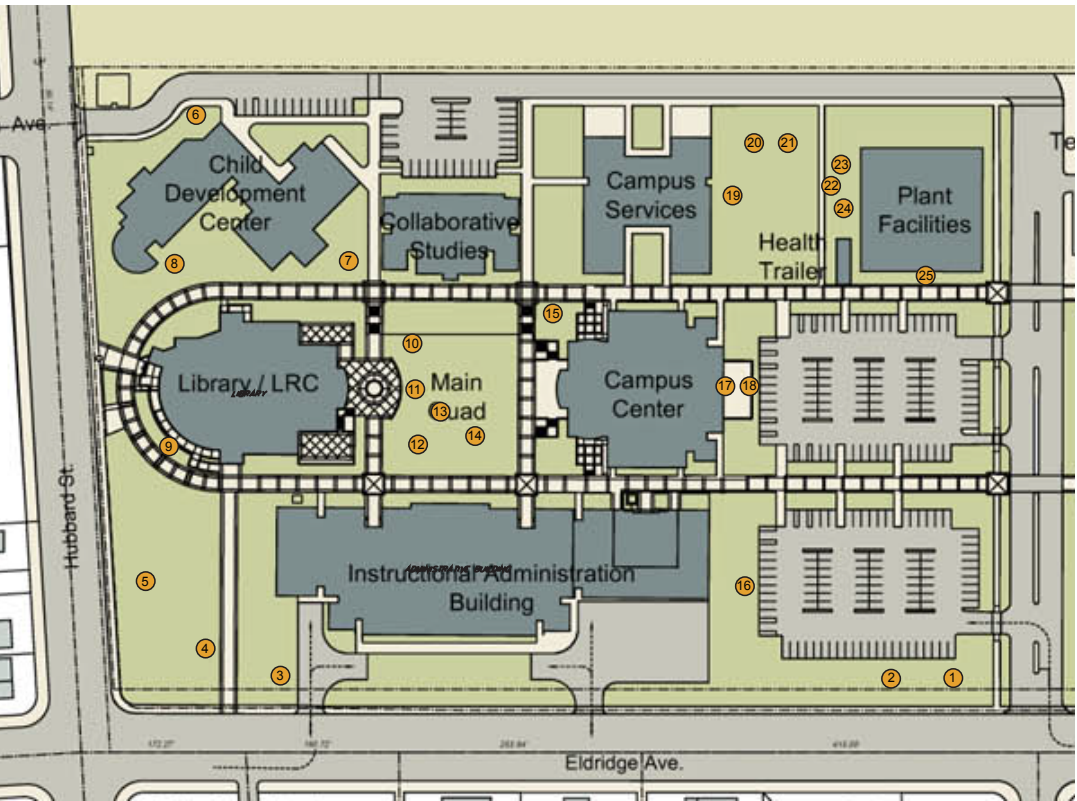
The campus has a good range of species including evergreen, flowering and native trees species. The health of the trees is a good indication of their appropriateness for the foothill micro climate.

The City of Los Angeles passed a revised tree preservation ordinance in April of 2006. This ordinance protects native oak and sycamore trees and prohibits their removal. These species are critical components of wildlife habitat in Southern California and assist in establishing a legible sense of place. Although the campus is exempt from the ordinance, preservation of native trees on the campus should be a priority.

In future trees should be selected for their ability to provide shade, seasonal interest, expansion of the urban forest, water conservation and low maintenance requirements. Trees that require frequent pruning or treatment to avoid disease should be avoided.



- 1. Platanus x acerifolia
- 2. Magnolia grandiflora
- 3. Liriodendron tulipifera
- 4. Platanus racemosa
- 5. Pyrus calleryana
- 6. Rhus lancea
- 7. Jascaranda mimosifloia
- 8. Pyrus kawakamii
- 9. Pinus pinea

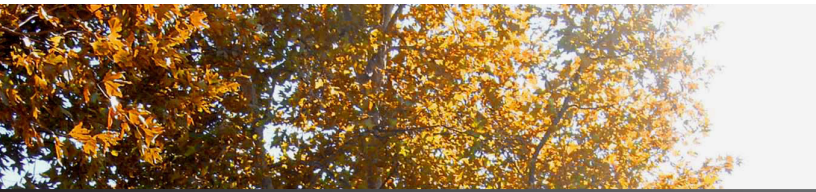


Existing Specimen and Protected Native Tree

P=Trees protected under City of L.A. ordinance  
S= Specimen Trees

1	Quercus agrifolia	P	13	Platanus racemosa	P/S
2	Quercus agrifolia	P	14	Platanus racemosa	P/S
3	Quercus agrifolia	P	15	Platanus racemosa	P/S
4	Quercus agrifolia	P	16	Quercus agrifolia	P
5	Quercus agrifolia	P/S	17	Platanus racemosa	P
6	Quercus agrifolia	P	18	Platanus racemosa	P
7	Liriodendron tulipifera	S	19	Platanus racemosa	P
8	Quercus agrifolia	P	20	Platanus racemosa	P
9	Grevillea robusta	S	21	Platanus racemosa	P
10	Tipuana tipu	S	22	Quercus agrifolia	P
11	Tipuana tipu	S	23	Quercus agrifolia	P
12	Platanus racemosa	P/S	24	Quercus agrifolia	P
			25	Quercus agrifolia	P

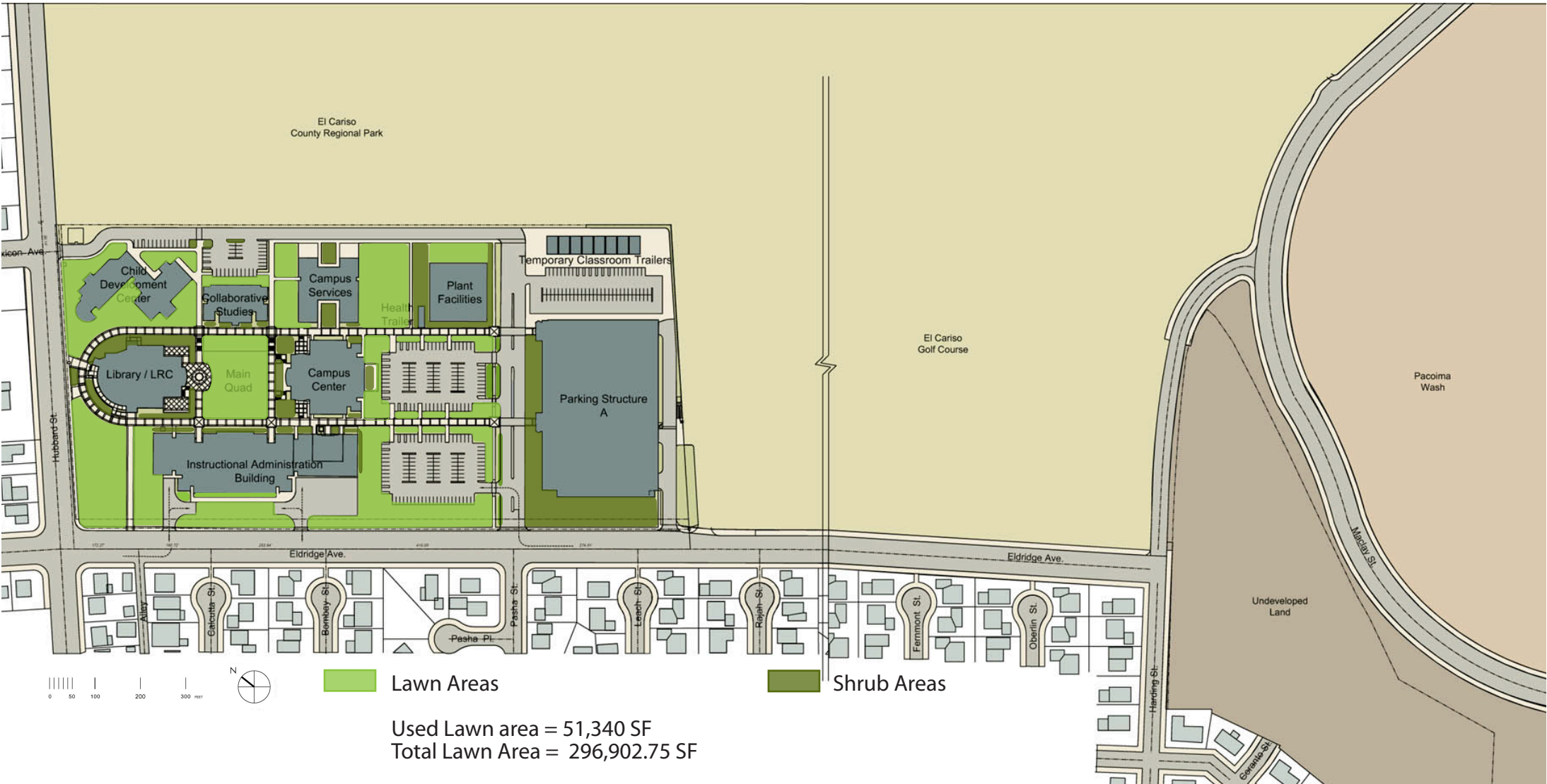




EXISTING VEGETATION

The campus vegetation is dominated by large lawn areas with foundation plantings surrounding buildings. In many cases, the foundation planting is a species that quickly outgrows the provided planter area requiring frequent pruning. As a result, plants have been sheared to preserve views out of windows and to control growth. Hedges have been generally well maintained. Barren areas suggest that species selected in the past have not had great success or longevity.

Limited resources for campus landscape maintenance has resulted in many areas of poor quality vegetation. While turf is considered an easy plant material to maintain through simple mowing, fertilizing and herbicides, these practices require the use of potentially harmful chemicals that will eventually reach the near by Pacoima Wash through surface runoff. Mowing requires the use of mechanical equipment with harmful effects on air quality. Lawn areas should be provided where uses require foot traffic. In other non traffic or event areas lawn should be replaced with groundcovers that require less water and maintenance.



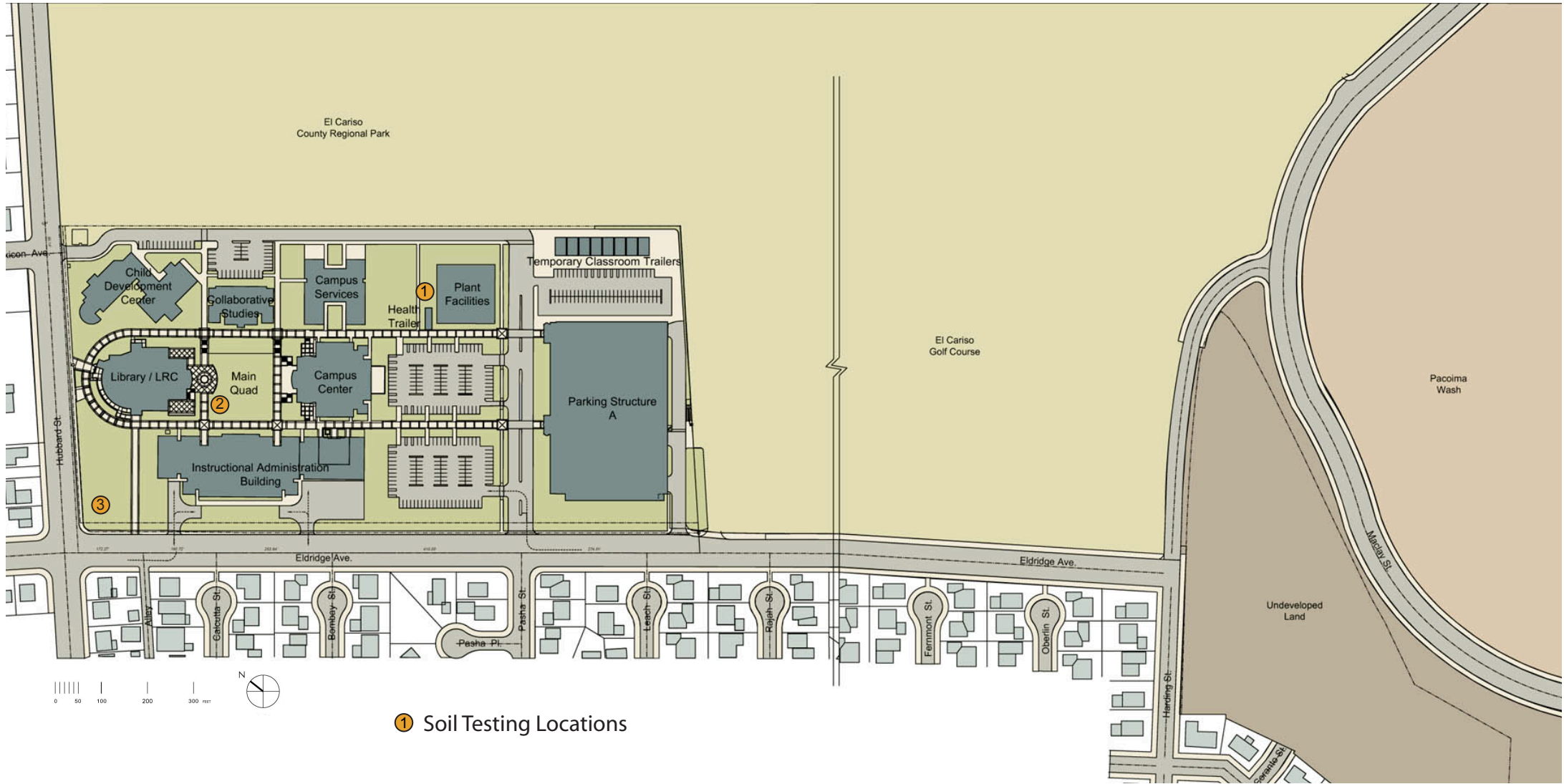




## SOILS ANALYSIS

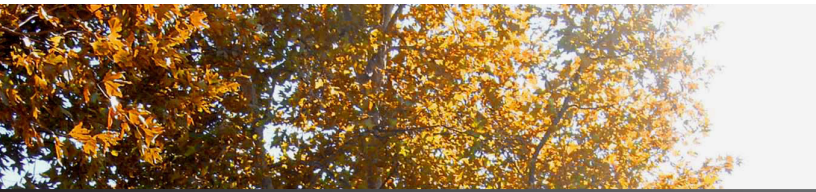
Soil samples were collected from three locations on campus were tested for agricultural suitability by Wallace Laboratories on January 3, 2007. The locations were selected to achieve a general sense of campus-wide conditions. All of the samples show a moderate to high degree of fertility. The analysis found that in general the native soils will support good plant growth if properly amended. All landscape projects on the campus should submit soil samples to an appropriate agricultural laboratory for evaluation prior to developing a final planting palette and specifications to insure long term success.

Sample number three registered a high degree of salinity and boron. These substances can be detrimental to plants and some plants are better suited to tolerating these substances than others. Plant materials in this area should be evaluated for suitability in high boron soils.



① Soil Testing Locations

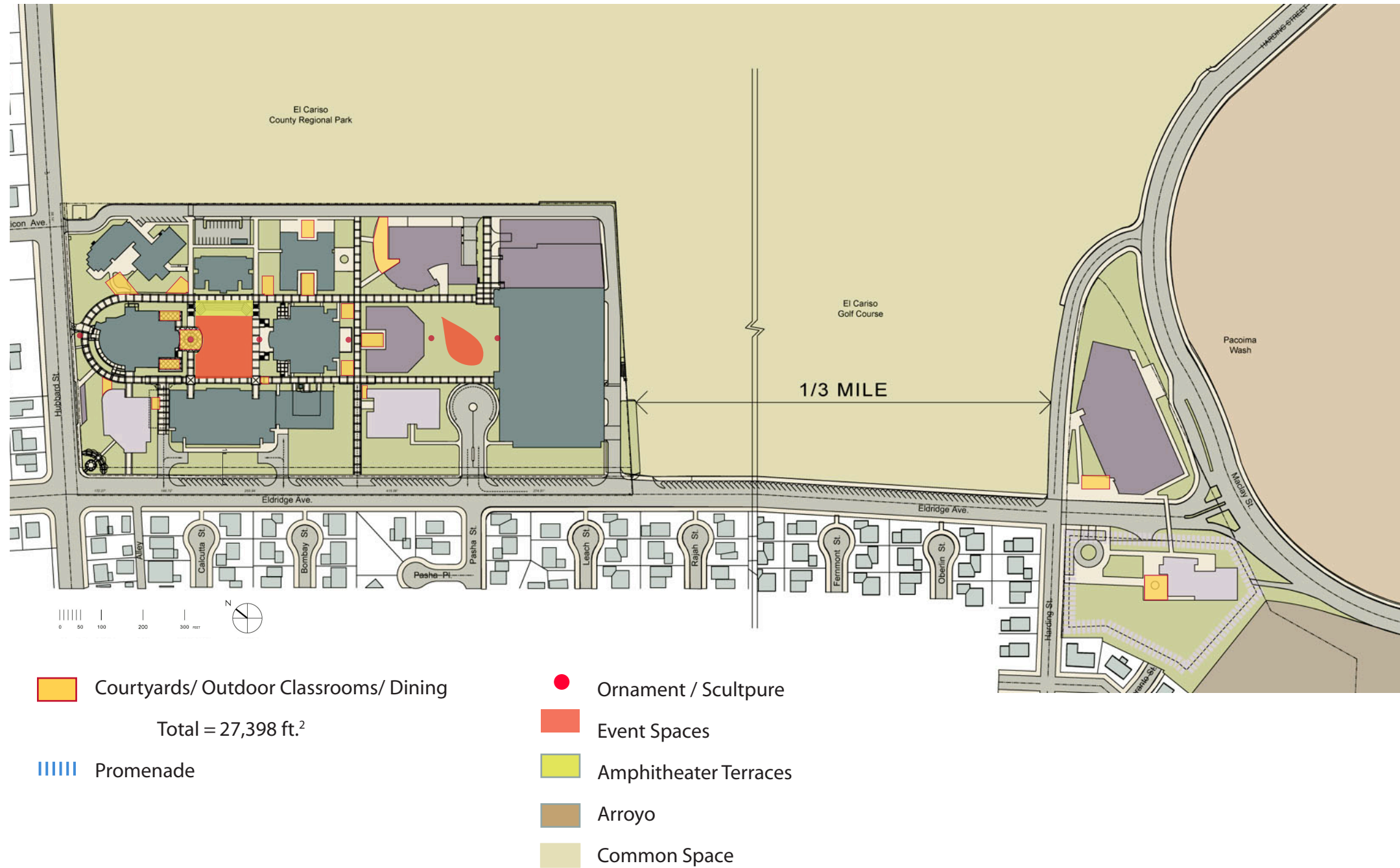




# LOS ANGELES MISSION COLLEGE MASTER PLAN

## PROPOSED SPATIAL NETWORK

As new facilities are planned for the campus they should include a diversity of spaces with varying size and character. A series of courtyards and outdoor classrooms organized around the central campus promenade, the “Promenade Loop” will offer many opportunities to bring class activities outdoors and provide a welcome change of setting for students and instructors. Small courtyards or plazas located at key intersections will act as hubs offering a place for chance meetings or for rest between classes. A small number of larger event spaces will act as centers of campus activity at lunch time or during special events. Courtyards and event spaces should be developed to act as outdoor living spaces with gardens, shade, seating and other elements that will create a human scale. Existing sunken concrete paved and walled terraces need to be softened with planting and shaded by trees, trellises or other roof structures. Open spaces should focus on internal focal points or towards vistas of the park and the mountains beyond.





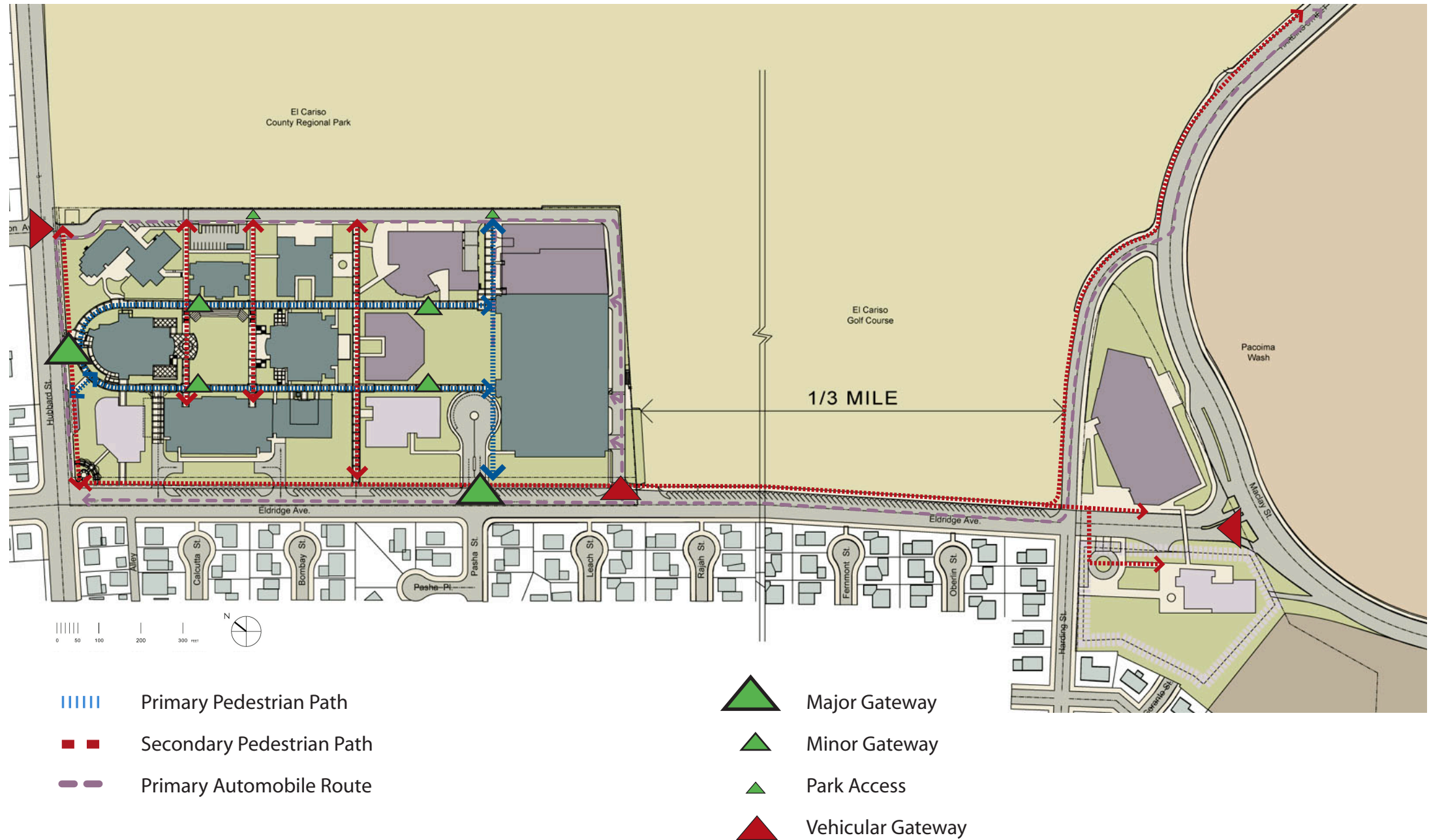


PROPOSED PEDESTRIAN CIRCULATION

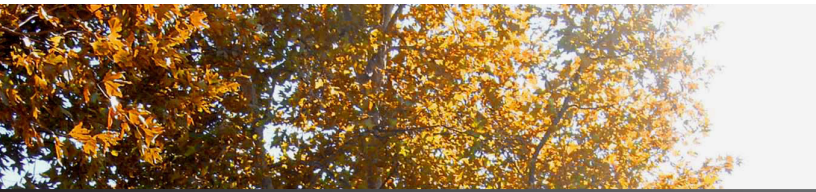
The interior of the campus will continue to be defined by the pedestrian loop Promenade that serves as the major spine. This loop should be connected to perimeter walkways in an appropriate fashion. Secondary north south paseos crossing the promenade should be visually reinforced by buildings or trees directing views to focal points, the park or nearby mountains. Secondary paths should feel narrower and more intimate than the main pedestrian spine. Perimeter walkways should be wide enough to provide ample room for groups. The sidewalk to the extended campus should be improved to create a pleasant walkway and discourage the temptation to drive from one area of the campus to another. Walkways into the park should be improved to create better connections for students using park facilities.

Vehicles should be limited to exterior streets and service drives.

Legible signage should be provided to assist in campus wayfinding. Pathways should be appropriately lit to insure safety and visibility for night time use.







PROPOSED TREES

The campus has a clear axial geometry with a hierarchy of pathways and spaces. These axes and view corridors should be preserved. Trees can assist in strengthening spatial definition and at the same time provide greening and cooling it. Use of single species groves and allees will provide greater clarity.

Perimeter

It is recommended that the perimeter be defined by a double row of Sycamores. These tall urban tolerant trees will provide a significant buffer between the campus and the adjacent neighborhoods with a leafy green veil. They will provide summer shade of afternoon sun on the west side of the campus reducing energy needs for cooling of buildings. The trees are drought tolerant and disease resistant

Promenade Loop

A single row of flowering deciduous trees is recommended for the Promenade to provide a shaded walkway with seasonal interest. The trees along the scale and length of the loop will create a truly memorable place.

Paseos

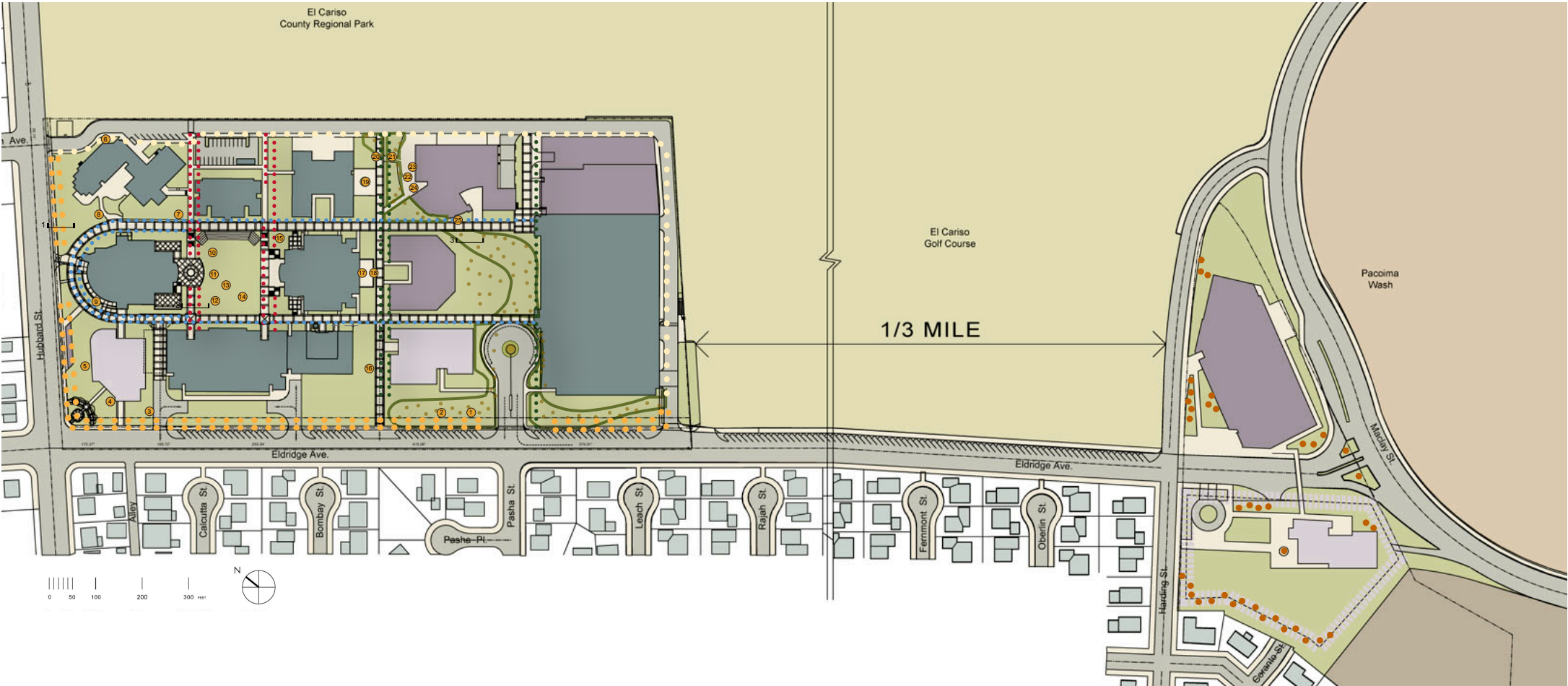
The paseos should be framed by columnar trees that focus on mountain views, to the north. There are four paseos that divide the campus into four quadrants. These paseo allees should each be a different species, thus giving specific identity and spatial character to each quadrant of campus. Use of paseo specific trees will also assist in wayfinding on campus.

The Central Quadrangle

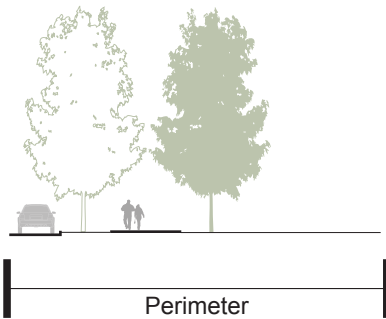
The quad presently has majestic native sycamore trees and Tipuana trees. Large shade trees should be planted to provide shade for events. Their locations should respect the variety of large scale uses planned for the space.

The Arroyo

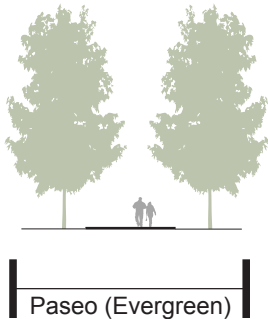
The arroyo's riparian landscape is a reference to the natural areas found in the foothills and mountains surrounding the campus. The tree palette will be consistent with native species in these areas and provide shade for campus events.



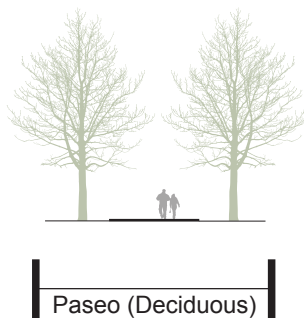
- ● ● ● ● Promenade Loop
- ● ● ● ● Paseo Alees (Evergreen)
- ● ● ● ● Paseo Alees (Deciduous)
- ● ● ● ● Perimeter Trees
- ● ● ● ● Arroyo Trees
- ● ● ● ● Existing Specimen and Protected Native Trees
- ● ● ● ● Extended Campus Trees
- Arroyo Riparian Zone



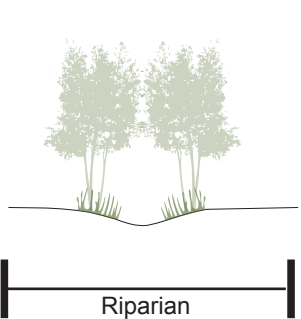
Perimeter



Paseo (Evergreen)



Paseo (Deciduous)






Riparian





PROPOSED SOFTSCAPE

The proposed plan recommends limiting lawn areas to the core zone of the campus and planting non use areas with shrubs and groundcovers for water and maintenance conservation. These zones can be planted with native and non-invasive drought tolerant species to reduce maintenance, water, and chemical use on campus. Extensive planting can add seasonal interest and ecological functionality to the campus. Wide shrub areas will define the campus edge with color and seasonal change. The proposed plan suggests a 30' wide band of turf along the campus perimeter that will act as a linear open space open to the community for strolling, picnics and other uses. This lawn, at a residential scale, will also help better integrate the campus into the neighborhood.

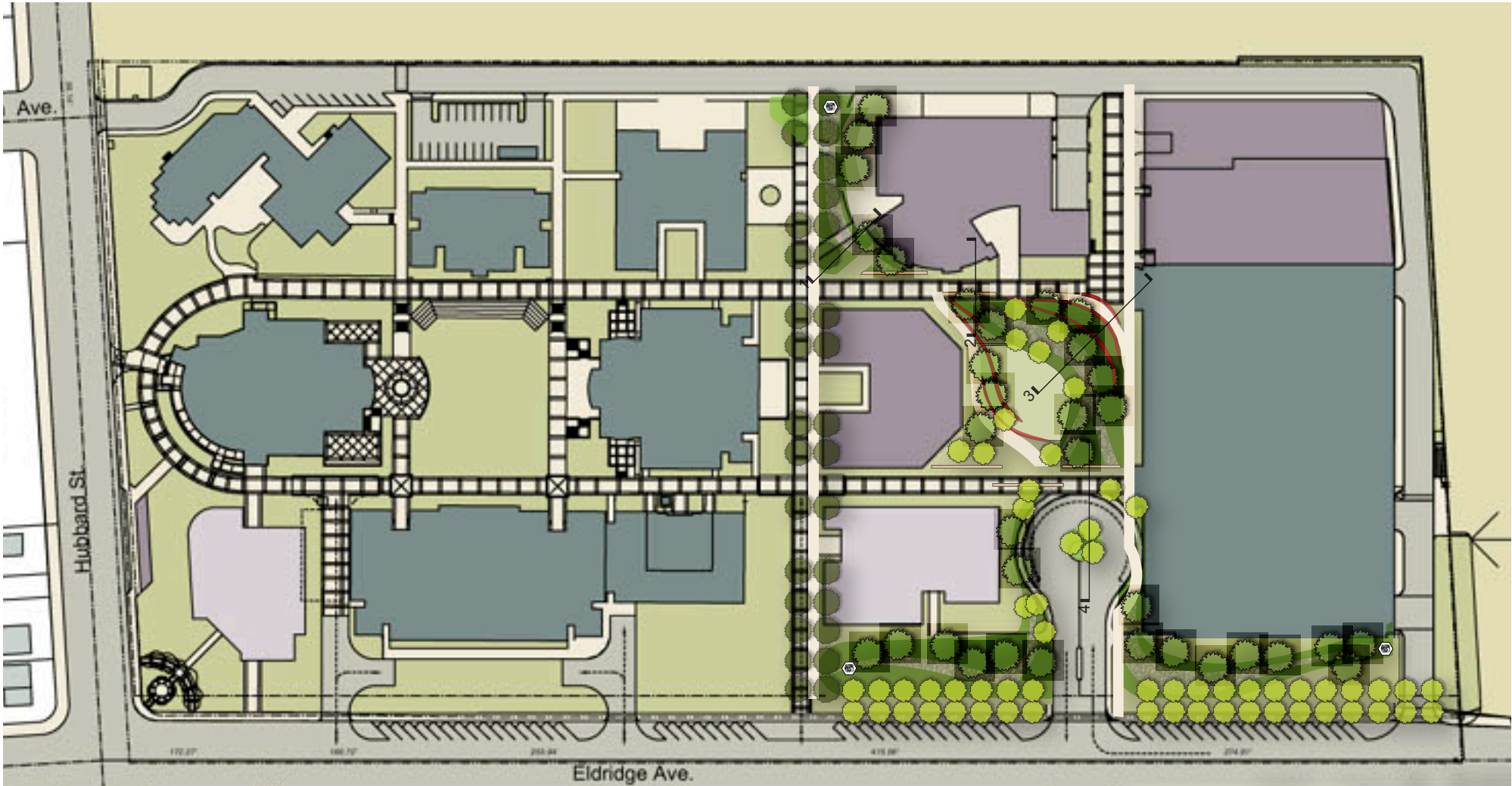
-  Lawn Areas  
Total = 47,587 SF
-  Shrub Areas  
Total = 56,792 SF
-  Riparian Zone  
Total = 45,817 SF







ARROYO SCHEME



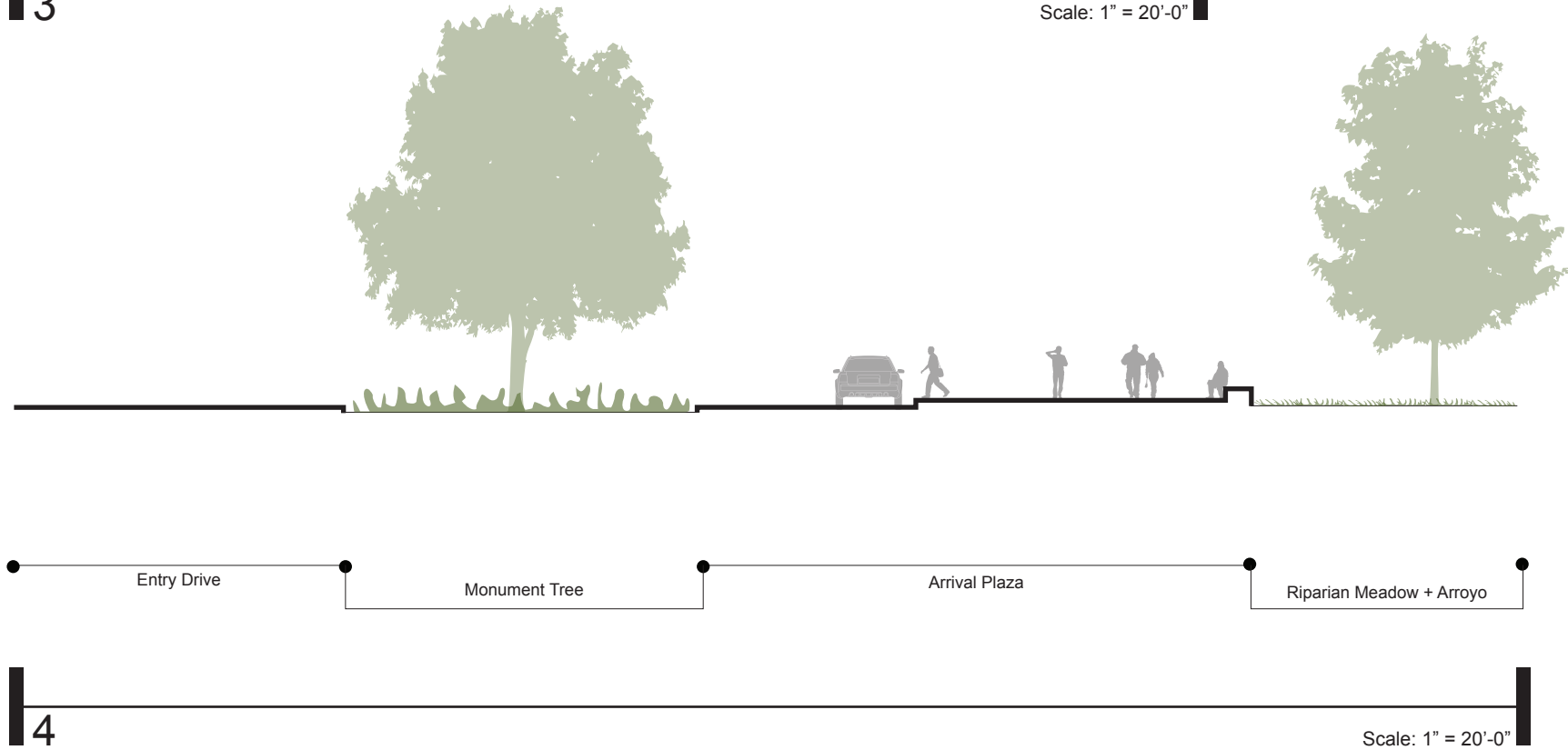
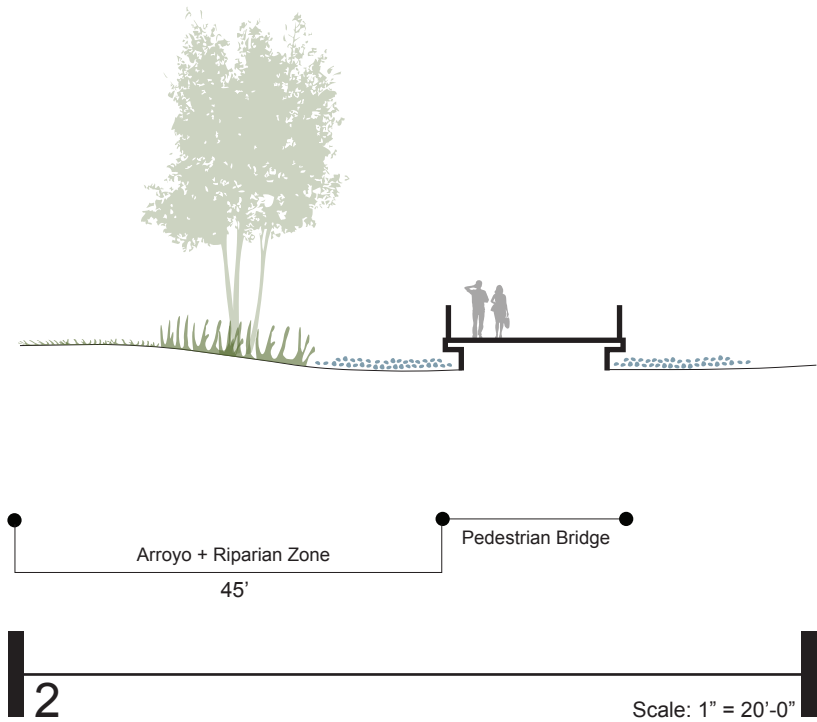
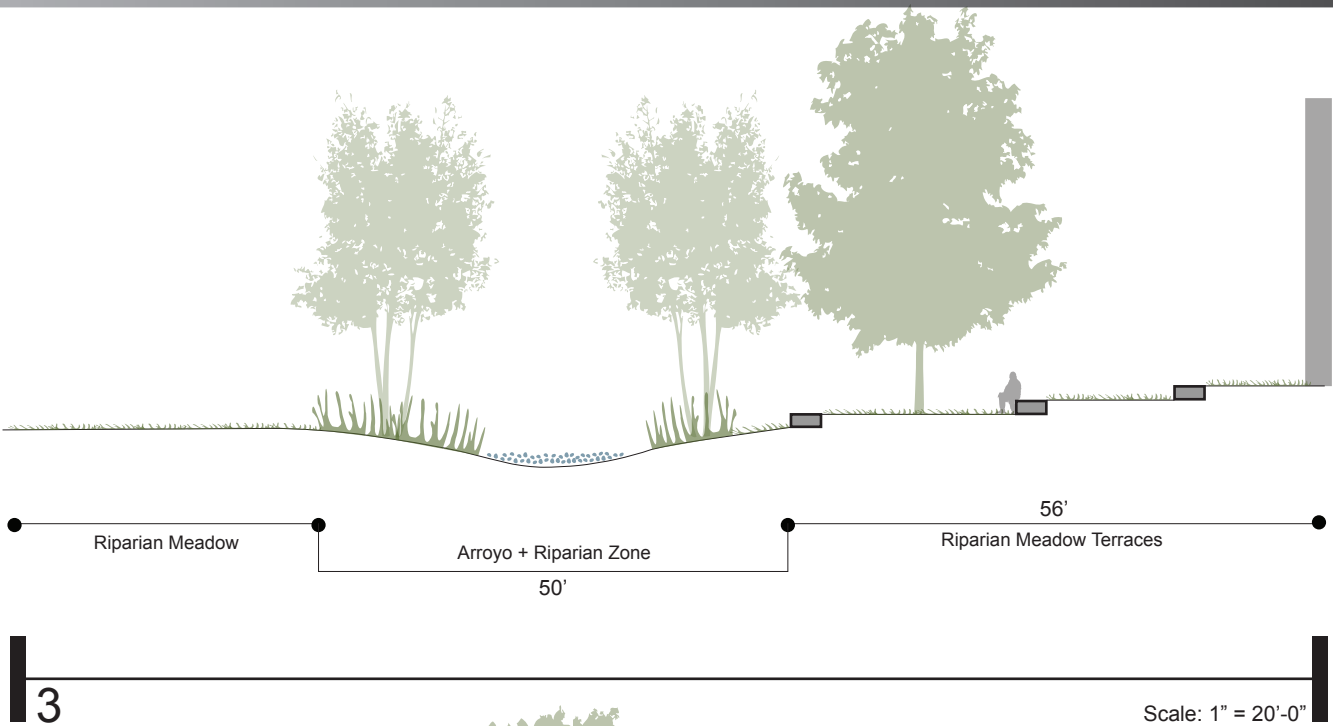
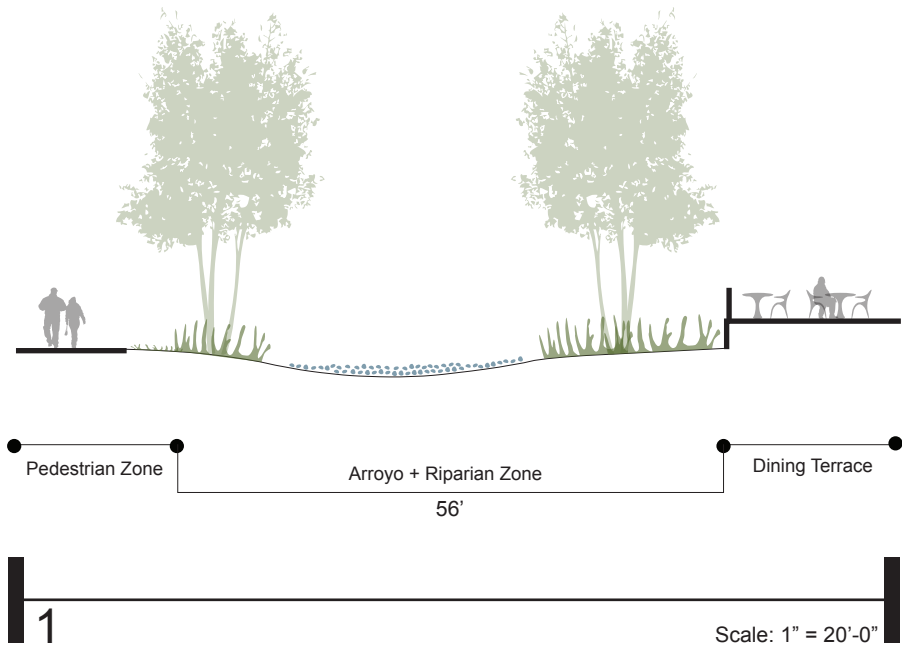
- Arroyo Terminus
- Existing Structure
- Proposed Structure
- Riparian Meadow
- Proposed Hardscape
- Arroyo Riparian Zone
- Retaining Seatwall
- Free-Standing Seatwall
- Arroyo Tree
- Perimeter Tree
- Paseo Tree



# Quality Learning Along the Arroyo



## SCHEME SECTIONS







LOS ANGELES MISSION COLLEGE MASTER PLAN

PLANT PALETTE

BOTANIC NAME	COMMON NAME	TYPE
PERIMETER		
Olea europaea	Olive	T
Platanus racemosa	California Sycamore	T
Quercus engelmannii	Engelmann Oak	T
Ceanothus griseus var. horizontalis ‘Yankee Point’	Yankee Point Wild Liliac	S
Ceanothus spp.	Wild Lilac	S
Heteromeles arbutifolia	Toyon	S
Phormium tenax ‘Variegatum’	Variegated Flax	S
Baccharis pilularis ‘Twin Peaks’	Twin Peak Coyote Bush	GC
Hybird Bermuda	Bermuda	Turf
CAMPUS-GENERAL		
Cassia leptophylla	Gold Medallion Tree	T
Pistacia chinensis	Chinese Pistache	T
Schinus molle	California Pepper	T
Agave vilmoriniana	Octopus Agave	Su
Bougainvillea spp.	Bougainvillea	S
Ceanothus spp.	Wild Lilac	S
Cistus ladanifer	Crimson Spot Rockrose	S
Cistus purpureus	Orchid Rockrose	S
Echium candicans	Pride of Madeira	S
Phormium sp. ‘Sundowner’	Sundowner Flax	S
Westringia fruticosa	Coast Rosemary	S
Rosmarinus prostratus	Prostrate Rosemary	GC
Trachelospermum jasminoides	Star Jasmine	GC
QUAD		
Platanus racemosa	California Sycamore	T
Agave vilmoriniana	Octopus Agave	Su
Ceanothus spp.	Wild Lilac	S
Cistus ladanifer	Crimson Spot Rockrose	S
Cistus purpureus	Orchid Rockrose	S
Echium candicans	Pride of Madeira	S
Elaeagnus pungens	Silverberry	S

BOTANIC NAME	COMMON NAME	TYPE
Phormium sp. ‘Maori Chief’	Maori Chief Flax	S
Westringia fruticosa	Coast Rosemary	S
Rosmarinus prostratus	Prostrate Rosemary	GC
Trachelospermum jasminoides	Star Jasmine	GC
Hybird Bermuda	Bermuda	Turf
COURTYARD		
Agonis flexuosa	Peppermint Willow	T
cercidium floridum	Blue Palo Verde	T
Aeonium arboreum ‘Zwartkop’	Large Purple Aeonium	Su
Agave attenuata ‘Huntington Blue’	Blue Fox Tail Agave	Su
Echeveria elegans	Hen and Chicks	Su
Cistus ladanifer	Crimson Spot Rockrose	S
Cistus purpureus	Orchid Rockrose	S
Phormium sp. ‘Maori Chief’	Maori Chief Flax	S
ARROYO		
Alnus rhombifolia	White Alder	T
Platanus racemosa	California Sycamore	T
Quercus agrifolia	Coast Live Oak	T
Carpenteria californica	Bush Anemone	S
Heteromeles arbutifolia	Toyon	S
Mahonia ‘Golden Abundance’	Golden Abundance Barberry	S
Philadelphus lewisii	Wild Mock Orange	S
Rhus ovata	Sugar Bush	S
Ribes speciosum	Fuchsia Flowered gooseberry	S
Sambucus mexicana	Blue Elderberry	S
Aquilegia formosa	Western Columbine	P
Asclepias speciosa	Showy Milkweed	P
Heuchera sanguinea	Coral Bells	P
Thalictrum fendleri ssp. Polycarpum	Meadow Rue	P
Woodwardia fimbriata	Giant Chain Fern	F
Mahonia aquifolium ‘Compacta’	Oregon Grape	GC
Mahonia repens	Creeping Mahonia	GC
Ribes viburnifolium	Evergreen Currant	GC
Juncus patens	California Gray Rush	G
Muhlenbergia rigens	Deer Grass	G

PLANT PALETTE LEGEND

- T=Tree
- GC=Groundcover
- S=Shrub
- SU=Succulent
- P=Perennial
- F=Fern
- G=Grass



# Quality Learning Along the Arroyo



## CAMPUS - GENERAL



Echium candicans (Pride of Madeira)



Cistus sp. (Rockrose)



Schinus molle (California Pepper)



Cassia leptophylla (Gold Medallion Tree)

## PLANT PALETTE

BOTANIC NAME	COMMON NAME	TYPE
CAMPUS-GENERAL		
Cassia leptophylla	Gold Medallion Tree	T
Pistacia chinensis	Chinese Pistache	T
Schinus molle	California Pepper	T
Agave vilmoriniana	Octopus Agave	Su
Bougainvillea spp.	Bougainvillea	S
Ceanothus spp.	Wild Lilac	S
Cistus ladanifer	Crimson Spot Rockrose	S
Cistus purpureus	Orchid Rockrose	S
Echium candicans	Pride of Madeira	S
Phormium sp. 'Sundowner'	Sundowner Flax	S
Westringia fruticosa	Coast Rosemary	S
Rosmarinus prostratus	Prostrate Rosemary	GC
Trachelospermum jasminoides	Star Jasmine	GC
COURTYARD		
Agonis flexuosa	Peppermint Willow	T
cercidium floridum	Blue Palo Verde	T
Aeonium arboreum 'Zwartkop'	Large Purple Aeonium	Su
Agave attenuata 'Huntington Blue'	Blue Fox Tail Agave	Su
Echeveria elegans	Hen and Chicks	Su
Cistus ladanifer	Crimson Spot Rockrose	S
Cistus purpureus	Orchid Rockrose	S
Phormium sp. 'Maori Chief'	Maori Chief Flax	S



Agonis flexuosa (Peppermint Willow)



Cercidium floridum (Blue Palo Verde)



Agave attenuata 'Huntington Blue'



Aeonium arboreum 'Zwartkop'



Echeveria elegans (Hen and Chicks)





PLANT PALETTE

PERIMETER



Ceanothus sp. 'Dark Star' (Dark Star Wild Lilac)



Baccharis pilularis 'Twin Peaks'



Platanus racemosa (California Sycamore)

BOTANIC NAME

PERIMETER

- Olea europaea
- Platanus racemosa
- Quercus engelmannii
- Ceanothus griseus var. horizontalis ‘Yankee Point’
- Ceanothus spp.
- Heteromeles arbutifolia
- Phormium tenax ‘Variegatum’
- Baccharis pilularis ‘Twin Peaks’
- Hybird Bermuda

COMMON NAME

- Olive
- California Sycamore
- Engelmann Oak
- Yankee Point Wild Liliac
- Wild Lilac
- Toyon
- Variegated Flax
- Twin Peak Coyote Bush
- Bermuda

TYPE

- T
- T
- T
- S
- S
- S
- S
- GC
- Turf

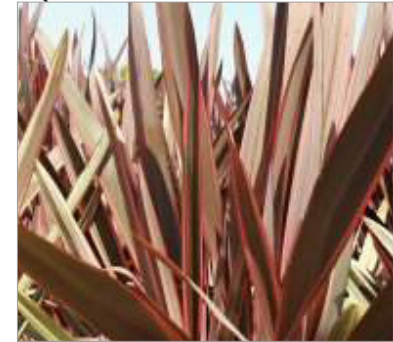
QUAD

- Platanus racemosa
- Agave vilmoriniana
- Ceanothus spp.
- Cistus ladanifer
- Cistus purpureus
- Echium candicans
- Elaeagnus pungens
- Phormium sp. ‘Maori Chief’
- Westringia fruticosa
- Rosmarinus prostratus
- Trachelospermum jasminoides
- Hybird Bermuda

- California Sycamore
- Octopus Agave
- Wild Lilac
- Crimson Spot Rockrose
- Orchid Rockrose
- Pride of Madeira
- Silverberry
- Maori Chief Flax
- Coast Rosemary
- Prostrate Rosemary
- Star Jasmine
- Bermuda

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QUAD



Phormium spp. 'Maori Chief'



Westringia fruticosa (Coast Rosemary)



Agave vilmoriniana (Octopus Agave)

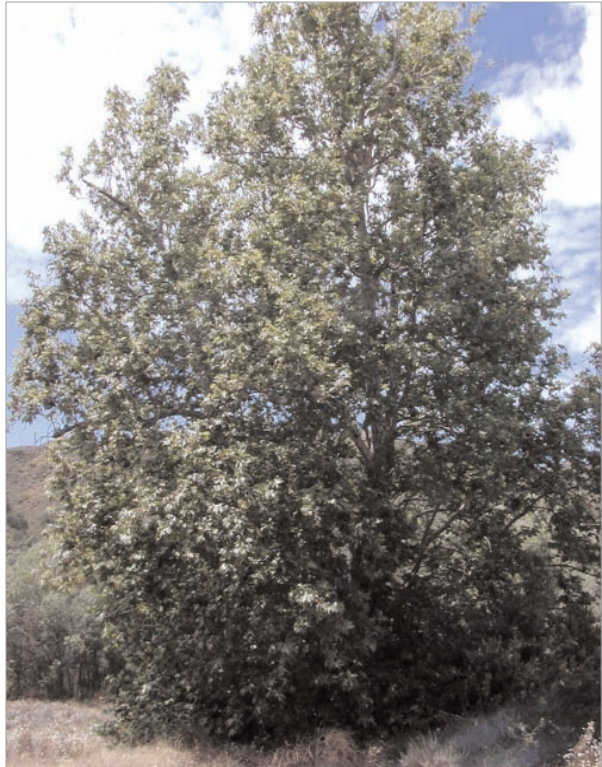


Elaeagnus pungens (Silverberry)





ARROYO



Platanus racemosa (California Sycamore)



Quercus agrifolia (Coast Live Oak)



Heteromeles arbutifolia (Toyon)



Ribes Speciosum (Fuchsia Flowered Gooseberry)



Heuchera sp. (Coral Bells)

BOTANIC NAME

ARROYO

- Alnus rhombifolia
- Platanus racemosa
- Quercus agrifolia
- Carpenteria californica
- Heteromeles arbutifolia
- Mahonia 'Golden Abundance'
- Philadelphus lewisii
- Rhus ovata
- Ribes speciosum
- Sambucus mexicana
- Aquilegia formosa
- Asclepias speciosa
- Heuchera sanguinea
- Thalictrum fendleri ssp. Polycarpum
- Woodwardia fimbriata
- Mahonia aquifolium 'Compacta'
- Mahonia repens
- Ribes viburnifolium
- Juncus patens
- Muhlenbergia rigens

COMMON NAME

- White Alder
- California Sycamore
- Coast Live Oak
- Bush Anemone
- Toyon
- Golden Abundance Barberry
- Wild Mock Orange
- Sugar Bush
- Fuchsia Flowered gooseberry
- Blue Elderberry
- Western Columbine
- Showy Milkweed
- Coral Bells
- Meadow Rue
- Giant Chain Fern
- Oregon Grape
- Creeping Mahonia
- Evergreen Currant
- California Gray Rush
- Deer Grass

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PLANT PALETTE



SPECIFIC RECOMMENDATIONS

GATEWAYS

- ① Provide an inviting entry space that serves as a “front door” to the campus.
- ② Provide secondary gateways that give a sense of transition into the campus core.
- ③ Provide a diverse system of small scaled spaces that are arrayed along the promenade loop.



GATEWAYS

EXISTING COMMON SPACE

- ④ Define the quad with a tree lined edge to enclose and reinforce the space.
- ⑤ Create amphitheater seating and seating around trees to maximize usage and diversify program.
- ⑥ Reduce scale of existing plantings to expand the promenade loop.



EXISTING COMMON SPACE

OPPORTUNITY SITES

- ⑦ Consider terracing of existing sloped areas to utilize unused spaces.
- ⑧ Add amenities to small existing courtyard spaces to activate them for more diverse usage.
- ⑨ Define outdoor spaces along the promenade loop.



OPPORTUNITY SITES





EDGE CONDITIONS



SECONDARY NORTH/SOUTH PASEOS



PROMENADES

SPECIFIC RECOMMENDATIONS

EDGE CONDITIONS

- 1 Provide a wide path with a 30' linear park that defines the perimeter of the campus.
- 2 Create an entry area with wayfinding signage and mapping.
- 3 Provide a wide path with a 30' linear park that defines the perimeter of the campus.

SECONDARY NORTH/SOUTH PASEOS

- 4 Clarify and reinforce paseos.
- 5 Add amenities and site furniture to paseos directly adjacent to quad.
- 6 Maximize connection to the San Gabriel by opening and framing views.

PROMENADES

- 7 Array amenities along the promenade loop to activate spaces.
- 8 Graphically distinguish the promenade loop with enhanced paving.
- 9 Provide internal wayfinding signage at major paseos.



SPECIFIC RECOMMENDATIONS

EXISTING TURF AREAS

- ① Replace lawn areas with large shrub plantings.
- ② Define edge of campus with large shrub beds, leave a 30' perimeter lawn area as a transition.
- ③ Define paseos entering into campus with trees. Use different species to improve character and wayfinding, for each paseo.



EXISTING TURF AREAS

CAMPUS TREES

- ④ Reinforce the quad perimeter with linear planter beds and shrub plantings.
- ⑤ Define edge of campus with a double row of trees.
- ⑥ Remove existing Tipuana trees and replace with Sycamore trees to simplify and unify plant palette.



CAMPUS TREES

OPPORTUNITY SITES

- ⑦ Define promenade loop with a single row of flowering trees.
- ⑧ Minimize lawn areas and camouflage utilities, install large flowering planter beds adjacent to buildings.
- ⑨ Define outdoor spaces along the promenade loop with shrub areas.



OPPORTUNITY SITES





## CAMPUS SUSTAINABILITY

A wholistic contemporary campus design should include a variety of sustainable principles. Such methods not only provide environmental benefits but also increase the overall efficiency of the campus, which adds up to cost savings in many circumstances. By utilizing sustainable measures, Mission College has the opportunity to set a precedent for campus design that can be used as an example for many other locations across the state and beyond. A sustainable approach promotes a healthy campus atmosphere, enriches campus life for students, faculty, and staff, and offers yet another appealing reason for attending Mission College.

There are many strategies already in existence that address the issues of sustainability that may be applied with relative ease to the Mission College campus. Strategies related to vegetation, drainage, irrigation, paving, site furnishings, and the sourcing of raw materials all offer opportunities for a sustainable approach. A sample of specific strategies follow offering a glimpse into the myriad of sustainable approaches currently available.

### Vegetation

- Native plant species minimize or eliminate irrigation needs, provide habitat for local bird + animal species, and reflect the regional character of the site.
- Tree type and placement can tremendously impact the micro climates surrounding site structures (for example, the use of deciduous species on the southern edge of a structure measurably reduces the temperature inside the building during the summer and allows for sunlight to penetrate through the branches in the winter which ultimately contributes to lower energy costs related to heating and cooling).
- Minimizing the use of turf and annual species and maximizing the use of perennial groundcovers and shrubs reduces maintenance costs and the need for unnecessary additional water.

### Paving

- Permeable paving systems such as decomposed granite, locally extracted aggregates, unit pavers, porous concrete, and paving systems that provide structure for groundcovers that can be used in paving parking stalls all allow for ground water infiltration and decrease the amount of storm water runoff produced on site. This strategy replenishes underground aquifers and filters pollutants before water even leaves the site.
- High albedo paving materials, or light colored surfaces, reflect sunlight and reduce excess warmth produced by heat-island effect, where dark surfaces such as asphalt retain heat and create a micro climate that is significantly hotter and more unpleasant to be in.

### Site Furnishings/Materials Sourcing

- Providing comfortable, durable, attractive furniture in the right location is also sustainable in relation to the amount that it will be used and the overall longevity of the product. A consistent specification for site furniture across the campus can also contribute to a unified site design.
- Products made either partially or completely from recycled content prevent unnecessary material from entering the waste stream and minimize the impact of harvesting virgin materials through mining and logging operations.
- Utilizing materials that have been locally harvested or extracted saves a tremendous amount of energy that would otherwise be used to transport the materials over long distances. This practice also saves money in many circumstances because of the lower transportation costs.
- Using lumber that is FSC Certified (Forest Stewardship Council) ensures that the source has responsibly managed and harvested the materials without the use of such damaging methods as clear-cutting or the harvesting of rare and exotic species.
- When applicable, rapidly renewable resources, or materials that take less time to mature into usable stock (such as bamboo), can be used in place of traditional species which may take much longer to grow and may cause more habitat destruction in the long term.

### Drainage

- Bioswales are open drainage systems that slowly move storm water runoff through vegetated strips and settling basins allowing water infiltration into the soil and cleansing the water in the process.
- Rainwater can be captured and utilized as a source for site irrigation via underground storage tanks. In more sophisticated systems, the rainwater can also be utilized for certain building needs such as toilet flushing and for building maintenance purposes. Aesthetically, rainwater also provides an excellent opportunity for temporary water features that celebrate its presence. Rather than directing the water off site as quickly as possible, such features can add a unique and very appealing seasonal quality to the campus further distinguishing it from any other place.

### Irrigation

- Utilizing highly efficient irrigation methods such as drip systems greatly reduce the need for the use of potable water.
- As discussed under "Drainage", rainwater can be captured, stored in underground cisterns, and utilized as water for irrigation. Grey water from surrounding building may also be directed into underground cisterns to be used later for irrigation.
- As discussed under "Vegetation", minimizing turf areas and annual plantings greatly reduces the need for irrigation. Selecting species that handle the stress of drought better than others is an important factor in considering water consumption. It is understandable and important to campus life to have multi-function open space and this often includes turf. In such circumstances, the turf selected should require the least amount of water possible and considering systems such as rainwater capture or grey water systems are the optimum method of irrigation for such spaces.
- Ultimately, the sustainable impact of irrigation is directly related to the amount that it is minimized on site. The elimination of irrigation completely is the ideal condition in terms of sustainability and budget.





LOS ANGELES MISSION COLLEGE MASTER PLAN

CAMPUS SUSTAINABILITY

MATERIALS PALETTE



Native Groundcover



Native Grasses



Native Shrubs



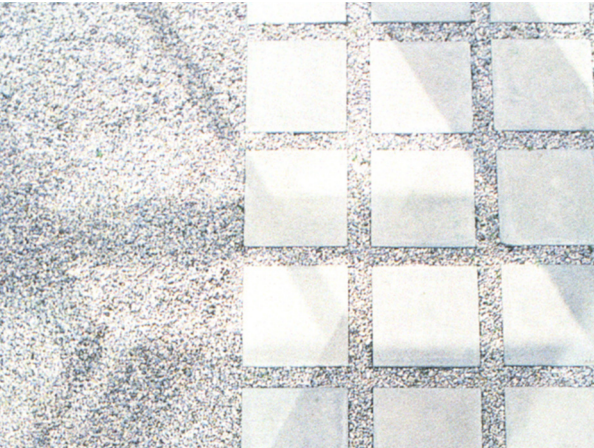
Drip Irrigation Emmitter



Permeable Parking Surfaces



Decomposed Granite Path



Aggregate + Unit Pavers



High-Albedo Concrete Surface



Bioswale



Parking Lot Bioswale



Rainwater Capture System



Built in Seating