

EXHIBIT

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STATE OF CALIFORNIA
State Energy Resources
Conservation and Development Commission

18 In the Matter of:

Docket No. 06-AFC-06

19
20 **Application for Certification For the**
21 **Eastshore Energy Center**

CHABOT-LAS POSITAS
COMMUNITYCOLLEGE DISTRICT AND
CHABOT-LAS POSITAS FACULTY
ASSOCIATION'S WITNESS TESTIMONY
EXHIBIT LIST

25 **CHABOT INTERVENORS SUBMIT THE FOLLOWING:**

26 **EXHIBIT LIST**

27 Testimony of Carolyn Arnold

Exhibit 600

28
WITNESS TESTIMONY EXHIBIT LIST
06-AFC-06

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Student Characteristics Report, Fall 2007 Attachment A to Exhibit 600

Biennial Student Survey, Fall 2007 Attachment B to Exhibit 600

Testimony of Susan Sperling Exhibit 601

Testimony of Rachel Ugale Exhibit 602

Dated: December 6, 2007

Liebert Cassidy Whitmore

By:



Laura Schulkind
Attorneys for Intervenor
Chabot-Los Positas Community College
District

Check box if continuation pages are attached.
(Proof of Service attached.)

50711.1 CH030-032

TESTIMONY OF
CAROLYN ARNOLD
EXHIBIT 600

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TESTIMONY OF CAROLYN ARNOLD ON
BEHALF OF CHABOT INTERVENORS
PERTAINING TO ENVIRONMENTAL
JUSTICE

23
24 I am the Coordinator of Institutional Research and Grants for Chabot College, and I have
25 served in this capacity for fourteen years. A copy of my curriculum vitae is part of the record of
26 this proceeding and was filed in conjunction with the Chabot Intervenors' Prehearing Conference
27 Statement.
28

1 My office is responsible for tracking student characteristics, success, and outcomes at
2 Chabot College. Our information is based on quantitative and qualitative data gathered through
3 my office and the office of admissions. My office is responsible for analyzing this data, as well
4 as supplying it for state and federal reporting requirements.
5

6 I have reviewed our most recent Student Characteristic Report (a true and correct copy of
7 which is attached to my sworn testimony as Attachment A.) Among other things, this report
8 indicates the following:

9 --During the course of a semester, Chabot College serves over 14,000
10 students;

11 --During the course of a full academic year, Chabot College serves
12 approximately 22,000 students; and

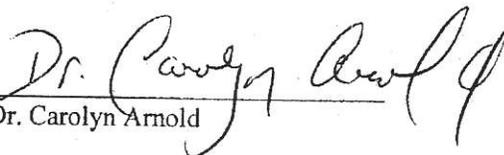
13 --Approximately 70% of our students are minorities.
14

15 Additionally, my office just completed Chabot College's biennial student survey (a true
16 and correct copy of which is attached to my sworn testimony as Attachment B.) Among other
17 things, this survey indicates the following:

18 --40% of Chabot College's students are in their family's first generation to
19 attend college; and

20 --60% of Chabot College's students are low-income by either federal or
21 local standards.
22

23 I declare under penalty of perjury under the laws of the State of California that the
24 foregoing is true and correct and that this declaration was executed on December 6, 2007 at
25 Hayward, California.

26
27 
28 Dr. Carolyn Arnold

ATTACHMENT A
OF EXHIBIT 600

Chabot College Student Characteristics Fall 2007 Preliminary Census

			Number	Percent				
			Total Students	14,212	100%			
Gender			Student Type			Enrollment Pattern		
Female	8,036	57%	Full-time			Day only	7,625	54%
Male	5,855	41%	12 or more units	4,194	30%	Both Day and Eve/Sat	3,229	23%
Unknown	321	2%	Part-time			Evening or Eve/Sat	2,884	20%
			6 to 11.5 units	4,286	30%	Saturday only	402	3%
			.5 to 5.5 units	5,732	40%	Independently Scheduled	72	1%
Race-ethnicity			Enrollment Status			Educational Goal		
African-American	2,102	15%	First time any college	2,603	18%	Transfer		
Asian-American	2,414	17%	First time transfer	1,448	10%	(with/without AA/AS)	5,278	37%
Filipino	1,445	10%	Returning transfer	1,489	10%	AA/AS only		
Latino	3,268	23%	Returning	352	2%	(not transfer)	1,221	9%
Middle Eastern	36	0%	Continuing	8,083	57%	Occupational certificate		
Native American	101	1%	In High School	237	2%	or job training	1,847	13%
Pacific Islander	371	3%	Student Educational Level			Personal development		
White	3,110	22%	In High School	427	3%	(intellectual/cultural,		
Other	252	2%	Freshman (< 30 units)	7,863	55%	(basic skills, GED)	1,131	8%
Unknown	1,113	8%	Sophomore (30-59 un.)	2,231	16%	Other or Undecided	2,769	19%
Citizenship			Other undergraduate	1,427	10%	Unknown	1,966	14%
U.S. Citizen	11,838	83%	AA/AS degree	837	6%	New Students: High school districts		
Permanent Resident	1,706	12%	BA/BS or higher deg.	1,427	10%	Chabot College Districts	1,339	51%
Student Visa	105	1%	Official residence			<i>Castro Valley</i>	124	5%
Other	561	4%	District Resident	9,635	68%	<i>Hayward</i>	443	17%
Age			Other CA Districts	4,280	30%	<i>New Haven</i>	287	11%
19 or younger	3,452	24%	Other States	154	1%	<i>San Leandro</i>	155	6%
20-21	2,256	16%	Other Countries	143	1%	<i>San Lorenzo</i>	302	12%
22-24	2,095	15%	Note: Cities in the District include Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, and Union City.			<i>Moreau</i>	28	1%
25-29	1,790	13%				Dublin/Livermore/Pleas	33	1%
30-39	1,844	13%	Other Alameda County	328	13%	Other Bay Area	132	5%
40-49	1,302	9%	Other California	556	21%	Other States	85	3%
50 or older	1,473	10%	Other States	85	3%	Other Countries	130	5%
						Total new students:	2,603	100%
Local residence: Cities with over 100 students						Transfer students: Previous college		
Hayward	4,247	30%	San Lorenzo	755	5%	CA Community College	1,602	55%
San Leandro	2,045	14%	Newark	315	2%	California State Univ.	365	12%
Union City	1,444	10%	Alameda	183	1%	University of California	127	4%
Castro Valley	1,062	7%	Pleasanton	103	1%	CA private colleges	173	6%
Oakland	916	6%	Livermore	115	1%	Out of state	281	10%
Fremont	1,111	8%	Dublin	105	1%	Out of country	228	8%
			Other local cities	1,811	13%	Unknown	161	5%
						Total transfers:	2,937	100%

SOURCE: Chabot-Las Positas Institutional Research Dataset, Fall Census, preliminary count as of 10/18/07.

Chabot College Office of Institutional Research

**ATTACHMENT B
OF EXHIBIT 600**

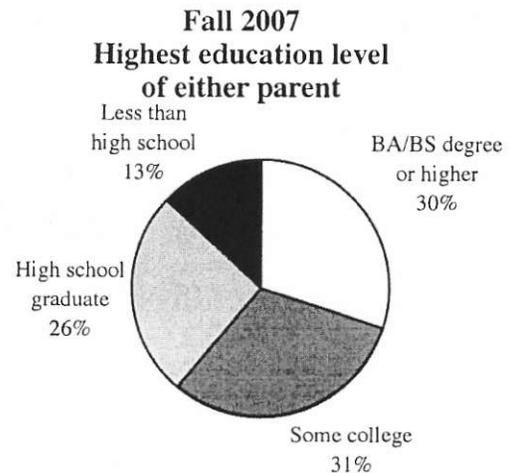
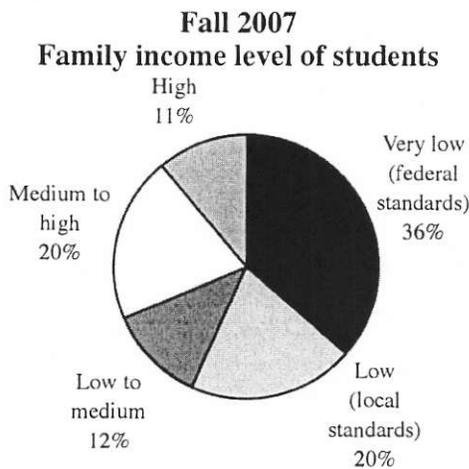
Chabot College Student Accreditation Survey: Fall 2007

Highlights

Family Income and Status

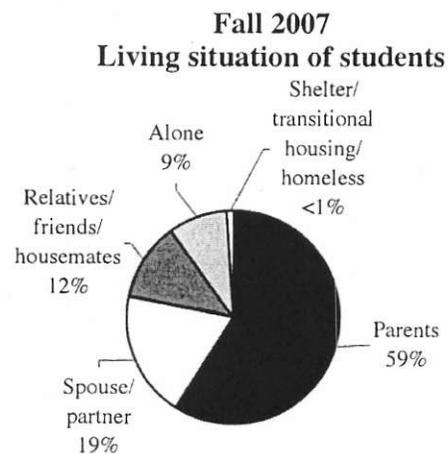
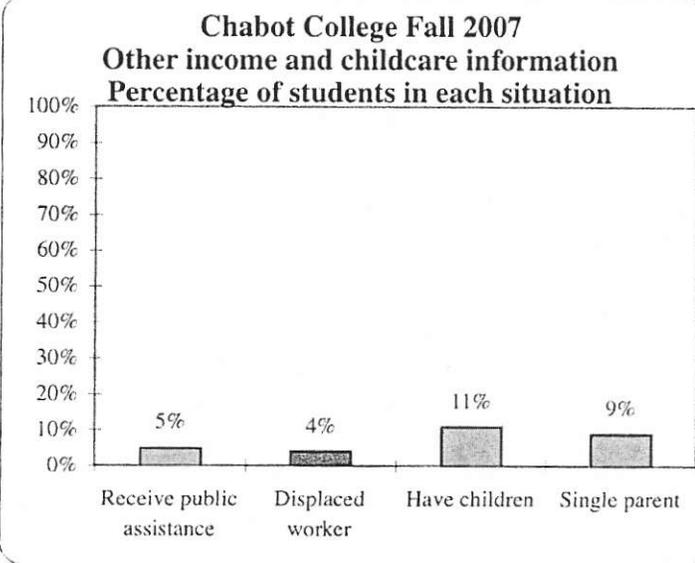
The Student Accreditation Survey collects student demographic data that is not otherwise available, such as family income, parents' education, childcare needs, and living situations. This information is used to plan services and grants that respond to our students' needs. In 2007, 36 percent of Chabot students have low incomes according to federal standards and another 20% have low incomes based on local standards. This means that more than half (56%) of Chabot students are low-income. In addition, almost 60 percent of the students live with their parents, and almost 40 percent are in the first generation of their family to attend college.

The Student Accreditation Survey was conducted in October 2007 in a representative sample of 69 classes. Surveys were completed by 1,379 students (63% full-time; 37% part-time).



Notes: Family income was self-reported and adjusted by household size. Very low income is defined by the Federal government (i.e., US Department of Health and Human Services) as income earned up to 150% of national poverty level. Low income is defined as about 50% of local median income by the US Department of Housing & Urban Development.

NOTE: All percentages have a margin of error of 2 to 4 percentage points.



TESTIMONY OF
SUSAN STERLING
EXHIBIT 601

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TESTIMONY OF SUSAN SPERLING ON
BEHALF OF CHABOT INTERVENORS
PERTAINING TO PUBLIC HEALTH AND
ENVIRONMENTAL JUSTICE
23

24 I am a tenured faculty member of the Chabot-Las Positas Community College District,
25 and have been teaching at the Chabot College campus for twenty-one years, primarily in the
26 areas of biological and cultural anthropology. Also as a biocultural anthropologist and
27 postdoctoral fellow at UCSF, I have researched the relationship between multiple stressors on
28 immigrant communities and health outcomes, and have taught first and second year medical

1 students at UCSF in the CAB Program (Culture and Behavior across the Curriculum) about these.
2 This is now a required element of medical training at UCSF and in it we examine health
3 behaviors and outcomes in the context of ethnicity, race and socioeconomic class. Medical
4 students are referred to a robust body of research indicating, among other things, that the impact
5 of accumulated environmental stresses may have a differential effect on morbidity and mortality in
6 disenfranchised communities when compared to control populations. These stresses include the
7 presence of heavy traffic, air pollution, and industrial plants, among other things. A copy of my
8 curriculum vitae is part of the record of this proceeding and was filed in conjunction with the
9 Chabot Intervenors' Prehearing Conference Statement.

10 I have reviewed the sworn testimony of Dr. Carolyn Arnold, regarding the demographics
11 of Chabot College. As a long-standing member of the Chabot faculty, I am also familiar with the
12 demographics of the College and surrounding community. Chabot Community College is located
13 in a census tract with a highly diverse immigrant, poor and working class population and this is
14 reflected in the demographics of the college itself. I have worked at Chabot with many students
15 who have no reliable access to routine health care and who are confronting a variety of life
16 stresses unknown to young adults in more affluent families. Many young people spend much of
17 the work week, as do many infants and preschoolers (served by Chabot's Early Childhood
18 Center) on the College campus. Faculty and other staff spend up to 40 or more hours a week at
19 the College. So the College community shares with other local communities certain population
20 features as well as risks.

21 I have reviewed the Final Staff Assessment (FSA) in this matter and find significant flaws
22 in the methodology used by staff to analyze Environmental Justice ("EJ") impacts on the
23 surrounding community, including Chabot College. It is my conclusion that these errors make
24 the ultimate conclusions that there are no significant EJ impacts flawed and unreliable.

25 **Failure to Consider the Chabot College Student Community**

26 It is clear from a review of the FSA, that its demographic screening did not consider the
27 presence of approximately 15,000 majority-minority students on the Chabot campus in its EJ
28 analysis. In my opinion, it is appropriate to consider student populations, as well as residential

1 populations in conducting demographic screening and EJ analysis. I am aware that, even without
2 considering the demographics of the Chabot student population, the FSA found that the
3 surrounding community is over 50% minority and therefore conducted a disparate impact analysis
4 in certain areas. However, students have unique vulnerabilities which should have been part of
5 the disparate impact analysis. In particular, a majority of our students are the first in their family
6 to attend a post-secondary educational institution and are at significant risk of dropping out. Any
7 increased stressors increase the risk that they will not continue their education. A thorough EJ
8 analysis would take into consideration the impacts on an educational institution devoted largely to
9 minority and poor students who are seeking an education to break out of the cycle of poverty.

10 **Failure to Recognize Chabot-Las Positas Community College District as an**
11 **Interested Local Agency**

12 As recognized in the FSA, EJ factors include not only the negative environmental impacts
13 on minority and low-income communities, but their equal access to the process for approving
14 power plant sites. It is very troubling that the community of Chabot students—who largely come
15 from minority, low-income and immigrant communities—did not receive the protection and
16 advocacy of their college district. Their greatest opportunity to be heard and have their interests
17 articulated is through the community college. By failing to solicit the required analyses and
18 recommendations from the District, a historically disenfranchised community was relegated to the
19 fringes of this process.

20 **FSA Conclusions Relating to Land Use Compatibility and Traffic/Transportation**

21 The California Government Code at §65040.12 defines environmental justice as “fair
22 treatment of people of all races, cultures and incomes with respect to the development, allocation,
23 implementation, and enforcement of environmental laws, regulations and policies.” (Eastshore
24 FSA, 2007, 2-4) In reviewing 11 areas of potential concern regarding environmental justice
25 raised by the proposed Eastshore Project, CEC staff found only two requiring “environmental
26 justice screening”: Land Use and Traffic, and Transportation. In each of these two areas
27 however, staff set aside environmental justice concerns because they concluded that potential
28 adverse public health and other effects would have no differential impact on populations by race,

1 ethnicity or socioeconomic class (Eastshore FSA 2-4.) Thus, while acknowledging that “A greater
2 than 50% minority and low-income population have been identified within a one-mile radius of
3 the Eastshore site” (FSA, 1-5), CEC staff does not find significant issues of environmental justice
4 posed by the proposed Eastshore development. For the reasons discussed below, this analysis is
5 flawed because it incorrectly assumes that different populations experience environmental
6 impacts in the same way.

7 **FSA Conclusions that Eastshore Does Not Present Health Risks to Poor and**
8 **Minority Communities**

9 The FSA Public Health section prepared by Dr. Greenberg (4.7-1), evaluates potential
10 public health risks posed by the project and “does not expect there would be any significant
11 adverse cancer, or short or long-term non-cancer health effects from the project”, and that
12 “emissions from Eastshore would not contribute significantly to morbidity or mortality in any age
13 or ethnic group residing in the project area.” For the reasons discussed below, this conclusion is
14 also flawed, as it fails to consider public health concerns particular to minority and low-income
15 communities. The FSA indicates that its analysis accounted for impacts on what it describes as,
16 “the most sensitive individuals in a given population, including newborns and infants,”
17 However, this methodology is inadequate, as there is no indication that it considered the unique
18 vulnerabilities of poor and low-income residential and student communities.

19 **Methodology Concerns**

20 There are a number of lines of evidence not considered by CEC staff that call into
21 question staff conclusions regarding potential environmental justice impact and public health. In
22 drawing these conclusions, CEC staff have not considered a body of emerging relevant theory and
23 data from public health/epidemiological disciplines examining the particular susceptibilities of
24 low-income and minority populations to multiple stressors in the physical, economic and social
25 environments. Conditions such as low birth weight, hypertension, cardiovascular disease and
26 asthma pose problems in many low-income communities (Committee on Population, 2007;
27 O’Neil et al.,2003). Low birth weight alone appears to predispose individuals to greater
28 vulnerability to environmental stress over the entire lifespan (Barker, 1998). These and other

1 emergent data require that we redefine what constitute acceptable levels of air pollution for
2 particular communities.

3 As CEC staff consultant Dr. Greenberg acknowledges in the FSA “Exposure to multiple
4 toxic substances may result in health effects that are equal to, less than, or greater than effects
5 resulting from exposure to the individual chemicals. Only a small fraction of the thousands of
6 potential combinations of chemicals have been tested for the health effects of combined
7 exposures.” (Eastshore FSA, 4.7-6) Clearly the area of multiple toxics exposure is in an early
8 stage of science. In light of this fact, the emerging data on higher susceptibilities of vulnerable
9 populations must be reviewed by the CEC for an impartial and fair analysis of these important
10 issues, and as mandated by CEC rules and procedures.

11 CEC staff analysis also does not adequately take into account the potential cumulative
12 impact of siting a second new power plant in a community already at heightened risk (see
13 below), and heavily impacted by exhaust from diesel truck traffic in the immediate vicinity of the
14 College and the plant(s). As the FSA makes clear, the demographics of the relevant surrounding
15 area raise potential issues of environmental justice if air quality is affected by the proposed siting
16 of the Eastshore Project. Recent research indicates that acceptable thresholds for pollutants may
17 vary, depending upon demographics and accumulated stresses. Thus, a threshold that applies to a
18 socioeconomically privileged demographic may differ for disenfranchised communities. This fact
19 is simply not addressed anywhere in the FSA.

20 A Report of the Public Law Research Institute at UC Hastings College of Law,
21 Opportunities for Environmental Justice in California, Agency by Agency (Auyong, 2003) raises
22 some similar issues in CEC processes of analyzing environmental justice concerns:

23
24 In attempting to integrate environmental justice concerns into this
25 process the CEC focuses on three issues: demographics, public outreach,
26 and impact assessment....First the CEC examines the demographic nature
27 of the potentially “affected area”, i.e. within a six-mile radius of the
28 proposed facility, or a more precise area when feasible. The criteria for
what makes an area “affected” include air quality, water, visuals, traffic,
public health, and noise effects. If “minority” or “low-income” individuals
comprise over 50% of the population in this “affected area”, than an
affected minority and/or low-income population is found. This finding,

1 presumably, is the threshold for the CEC to determine that environmental
2 justice is possibly implicated in the matter.

3 The assumptions underlying this finding, however, are debatable.
4 For example, the determination of the affected area appears to consider
5 only the additional impact of the power facility, not the cumulative impact
6 of the facility with other existing conditions that affect air quality, water,
7 public health, etc., in this area. (emphasis mine.).

8 The Hastings Report concludes that the CEC appears to be making a good faith effort to
9 address certain environmental justice issues in the licensing of power plants, but that “Whether
10 these efforts are sufficient is open to debate.” (Auyong, 2003) The Report raises the following
11 questions about CEC processes of considering environmental justice (pp. 19-25.):

- 12 • Are the public hearings merely informational, or are comments truly welcome?
- 13 • Have the important decisions already been made prior to any public
14 announcements or hearing?
- 15 • Are cumulative and indirect impacts taken into full consideration and how?
- 16 • Does current and future policy take adequate account of history of the proximity of
17 many power facilities to minority and/or low-income communities?

18 The Report concludes that the CEC is mandated to assess trends in energy consumption
19 and to “analyze the social, economic, and environmental consequences of these trends.” (Public
20 Resources Code 25216a) and that “Having pertinent data is an essential requirement to identify,
21 evaluate and, where appropriate, act on or dispel, environmental justice concerns.”

22 The Hastings Public Law Research Institute is not alone in raising questions about the
23 CEC’s current methodology in assessing environmental justice issues. The Latino Issues Forum’s
24 Report on California Energy Planning (2001) addresses concerns that: “...the State of
25 California’s rush to build gas-fired power plants as a solution to the energy crisis (is) at odds with
26 its mandates to protect public health, the environment, and insure environmental justice for
27 people of color and the poor. “ The study examines 18 power plant projects, 17 of which are
28 peaker plants, (for which specific location data were available to the public at the CEC web Site
as of June 30, 2001.) The study concludes that “the majority of power plants considered by the
CEC are planned for or being built in neighborhoods populated by people of color---especially

1 Latinos and African Americans.” The report proposes that, in light of these data, the Governor
2 and Legislature should place a moratorium on all present and future gas-fired generation
3 development until the CEC completes “full and detailed environmental justice impact analyses
4 and comprehensive environmental reviews of existing and proposed energy facilities.”

5 Clearly, there is significant debate in legal and other interested communities about the
6 current CEC approach to environmental justice concerns and these debates also provide a context
7 for my testimony.

8 Biocultural Factors: The Differential Impact of Cumulative Stress in low-income and
9 Underserved Communities

10 The Committee on Population (CPOP) of the National Academy of Sciences defines stress
11 as “environmental demands that tax or exceed the adaptive capacity of an organism, resulting in
12 biological and psychological changes that may be detrimental and place the organism at risk for
13 disease or disability (Cohen et al., 1998). The hypothesis that “greater exposure to stress over the
14 life course increases susceptibility to morbidity and mortality among members of minority groups”
15 is well supported by data from many reliable epidemiological studies both here and abroad.

16 For example, British researcher Dr. Andrew Steptoe of the Department of Epidemiology
17 and Public Health at University College, London studied residents of 18 higher SES
18 neighborhoods and 19 low SES neighborhoods (Steptoe et al., 2001). The study concluded that
19 high levels of noise, smells, and fumes from industrial plants in poorer neighborhood were
20 associated with “poorer self-rated health, psychological distress and reduced ability to carry out
21 activities of daily living.” (Interestingly Steptoe et al. found no association between neighborhood
22 and different levels of smoking, diet or alcohol consumption or physical activity, suggesting that
23 the environmental factors associated with poorer neighborhoods may act as independent
24 stressors.)

25 The Eastshore FSA notes that asthma rates vary by race/ethnicity in Alameda County,
26 with African Americans experiencing over twice the rate of asthma as non Hispanic whites.
27 Public health research in numerous studies has demonstrated the prevalence of asthma at
28 epidemic levels among minority populations in California and elsewhere. Given the apparent

1 greater susceptibility of certain groups to environmental stressors, including pollution, a uniform
2 “acceptable level” of plant emissions may not apply to such populations. Risk factors may accrue
3 in logarithmic progressions rather than additively. Again, research on the prevalence low birth
4 weight in low-income communities(Barker, 1998) suggests that this factor alone can lead to
5 greater effects from cumulative environmental challenges and higher morbidity and mortality at
6 every life stage. The Eastshore FSA acknowledges “It is evident that further research is needed to
7 definitively link emissions from gas-fired plants as a cause or exacerbation of asthma (FSA: 4.7-
8 15). Given this fact, how then can we know, as stated two pages later, that “All impacts at all
9 receptors, including sensitive receptors such as schools, would be below the level of significant
10 impact.” (FSA: 4.7-17) What is an acceptable level of emissions from a second gas-powered plant
11 near communities with potentially heightened susceptibilities, given that by CEC staff’s own
12 admission, further research is needed to establish a linkage between such emissions and asthma?

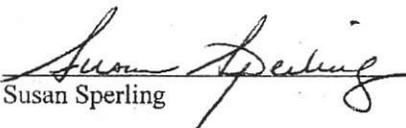
13 Yet, even without definitive data on such, we know quite a lot about populations at risk
14 and the environmental hazards they tend to confront. According to the U.S. National Academy of
15 Sciences Understanding Racial and Ethnic Differences in Health in Late Life: a research agenda
16 (2004) “A considerable body of evidence has established that individuals of low socioeconomic
17 status are more likely to suffer from disease, to experience loss of functioning, to be cognitively
18 and physically impaired, and to experience higher mortality. The influence of socioeconomic
19 status on health is assumed to begin in the prenatal environment and continue through life.
20 Parents’ socioeconomic status affects childhood conditions, such as exposure to toxins and
21 infectious agents. These conditions affect health immediately and possibly for years afterwards,
22 the effects being only partly moderated by later changes in status...”

23 Recent data indicate that the interaction between socioeconomic status and air pollution in
24 low-income communities is not just additive. Such emissions as produced by a natural gas-
25 powered plant may have a greater impact on the health of working class and low-income
26 communities. . A study by O’Neil et al. (2003) in the journal Environmental Health Perspectives
27 notes that groups with lower socioeconomic status may receive more exposure to air pollution,
28 and that such groups have already experienced greater material deprivation, less consistent access

1 to health care and greater psychosocial stress, and may therefore be more susceptible to the health
2 effects of air pollution. Because of this mix of greater susceptibility and greater exposure to air
3 pollution, such populations are apt to suffer differential and worse health effects from the
4 presence of pollution plants than more economically privileged communities. These include
5 reduced life expectancy, poorer birth outcomes and higher rates of asthma and cardiovascular
6 disease.

7 In conclusion, I am confident that a more thorough review by CEC staff of relevant
8 research on the potential adverse effect of the proposed siting of the Eastshore Project will indeed
9 raise issues of environmental justice. The many low income, immigrant and minority
10 communities served by the College are at potentially increased risk of suffering negative health
11 impacts. It is incumbent upon us as an academic community to bring to your attention the most
12 current, valid and heuristic science to consideration of these crucial issues.

13 I declare under penalty of perjury under the laws of the State of California that the
14 foregoing is true and correct and that this declaration was executed on December 6, 2007 at
15 Hayward, California.

16
17 
Susan Sperling

18
19 References Cited

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TESTIMONY OF
RACHEL UGALE
EXHIBIT 602

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16

17 STATE OF CALIFORNIA
State Energy Resources
18 Conservation and Development Commission
19

20 In the Matter of:

Docket No. 06-AFC-06

21 **Application for Certification For the**
22 **Eastshore Energy Center**
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24

TESTIMONY OF RACHEL UGALE ON
BEHALF OF CHABOT INTERVENORS
PERTAINING TO IMPACT ON
EDUCATIONAL RESOURCES

25 I have served as a member of the classified service of the Chabot-Las Positas Community
26 College District at its Chabot campus for thirteen years. I am also president of the Classified
27 Senate of Chabot College, and have served in this position for three years. The Classified Senate
28

1 participates in shared governance of the College and participates in decisions that relate to the
2 interests and welfare of the college's classified employees. In my capacity as Senate President, I
3 am familiar with the needs and concerns of the college's classified employees.

4 **High Level of Exposure to the Environment**

5 Chabot College employs approximately 226 classified staff on a 94 acre campus with over
6 30 buildings. Many classified staff has duties that require them to work outside and engage in
7 strenuous outside activities for all or part of the day. These jobs include such things as grounds
8 maintenance, repairs, security, transportation and delivery services, leading outside recreational
9 activities for children, and providing athletic training to our sports teams. Additionally, virtually
10 all classified staff are routinely required to walk from building to building in the course of
11 fulfilling their duties.

12 This regular and often strenuous outdoor activity has raised the serious concerns of the
13 Classified Senate as to the potential negative health impacts of the Eastshore Power Plant on
14 classified staff. It is my understanding that the specific demographics of Chabot College were not
15 taken into consideration in analyzing the Eastshore application, and that these concerns were
16 therefore not adequately factored into the CEC staff's conclusions.

17 **Impacts on Staffing**

18 Additionally the Classified Senate has serious concerns that approval of a second power
19 plant so close to the campus will negatively impact student enrollment, which in turn threatens
20 staffing levels. Chabot College's state funding is keyed to its enrollment. Thus, as enrollment
21 declines, so does funding; and if funding declines, cutbacks in staffing are likely to occur.

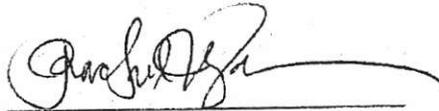
22 The Classified Senate is also concerned with the impact of siting a second power plant so
23 close to the campus on staff recruitment and retention. As president of the Classified Senate, I am
24 involved in the hiring and retention of classified staff. It has been my direct experience that the
25 college is already suffering with a high turn-over rate and difficulty filling positions. The
26 Classified Senate believes that approval of the Eastshore Plant will compound this problem.

27 **Classified Senate Resolution**

28 Due to these serious concerns, on November 30, 2007, the Classified Senate, on behalf of

1 the classified staff of Chabot College, adopted a resolution opposing approval of the Eastshore
2 Plant.

3 I declare under penalty of perjury under the laws of the State of California that the
4 foregoing is true and correct and that this declaration was executed on December 6, 2007 at
5 Hayward, California.

6 

7 Rachel Ugale

8
9 50009.1 CH030-032

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BEFORE THE ENERGY RESOURCES CONSERVATION AND DEVELOPMENT COMMISSION
OF THE STATE OF CALIFORNIA

APPLICATION FOR CERTIFICATION
FOR THE EASTSHORE ENERGY CENTER
IN CITY OF HAYWARD
BY TIERRA ENERGY

Docket No. 06-AFC-6

PROOF OF SERVICE
(Revised 12/04/07)

INSTRUCTIONS: All parties shall either (1) send an original signed document plus 12 copies or (2) mail one original signed copy AND e-mail the document to the address for the Docket as shown below, AND (3) all parties shall also send a printed or electronic copy of the document, which includes a Proof of service declaration to each of the individuals on the proof of service list shown below:

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DECLARATION OF SERVICE

I, Ervietta McCullough, declare that on **December 6, 2007**, deposited a copy of the attached **Chabot-Las Positas Community College District and Chabot Faculty Association (Chabot Intervenors) Witness Testimony Declarations of Carolyn Arnold, Susan Sperling and Rachel Ugale**; in the United States mail at San Francisco, California with first-class postage thereon fully prepaid and addressed to those identified on the Proof of Service list above.

OR

Transmitted via facsimile transmission to those identified above with a Fax number.

OR

Transmission via electronic mail was consistent with the requirements of the California Code of Regulations, title 20, sections 1209, 1209.5, and 1210. All electronic copies were sent to all those identified on the Proof of Service list above.

I declare under penalty of perjury that the foregoing is true and correct.


Ervietta McCullough