

October 2017 | Initial Study

SHERMAN OAKS CENTER FOR ENRICHED STUDIES COMPREHENSIVE MODERNIZATION

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Abbreviations and Acronyms

AAQS	ambient air quality standards
AB	Assembly Bill
ACM	asbestos-containing material
ACCM	asbestos-containing construction material
ADT	average daily trips
AQMP	air quality management plan
BMP	best management practices
BOE	Board of Education (LAUSD)
CalEEMod	California Emissions Estimator Model
CALGreen	California Green Building Standards Code
CARB	California Air Resources Board
CCR	California Code of Regulations
C&D	construction and demolition
CDE	California Department of Education
CEQA	California Environmental Quality Act
CFR	Code of Federal Regulations
CHPS	Collaborative for High Performance Schools
CMP	Los Angeles County Congestion Management Program
CO	carbon monoxide
CO ₂	carbon dioxide
CO ₂ e	carbon dioxide equivalent
dBA Leq	equivalent continuous sound level, in decibels
DPM	diesel particulate matter
DSA	Division of the State Architect (under the California Department of General Services)
EIR	environmental impact report
EPA	US Environmental Protection Agency
FETU	Facilities Environmental Technical Unit
FTA	Federal Transit Administration
ESA	environmental site assessment
GHG	greenhouse gases
HRA	Health Risk Assessment
HVAC	heating, ventilation and air conditioning
IPCC	Intergovernmental Panel on Climate Change

Abbreviations and Acronyms

LADOT	Los Angeles Department of Transportation
LAFD	City of Los Angeles Fire Department
LAMC	Los Angeles Municipal Code
LARWQCB	Los Angeles regional water quality control board
LAUSD	Los Angeles Unified School District
LID	low-impact development
LST	localized significance thresholds
MBTA	Migratory Bird Treaty Act
MEP	Maximum Extent Practicable
Metro	Los Angeles County Metropolitan Transportation Authority
MPH	mile per hour
MTCO _{2e}	metric ton of CO _{2e}
MW	Materials and Waste Management
ND	negative declaration
NPDES	National Pollutant Discharge Elimination System
OEC	other environmental conditions
OEHHA	Office of Environmental Health Hazard Assessment
O ₃	ozone
PDF	project design features
PEA	Preliminary Environmental Assessment
PF	Public Facility
PM	particulate matter
PRC	Public Resources Code
PPV	peak particle velocity
REC	recognized environmental condition
RTP	Regional Transportation Plan
SB	Senate Bill
SCAG	Southern California Association of Governments
SCAQMD	South Coast Air Quality Management District
SCS	sustainable communities strategy
SO ₂	sulfur dioxide
SoCAB	South Coast Air Basin
SOCES	Sherman Oaks Center for Enriched Studies

Abbreviations and Acronyms

SS	Site
SRA	Source Receptor Area
SUP	School Upgrade Program
SUSMP	standard urban stormwater mitigation plan
SWPPP	stormwater pollution prevention plan
ULSD	ultra low sulfur diesel
VdB	vibration level
VOC	volatile organic compounds

Abbreviations and Acronyms

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1. Introduction

1.1 OVERVIEW

The Los Angeles Unified School District (LAUSD or District) is proposing a comprehensive modernization of Sherman Oaks Center for Enriched Studies (SOCES project), 18605 Erwin Street in the Community of Reseda, City of Los Angeles, Los Angeles County, California.¹ Comprehensive Modernization Projects are designed to address the most critical physical needs of the building and grounds at the campus through building replacement, renovations, modernizations, and reconfiguration. The proposed SOCES project is required to undergo an environmental review pursuant to the California Environmental Quality Act (CEQA). This initial study provides an evaluation of the potential environmental consequences associated with this project.

1.2 BACKGROUND

On July 31, 2008, the LAUSD Board of Education (BOE) adopted a Resolution Ordering an Election and Establishing Specifications of the Election Order for the purpose of placing Measure Q, a \$7 billion bond measure, on the November election ballot to fund the renovation, modernization, construction, and expansion of school facilities. On November 4, 2008, the bond passed. The nationwide economic downturn in 2009 resulted in a decline in assessed valuation of real property, which restricted the District's ability to issue Measure Q bonds and the remaining unissued Measures R and Y funds. Once assessed valuation improved, the BOE could authorize the issuance of bond funds.²

On December 10, 2013, the District refined their School Upgrade Program (SUP) to reflect the intent and objectives of Measure Q as well as the updated needs of District school facilities and educational goals.³ Between July 2013 and November 2015, the SUP was analyzed under CEQA criteria in a program environmental impact report (EIR). On November 10, 2015, the BOE certified the Final SUP Program EIR.⁴

On March 10, 2015, the BOE approved pre-design and due diligence activities necessary to develop a project definition for a Comprehensive Modernization Project at SOCES. The Comprehensive Modernization Project at SOCES is intended to complete large-scale improvements to address the buildings and grounds in the greatest need of upgrades.⁵

¹ SOCES. <http://www.shermanoakscses.com/school-information/frequently-asked-questions/>.

² LAUSD Board of Education Report. December 10, 2013. Report Number 143 – 13/14. Subject: School Upgrade Program.

³ LAUSD Board of Education Report. December 10, 2013. Report Number 143 – 13/14. Subject: School Upgrade Program.

⁴ LAUSD Regular Meeting Stamped Order Of Business. 333 South Beaudry Avenue, Board Room, 1 p.m., Tuesday, November 10, 2015 (Board of Education Report No. 159 – 15/16).

⁵ LAUSD Board of Education Report. March 10, 2015. Report Number 373 – 14/15. Subject: Identification of 11 School Sites for the Development of Comprehensive Modernization Projects.

1. Introduction

On December 8, 2015, the BOE approved the project definition for the SOCES proposed Project to provide facilities that are safe, secure, and better aligned with the current instructional program. The proposed Project is designed to address the most critical physical concerns of the building and grounds at the campus while providing renovations, modernizations, and reconfiguration as needed.⁶

1.3 CALIFORNIA ENVIRONMENTAL QUALITY ACT

The environmental compliance process is governed by CEQA⁷ and the State CEQA Guidelines.⁸ CEQA was enacted in 1970 by the California Legislature to disclose to decision makers and the public the significant environmental effects of projects and to identify ways to avoid or reduce the environmental effects through feasible alternatives or mitigation measures. Compliance with CEQA applies to California government agencies at all levels: local, regional, and state agencies, boards, commissions, and special districts (such as school districts and water districts).

LAUSD is the lead agency for this proposed Project and is therefore required to conduct an environmental review to analyze the potential environmental effects associated with the proposed Project.

California Public Resources Code (PRC) Section 21080(a) states that analysis of a project's environmental impact is required for any "discretionary projects proposed to be carried out or approved by public agencies..." In this case, LAUSD has determined that an initial study is required to determine whether there is substantial evidence that construction and operation of the proposed Project would result in environmental impacts. An initial study is a preliminary environmental analysis to determine whether an EIR, a mitigated negative declaration (MND), or a negative declaration (ND) is required for a project.⁹

When an initial study identifies the potential for significant environmental impacts, the lead agency must prepare an EIR;¹⁰ however, if all impacts are found to be less than significant or can be mitigated to less than significant, the lead agency can prepare an ND or MND that incorporates mitigation measures into the project.¹¹

1.4 ENVIRONMENTAL PROCESS

A "project" means the whole of an action that has a potential for resulting in either a direct physical change in the environment, or a reasonably foreseeable indirect physical change in the environment, and that is any of the following:

⁶ LAUSD Board of Education Report. December 8, 2015. Report Number 182-15/16. Subject: Amendment to the Facilities Services Division Strategic Execution Plan to Approve Project Definitions for Six Comprehensive Modernization Projects and Cancel Two Critical School Repair and Safety Projects.

⁷ California Public Resources Code (PRC) Sections 21000 et seq.

⁸ California Code of Regulations (CCR), Title 14, Sections 15000 et seq.

⁹ 14 CCR Section 15063.

¹⁰ 14 CCR Section 15064.

¹¹ 14 CCR Section 15070.

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- 1) An activity directly undertaken by any public agency including but not limited to public works construction and related activities clearing or grading of land, improvements to existing public structures, enactment and amendment of zoning ordinances, and the adoption and amendment of local General Plans or elements thereof pursuant to Government Code Sections 65100-65700.
- 2) An activity undertaken by a person which is supported in whole or in part through public agency contacts, grants, subsidies, loans, or other forms of assistance from one or more public agencies.
- 3) An activity involving the issuance to a person of a lease, permit, license, certificate, or other entitlement for use by one or more public agencies. (California Code of Regulations [CCR] § 15378[a])

The proposed actions by LAUSD constitute a “project” because the activity would result in a direct physical change in the environment and would be undertaken by a public agency. All “projects” in the State of California are required to undergo an environmental review to determine the environmental impacts associated with implementation of the project.

1.4.1 Initial Study

This Initial Study has been prepared in accordance with the CEQA and the CEQA Guidelines, as amended, to determine if the project could have a significant impact on the environment. The purposes of this Initial Study, as described in the State CEQA Guidelines Section 15063, are to 1) provide the lead agency with information to use as the basis for deciding whether to prepare an EIR or ND; 2) enable the lead agency to modify a project, mitigating adverse impacts before an EIR is prepared, thereby enabling the project to qualify for a negative declaration; 3) assist the preparation of an EIR, if one is required; 4) facilitate environmental assessment early in the design of a project; 5) provide documentation of the factual basis for the finding in an ND that a project will not have a significant effect on the environment; 6) eliminate unnecessary EIRs; and 7) determine whether a previously prepared EIR could be used with the project. The findings in this Initial Study have determined that an EIR is the appropriate level of environmental documentation for this Project.

1.4.2 Environmental Impact Report

The EIR will include information necessary for agencies to meet statutory responsibilities related to the proposed Project. State and local agencies will use the EIR when considering any permit or other approvals necessary to implement the project. A preliminary list of the environmental topics that have been identified for study in the EIR is provided in the Initial Study Checklist (Chapter 4).

Following consideration of any public comments on the Initial Study, the Draft EIR will be completed and then circulated to the public and affected agencies for review and comment. One of the primary objectives of CEQA is to enhance public participation in the planning process; public involvement is an essential feature of CEQA. Community members are encouraged to participate in the environmental review process, request to be notified, monitor newspapers for formal announcements, and submit substantive comments at every possible opportunity afforded by the District. The environmental review process provides several opportunities for the public to participate through public notice and public review of CEQA documents and

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public meetings. Additionally, LAUSD is required to consider comments from the scoping process in the preparation of the Draft EIR and to respond to Draft EIR public comments in the Final EIR.

1.4.3 Tiering

The SOCES Comprehensive Modernization project is one of many types of projects that were analyzed in the School Upgrade Program (SUP) EIR, certified by the LAUSD BOE on November 10, 2015. LAUSD's SUP EIR meets the criteria of a Program EIR under CEQA Guidelines Section 15168 (a)(4) as one "prepared on a series of actions that can be characterized as one large project and are related...[a]s individual activities carried out under the same authorizing statutory or regulatory authority and having generally similar environmental effects which can be mitigated in similar ways."

The certified Program EIR enables LAUSD to streamline future environmental compliance and reduce the need for repetitive environmental studies. It serves as the framework and baseline for CEQA analyses of later projects through a process known as "tiering." Under CEQA Guidelines Sections 15152(a) and 15385, "tiering" refers to using the analysis of general matters from a broad EIR (such as one prepared for a program) and applying it to later EIRs and NDs on narrower projects, incorporating by reference the general discussion from the broad EIR and concentrating the later EIR or ND solely on the issues specific to that project.

The Program EIR is applicable to all projects implemented under the SUP. The SUP Program EIR grouped potential projects into four categories based on project scope, type of construction, and location of projects. This project falls under the categories of Type 2, "New Construction on Existing Campus,"¹² and Type 3, "Modernization, Repair, Replacement, Upgrade, Remodel, Renovation and Installation."

The Project is considered a site-specific project under the SUP and was analyzed, along with several other projects, in the Program EIR; therefore, the EIR will be tiered from the 2015 SUP Program EIR. The Program EIR is available for review online at <http://achieve.lausd.net/ceqa> and at LAUSD's Office of Environmental Health and Safety, 333 South Beaudry Avenue, 21st Floor, Los Angeles, CA 90017.

1.4.4 Project Plan and Building Design

The Project is subject to California Department of Education CDE criteria and the school architectural designs are subject to review and approval by the California Division of the State Architect (DSA). The proposed SOCES Comprehensive Modernization Project, along with all other SUP-related projects, is required to comply with specific design standards and sustainable building practices. Certain standards assist

¹² Type 2: Demolition and new building construction on existing campus (replace school building on same location); Installation of temporary structures. Type 3: Outdoor repair, modernization, replacement or upgrade of athletic fields, play equipment, fencing, parking, replace shade shelter, asphalt/concrete paths, driveways, ADA compliance, seismic retrofits; Repair and replacement of building systems such as flooring, windows, and roofing; Interior and exterior installation, repair, replacement and maintenance.

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in reducing environmental impacts, such as the California Green Building Code (CALGreen),¹³ LAUSD Standard Conditions of Approval, and the Collaborative for High Performance Schools (CHPS) criteria.¹⁴

Collaborative for High Performance Schools. The proposed Project would include CHPS criteria points under seven categories: Integration, Indoor Environmental Quality, Energy, Water, Site (SS), Materials and Waste Management, and Operations and Metrics. Under the current 2014 CA-CHPS criteria, the Project would earn at least 250 points—110 prerequisite criteria points and 140 criteria credit points. The optional credit points would be determined during later site and architectural design phases, but all prerequisites are required.

Project Design Features. Project design features (PDFs) are environmental protection features that modify a physical element of a site-specific project and are depicted in a site plan or documented in the project design plans. PDFs may be incorporated into a project design or description to offset or avoid a potential environmental impact and do not require more than adhering to a site plan or project design. Unlike mitigation measures, PDFs are not special actions that need to be specifically defined or analyzed for effectiveness in reducing potential impacts.

Standard Conditions of Approval. LAUSD Standard Conditions of Approval are uniformly applied development standards and were adopted by the LAUSD BOE in November 2015.¹⁵ The Standard Conditions of Approval were compiled from established LAUSD standards, guidelines, specifications, practices, plans, policies, and programs, as well as typically applied mitigation measures. The conditions are divided into the 18 LAUSD CEQA environmental topics (Appendix G of the CEQA Guidelines plus Pedestrian Safety).¹⁶ For each Standard Condition of Approval, compliance is triggered by factors such as the project type, existing conditions, and type of environmental impact. Compliance with every condition is not required.

Mitigation Measures. If, after incorporation and implementation of federal, state, and local regulations; CHPS prerequisite criteria; Project Design Features; and Standard Conditions of Approval, there are still significant environmental impacts, then feasible and project-specific mitigation measures are required to reduce impacts to less than significant levels. Mitigation under CEQA Guidelines Section 15370 includes:

- Avoiding the impact altogether by not taking a certain action or parts of an action.
- Minimizing impacts by limiting the degree or magnitude of the action and its implementation.
- Rectifying the impact by repairing, rehabilitating, or restoring the impacted environment.

¹³ California Green Building Standards Code, Title 24, Part 11, of the California Code of Regulations.

¹⁴ The Board of Education's October 2003 Resolution on Sustainability and Design of High Performance Schools, directs staff to continue its efforts to ensure that every new school and modernization project in the District, from the beginning of the design process, incorporate CHPS (Collaborative for High Performance Schools) criteria to the extent possible.

¹⁵ LAUSD. 2015. Program EIR for the School Upgrade Program. Available at: <http://achieve.lausd.net/ceqa>. (see Table 4-1 and Appendix F of the Program EIR).

¹⁶ As of September 2016, an additional environmental topic has since been required by the State Office of Planning and Research (Tribal Cultural Resources). The LAUSD Environmental Checklist now has 19 topics.

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- Reducing or eliminating the impact over time by preservation and maintenance operations during the life of the action.
- Compensating for the impact by replacing or providing substitute resources or environments.

Mitigation measures must further reduce significant environmental impacts above and beyond compliance with federal, state, and local laws and regulations; Project Design Features; CHPS and LAUSD Standard Conditions of Approval.

The specific LAUSD Standard Conditions of Approval are identified in the tables under each CEQA topic.¹⁷ Federal, state, regional, and local laws, regulations, plans, and guidelines; CHPS criteria; Project Design Features; and LAUSD conditions are considered part of the project and are included in the environmental analysis.

1.5 IMPACT TERMINOLOGY

The following terminology is used to describe the level of significance of impacts.

- A finding of **no impact** is appropriate if the analysis concludes that the project would not affect the particular topic area in any way.
- An impact is considered **less than significant** if the analysis concludes that it would cause no substantial adverse change to the environment and requires no mitigation.
- An impact is considered **less than significant with mitigation incorporated** if the analysis concludes that the project may have a substantial adverse effect on the environment; however, with the inclusion of environmental commitments or other enforceable measures, those adverse effects would be reduced or avoided and the project would ultimately result in no substantial adverse change to the environment.
- An impact is considered **potentially significant** if the analysis concludes that it could have a substantial adverse effect on the environment. If any impact is identified as potentially significant, additional analysis and preparation of an EIR is required. The EIR need only include those potentially significant impacts identified in the Initial Study.

¹⁷ Collaborative for High Performance Schools (CHPS) criteria are summarized. The full list of criteria can be found at <http://www.chps.net/dev/Drupal/California>.

1.6 ORGANIZATION OF THE INITIAL STUDY

The content and format of this report are designed to meet the requirements of CEQA and the State CEQA Guidelines. The finding of this Initial Study is that the Proposed Project may have significant environmental impacts. This report contains the following sections:

Chapter 1, *Introduction*, identifies the purpose and scope of the Initial Study and the terminology used, and organization of the report.

Chapter 2, *Environmental Setting*, describes the existing conditions, surrounding land uses, general plan designations, and existing zoning at the school and surrounding area.

Chapter 3, *Project Description*, identifies the location and describes the Proposed Project in detail.

Chapter 4, *Environmental Checklist and Analysis*, presents the LAUSD CEQA checklist, an analysis of environmental impacts, and the impact significance finding for each resource topic. This section identifies the CHPS criteria, PDFs, and Standard Conditions of Approval as applicable. Bibliographical references and individuals cited for information sources and technical data are footnoted throughout this CEQA Initial Study; therefore a stand-alone bibliography section is not required.

Chapter 5, *List of Preparers*, identifies the individuals who prepared this Initial Study and technical studies.

Appendices have data supporting the analysis or contents of this CEQA Initial Study.

- A. Air Quality and Greenhouse Gas Emissions Background and Modeling Data
- B. Protected Tree Report
- C. Geologic Evaluation
- D. Phase I Environmental Site Assessment
- E. Noise and Vibration Background and Modeling Data

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2. Environmental Setting

2.1 PROJECT LOCATION

The 21.5-acre SOCES campus is located at 18605 Erwin Street in the Community of Reseda, City of Los Angeles, 91335 (Assessor Parcel Number [APN] 2127-012-900), in the West San Fernando Valley. The school is on the southeast corner of Victory Boulevard and Yolanda Avenue. Regional access to the site is from the Ventura Freeway (U.S. Route 101) to Reseda Boulevard (see Figure 1, *Regional Location*).

2.2 SURROUNDING LAND USE

The SOCES campus is in an urbanized area surrounded by residential and commercial uses. The school is bordered on the north by Victory Boulevard and single-family residential (see Figure 2, *Local Vicinity*). Multi-family residential (apartments) and a small strip commercial center are located at the northwest corner of Victory Boulevard and Reseda Boulevard. To the south is Erwin Street and single- and multi-family residential (apartments). To the east is an alleyway and multi-family residential (apartments), a nursery school, and a McDonald's fast-food restaurant (see Figure 3, *Surrounding Land Use*). Reseda Boulevard, apartments, and a small used-car dealership are further east. To the west is Yolanda Avenue and single-family residential. The concrete-lined Los Angeles River flood control channel is approximately 0.25 mile north of the school. The Ventura Freeway is approximately 0.75 mile south of the school, and the Orange Line Bike Path (Class I off-street) is 0.25 mile south.¹⁸

2.3 CAMPUS HISTORY

The SOCES campus is located at 18605 Erwin Street, Los Angeles, Los Angeles County, California. The property was in use as an animal pasture in the 1920s. It was periodically in agricultural use (as part of a large field) in the 1930s and 1940s. Between 1947 and 1952, one dwelling was in the northwestern corner of the campus (Building 32, currently a transportation office). Four more single-family dwellings were in the southern portion of the school property during this period. These four southern dwellings were removed between 1953 and 1954. All of the school buildings, with the exception of the portable classrooms, and pre-existing northwestern building, were constructed in 1954. A fire broke out in 1954 that destroyed Classroom Building N, one of the original buildings. Classroom Building N was rebuilt in 1956.¹⁹

¹⁸ The Orange Line Bike Path is an 18-mile rail-trail paralleling the Los Angeles Metro's Orange Line rapid busway in the northern neighborhoods of Los Angeles. Both the busway and the trail stretch from North Hollywood to Chatsworth along the former Southern Pacific Railroad Burbank Branch right-of-way. <https://www.trailink.com/trail/orange-line-bike-path.aspx>.

¹⁹ Sapphos Environmental, Inc. March 6, 2017. Historic Resource Evaluation Report for Sherman Oaks Center for Enriched Studies, 18605 Erwin Street, Tarzana, California 91355.

2. Environmental Setting

The school originally opened in 1955 as South Reseda Junior High, and in 1956 the name was changed to Sequoia Junior High School. SOCES magnet school began operating on a portion of the school campus in 1980. Over a two-year period, between 1983 and 1985, the students attending Sequoia Junior High School were transitioned into other District schools, and the entire campus eventually operated as the SOCES magnet school. SOCES campus property was determined to be eligible for listing in the California Register of Historical Resources.²⁰ See Section V, *Cultural Resources*, of this Initial Study for further discussion.

2.4 EXISTING CONDITIONS

The 21.5-acre SOCES magnet school campus is a largely intact example of a 1950s California school complex; it has 2,100 students in grades 4 to 12. The school has one-story buildings, including classroom, gymnasium, auditorium, administration, library, and multipurpose buildings; a lunch shelter and other small buildings; and a central quad area with stage, all in the southern half of the property. The rear of the property (northern half) is improved with an athletic field, paved playground, and tennis courts. Figures 4a and 4b, *Site Photographs*, show some of the existing campus.

The school campus elevation is between 735 and 740 feet above mean sea level. The school and vicinity slope very gently to the north-northwest.²¹ The main entrance is on Erwin Street, which has a deep, 70-foot turf setback from the Erwin Street.

2.4.1 Existing Facilities

The layout of the school is known as “campus type,” where all buildings are one-story and open to outdoor hallways, and is a combination of both the cluster plan and finger plan types. All buildings on the campus were covered with stucco, except for the auditorium and gymnasium, which are constructed of steel and concrete. In the middle of the campus is a central common area in the form of a quarter circle (center circle and student quad). Many of the one-story classroom buildings radiate from this space to the southeast (finger plan). The buildings each have exterior covered walkways and are separated from each other by long narrow courtyards. Other buildings are clustered in the southwest quadrant of the campus (cluster plan). Table 1 and Figure 5, *Existing Campus*, show existing campus facilities.

²⁰ Sapphos Environmental, Inc. March 6, 2017. Historic Resource Evaluation Report for Sherman Oaks Center for Enriched Studies, 18605 Erwin Street, Tarzana, California 91355

²¹ Eco and Associates, Inc. July 21, 2016. Submittal of the Final Phase I Environmental Site Assessment Report and the Preliminary Endangerment Assessment (PEA) Workplan Letter Report for 18605 Erwin Street, Reseda, CA 91335; Assessor Parcel No: 2127-012-900.

2. Environmental Setting

Table 1 Existing Facilities

Bldg. No.	Building	Classrooms	Total Square Footage
1	Auditorium		15,365
2	Cafeteria		8,365
3	Student Store		962
4	Choral Music		3,150
5	Instrumental Music		2,156
6	Industrial Arts #1		6,908
7	Industrial Arts #2		6,046
8	Building A (Classroom)	4	4,973
9	Building B (Classroom)	4	5,416
10	Building C (Classroom)	3	3,258
11	Library Building		5,852
12	Counseling Building		4,874
13	Administration Building		3,228
14	Building D (Sanitary)		2,789
15	Building E (Arts & Crafts)	4	6,009
16	Building F (Classroom)	4	5,953
17	Building G (Homemaking)	3	4,860
18	Building H (Classroom)	3	2,507
19	Building J (Classroom)	3	4,764
20	Building K (Classroom)	4	6,615
21	Building L (Classroom)	4	5,515
22	Building M (Classroom)	3	3,008
23	Building N (Classroom)	3	3,979
24	Gymnasium Building		24,076
25	Lath House		1,344
26	Agriculture Building	1	1,504
27	Utility Building		2,195
28	Gardener's Tool Shed		104
29	Storage Unit		360
30	Relocatable Building Aa-2742 (Classrooms & Storage)	2	1,833
31	Relocatable Building Aa-1508 (Classrooms & Storage)	2	1,728
32	Transportation Building K112	0	1,988
33	Relocatable Building Aa-2198 (Classrooms)	2	1,792
34	Relocatable Building Aa-2197 (Classrooms)	2	1,792
35	Modular Building X3947 (Classrooms)	2	1,900
36	Modular Building X2220 (Computer Lab)	1	950
37	Modular Building X2207 (Classroom)	1	950
	Lunch Shelter / Food Services		3,567
	Outdoor Spaces		90,600
	Campus Total (does not include outdoor space)	55	162,635

Note: All numbers are based on LAUSD Sherman Oaks Center for Enriched Studied Comprehensive Modernization Project – Space Program. October 28, 2016.

2. Environmental Setting

2.4.2 Site Access and Circulation

The main entrance to the campus is along Erwin Street. Student drop-off and pick-up takes place along two streets: Erwin Street and Yolanda Avenue. The main drop-off and pick-up from vehicles is on the north side of Erwin Street. ‘No Stopping’ and ‘Passenger Loading’ signs limit the location and amount of time cars are allowed to park along the curb. Student drop-off and pick-up from buses only takes place along the off-street (on-campus) loading and unloading zone on Yolanda Avenue; this zone is parallel to the street on the school campus. No stopping or parking is allowed along Yolanda Avenue on school days. There is no parking or stopping along the south side of Victory Boulevard along the north school frontage.

2.4.3 Parking

The school has three on-campus parking lots: 72 spaces in Student and Staff Parking Lot #3 the northwest campus with access from Yolanda Street; 40 spaces in Staff Parking Lot #2 in the southeast corner of the school, with two access driveways from Erwin Street; and 12 spaces in Staff Parking Lot #1 on the south side of the school adjacent to Building H, with access from Erwin Street. Guest parking is available along the surrounding streets.

2.4.4 Operation

Traditional School. Sherman Oaks Center for Enriched Studies Magnet is a two-semester, single-track span school that serves 4th through 12th grades. Students attend classes from August through June. School hours are generally 8:00 AM to 3:20 PM.

School-Related Events. The school has after-school programs for the students, such as special-interest clubs, and extracurricular activities that end later than 3:20 PM. There are also occasional nighttime and weekend events during the school year. Some of these events are campus-wide, such as school plays and open houses, while others are grade specific, such as commencement.

Community Use. In compliance with the Civic Center Act, the campus is currently available for community use at selected times when not in use by LAUSD.²²

2.5 GENERAL PLAN AND EXISTING ZONING

The zoning designation for the school property is [Q]PF-1XL-RIO.²³ PF (Public Facilities) is the designation for the use and development of publicly owned land, including public elementary and secondary schools. [Q] means additional restrictions on building design, landscape buffer, signs, etc.; ‘1’ is Height District No. 1; and

²² CA Education Code Sections 38130–38139.

²³ City of Los Angeles, Department of City Planning. Parcel Profile Report for 18605 Erwin Street in Reseda (APN 2127-012-900). zimas.lacity.org, planning.lacity.org.

2. Environmental Setting

'XL' is Extra Limited Height District where no building or structure shall exceed two stories, nor shall the highest point of the roof of any building or structure exceed 30 feet in height.²⁴

'RIO' designates that the property is within the River Improvement Overlay District that was established for areas around the Los Angeles River.²⁵ The purpose of a River Improvement Overlay District is to:

- 1) Support the goals of the Los Angeles River Revitalization Master Plan;
- 2) Contribute to the environmental and ecological health of the City's watersheds;
- 3) Establish a positive interface between river adjacent property and river parks and/or greenways;
- 4) Promote pedestrian, bicycle and other multi-modal connection between the river and its surrounding neighborhoods;
- 5) Provide native habitat and support for local species;
- 6) Provide an aesthetically pleasing environment for pedestrians and bicyclists accessing the river area;
- 7) Provide safe, convenient access to and circulation along the river;
- 8) Promote the river identity of river adjacent communities; and
- 9) Support the Low Impact Development (LID) Ordinance, the City's Irrigation Guidelines, and the Standard Urban Stormwater Maintenance Program.

The General Plan Land Use designation is Public Facilities.²⁶ The school campus is also within the Reseda-West Van Nuys Community Plan Area and the Tarzana Neighborhood Council District.²⁷

²⁴ City of Los Angeles Municipal Code, Section 12.21.1. Height of Building or Structures. [http://library.amlegal.com/nxt/gateway.dll/California/lapz/municipalcodechapteriplanningandzoningco/chapterigeneralprovisionsandzoning/article2specificplanning-zoningcomprehen/sec12176m1limitedindustrialzone?f=templates\\$fn=default.htm\\$3.0\\$vid=amlegal:lapz_ca\\$anc](http://library.amlegal.com/nxt/gateway.dll/California/lapz/municipalcodechapteriplanningandzoningco/chapterigeneralprovisionsandzoning/article2specificplanning-zoningcomprehen/sec12176m1limitedindustrialzone?f=templates$fn=default.htm$3.0$vid=amlegal:lapz_ca$anc).

²⁵ Zoning Information (Z.I) No. 2358 River Improvement Overlay District. Ordinance Nos. 183144 and 183145. Effective August 20, 2014. Revised January 12, 2015. <http://zimas.lacity.org/documents/zoneinfo/ZI2358.pdf>.

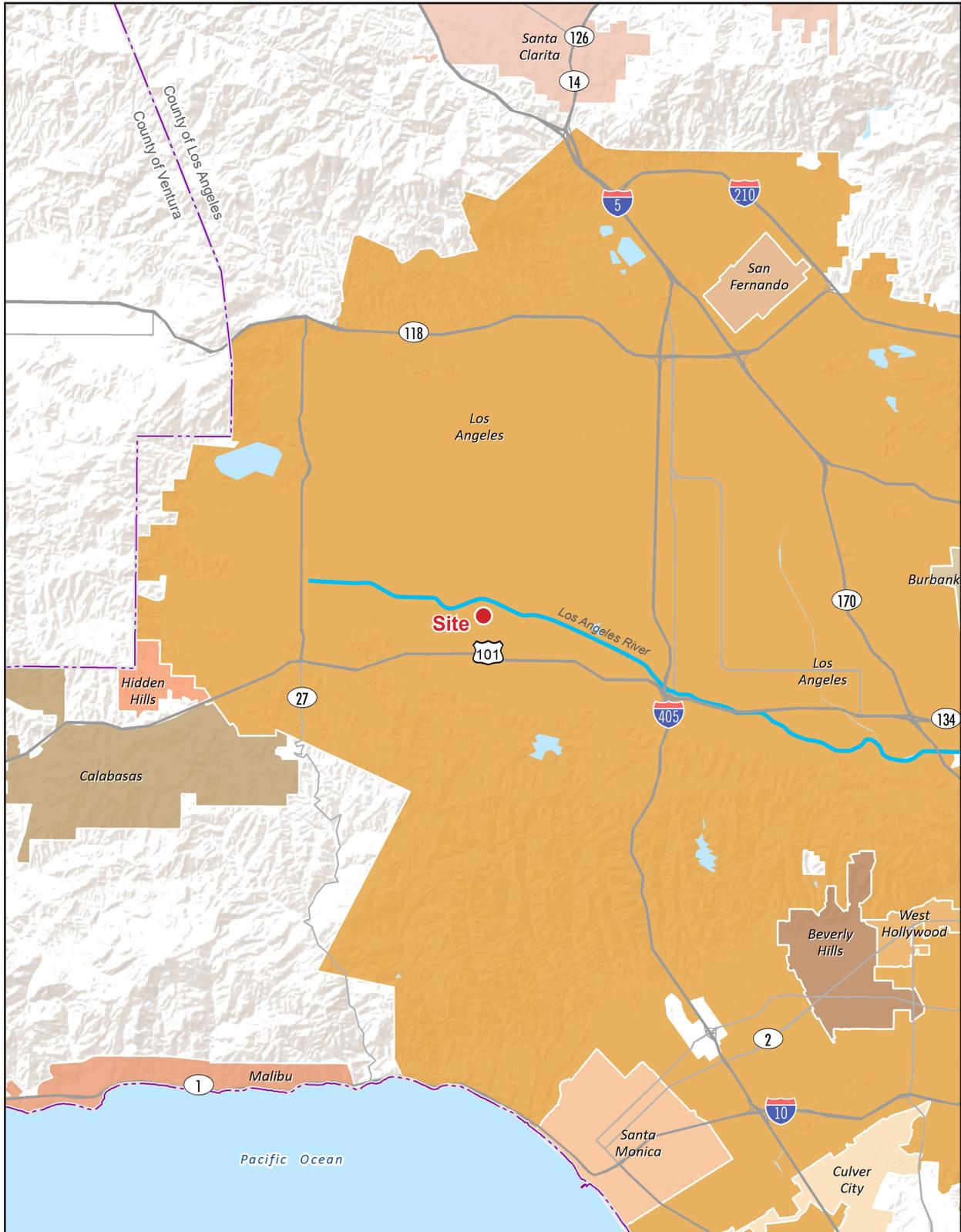
²⁶ Reseda-West Van Nuys Community Plan Area. <http://planning.lacity.org/complan/valley/respage.htm>

²⁷ City of Los Angeles, Department of City Planning. Parcel Profile Report for 18605 Erwin Street in Reseda (APN 2127-012-900). zimas.lacity.org | planning.lacity.org.

2. Environmental Setting

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Figure 1 - Regional Location
2. Environmental Setting



Note: Unincorporated county areas are shown in white.

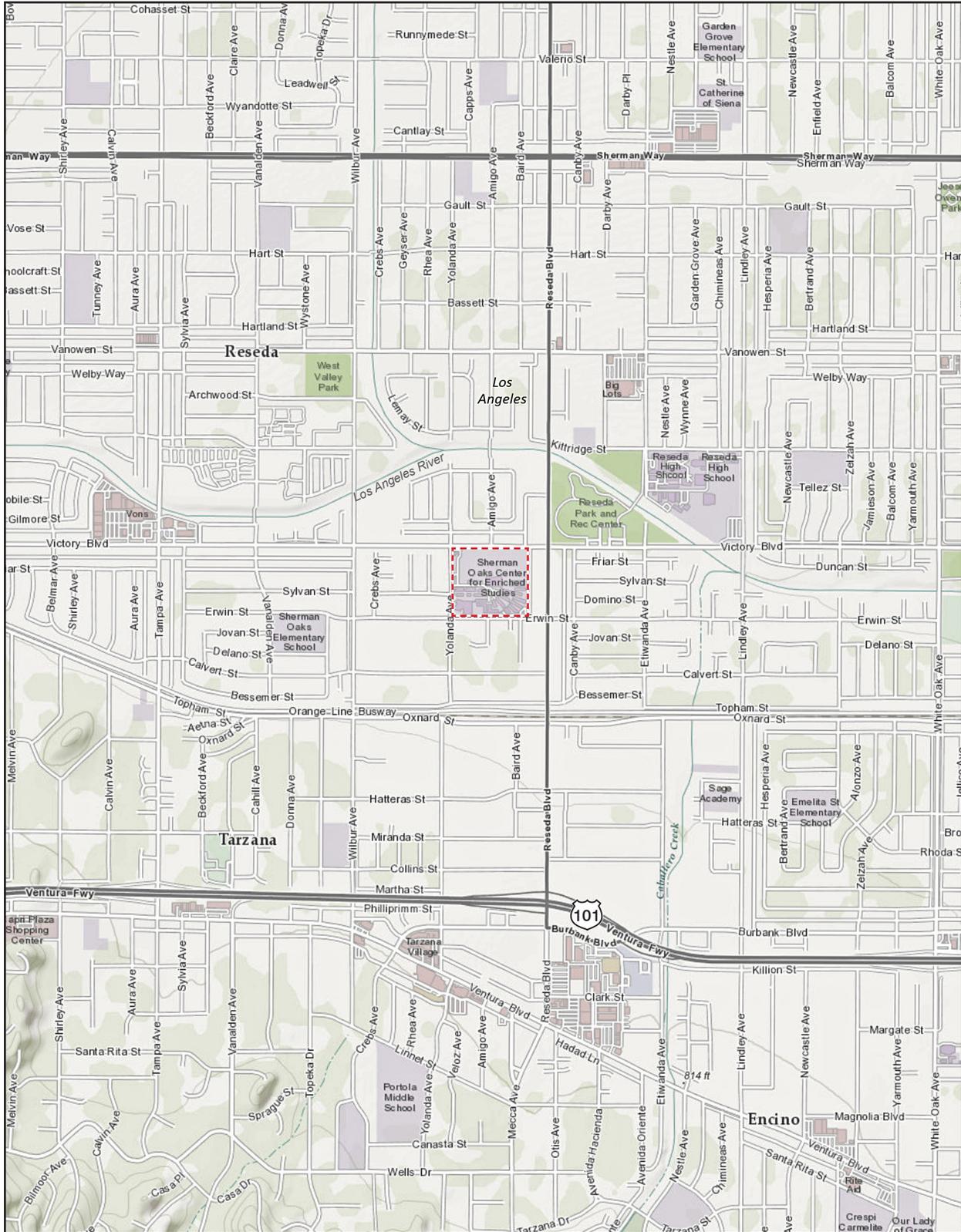


Base Map Source: ESRI, 2017

2. Environmental Setting

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Figure 2 - Local Vicinity
2. Environmental Setting



--- School Boundary

0 2,000
Scale (Feet)



Base Map Source: ESRI, 2017

2. Environmental Setting

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Figure 3 - Surrounding Land Use
2. Environmental Setting



— School Boundary

0 300
Scale (Feet)



Base Map Source: Google Earth Pro, 2017

2. Environmental Setting

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Figure 4a - Site Photographs
2. Environmental Setting



Photo 1. View looking Northeast toward front school entrance and main office.



Photo 2. View looking North toward courtyard between the Library and Administration Buildings.

2. Environmental Setting

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Figure 4b - Site Photographs
2. Environmental Setting



Photo 3. View looking East toward Central Courtyard and Classroom Buildings in Southeast Portion of Campus.



Photo 4. View looking Northeast toward Bauer Auditorium, Primary Elevation.

2. Environmental Setting

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Figure 5 - Existing Campus
2. Environmental Setting



- ① Auditorium Bldg
- ② Cafeteria Bldg
- ③ Student Store Bldg
- ④ Choral Music Bldg
- ⑤ Instrumental Music Bldg
- ⑥ Industrial Arts Bldg 1
- ⑦ Industrial Arts Bldg 2
- ⑧ Classroom Bldg A
- ⑨ Classroom Bldg B
- ⑩ Classroom Bldg C
- ⑪ Library Bldg
- ⑫ Counseling Bldg
- ⑬ Administrative Bldg
- ⑭ Sanitary Bldg D
- ⑮ Arts & Crafts Bldg
- ⑯ Classroom Bldg F
- ⑰ Homemaking Bldg G
- ⑱ Classroom Bldg H
- ⑲ Classroom Bldg J
- ⑳ Classroom Bldg K
- ㉑ Classroom Bldg L
- ㉒ Classroom Bldg M
- ㉓ Classroom Bldg N
- ㉔ Physical Education Bldg
- ㉕ Lath House
- ㉖ Agricultural Classroom Bldg
- ㉗ Utility Bldg
- ㉘ Gardeners Bldg
- ㉙ Storage Unit
- ㉚ Two/Three Unit Relocatable
- ㉛ Two/Three Unit Relocatable
- ㉜ Guidance Center Bldg
- ㉝ Two/Three Unit Relocatable
- ㉞ Two/Three Unit Relocatable
- ㉟ Double Unit Modular Bldg
- ㊱ Single Unit Modular
- ㊲ Single Unit Modular
- Building
- Portables

0 170
Scale (Feet)



2. Environmental Setting

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3. Project Description

3.1 PROPOSED PROJECT

The proposed Project encompasses most of the SOCES school campus and consists of the comprehensive modernization of its facilities. The 21.5-acre SOCES campus at 18605 Erwin Street is a 4th through 12th grade magnet school (see Figure 6, *Conceptual Site Plan*).

The proposed Project includes replacing the existing portable classrooms with a new two-story elementary school, creating two offset wings on the southern edge of the playground; rebuilding of the gymnasium complex in a new location on the northwest corner of the campus; replacement of aging classrooms on the west campus with a new two-story science and technology building and replacement of the lunch shelter.

3.1.1 Campus Improvements

Specifically, the proposed Project would include the following changes to the campus, as shown in Table 2 and Figure 7, *Campus Improvements*.

■ Demolition and Removal

- Gymnasium Building (Building #24)
- Lunch Shelter
- 12 classrooms in 7 relocatable buildings (#30, 31, 33–37)
- Instrumental Music Building (Building #5)
- Industrial Arts Building #2 (Building #7)
- Building B (Classroom) (Building #9)
- Building C (Classroom) (Building #10)

■ New Construction

- Classroom Building (grades 7–12)
- Elementary Classroom Building (grades 4–6)
- Gymnasium
- Lunch Shelter

■ Remodel

- Auditorium Building (Building #1). The building will be seismically retrofitted and modernized.
- Administration Building (Building #13). The central administration area will be reconfigured to create a secure entryway.
- Counseling Building (Building #12). The central administration area will be reconfigured to create a secure entryway.

3. Project Description

- Building D (Sanitary) (Building #14). ADA upgrades and new finishes
- Building K (Classroom) (Building #20). Minor reconfiguration – Removal of existing cabinetry
- Building L (Classroom) (Building #21). ADA upgrades and new finishes
- **Site Upgrades**
 - Site-wide infrastructure, including domestic water; irrigation; gas; sewer; fire, telephone, and data systems; electrical; storm drainage
 - Sitewide upgrades to comply with Americans with Disabilities Act (ADA)
 - Landscape, hardscape, and exterior paint

Table 2 Proposed Project (Demolition, Remodel, and Construction)

Bldg. No.	Building	Class-rooms	Demolition	Remodel	New Construction	Existing to Remain	Total
1	Auditorium			15,365			15,365
2	Cafeteria					8,365	8,365
3	Student Store					962	962
4	Choral Music					3,150	3,150
5	Instrumental Music		2,156				
6	Industrial Arts #1					6,908	6,908
7	Industrial Arts #2		6,046				
8	Building A (Classroom)	4				4,973	4,973
9	Building B (Classroom)	4	5,416				
10	Building C (Classroom)	3	3,258				
11	Library Building					5,852	5,852
12	Counseling Building			4,874			4,874
13	Administration Building			3,138	90		3,228
14	Building D (Sanitary)			700		2,089	2,789
15	Building E (Arts & Crafts)			0		6,009	6,009
16	Building F (Classroom)	4				5,953	5,953
17	Building G (Homemaking)	3				4,860	4,860
18	Building H (Classroom)	3				2,507	2,507
19	Building J (Classroom)	3				4,764	4,764
20	Building K (Classroom)	4		4,249		2,366	6,615
21	Building L (Classroom)	4		931		4,584	5,515
22	Building M (Classroom)	3				3,008	3,008
23	Building N (Classroom)	3				3,979	3,979
24	Gymnasium Building		24,076				
25	Lath House					1,344	1,344
26	Agriculture Building	1				1,504	1,504
27	Utility Building					2,195	2,195
28	Gardener's Tool Shed					104	104
29	Storage Unit					360	360
30	Relocatable Building Aa-2742 (Classrooms & Storage)	2	1,833				
31	Relocatable Building Aa-1508 (Classrooms & Storage)	2	1,728				
32	Transportation Building K112	0				1,988	1,988

3. Project Description

Table 2 Proposed Project (Demolition, Remodel, and Construction)

Bldg. No.	Building	Classrooms	Demolition	Remodel	New Construction	Existing to Remain	Total
33	Relocatable Building Aa-2198 (Classrooms)	2	1,792				
34	Relocatable Building Aa-2197 (Classrooms)	2	1,792				
35	Modular Building X3947 (Classrooms)	2	1,900				
36	Modular Building X2220 (Computer Lab)	1	950				
37	Modular Building X2207 (Classroom)	1	950				
	Lunch Shelter / Food Services		3,567				
	Two 2-Story Classroom Buildings (grades 7–12)	15			40,503		40,503
	2-Story Elementary Classroom Building (grades 4–6)	13			19,903		19,903
	Gymnasium				40,573		40,573
	Lunch Shelter / Food Services				3,567		3,567
	Outdoor Spaces			90,600			90,600
	Campus Total* (does not include outdoor space)	62**	50,105 (23 classrooms)	30,181 (4 classrooms)	104,545 (28 classrooms)	76,936 (35 classrooms)	211,663

Note: All numbers are in square feet (except classrooms). All new square footages are approximate and subject to change during final site and architectural planning and design phases. These square footage changes would not significantly change the environmental analysis or findings in this Initial Study.

* Square footage totals may not add up exactly due to rounding and the way usable space is calculated. All numbers are based on LAUSD Sherman Oaks Center for Enriched Studied Comprehensive Modernization Project – Space Program. October 28, 2016.

** Although the project would increase classrooms by 7, it would not change the existing 2,100-seat capacity of the school.

The architectural style of the new buildings would have elements of “Mid-century Modern style” that would be compatible with yet differentiated from the original architecture of the campus (see Figure 8, *Conceptual Illustration – Aerial View*; Figure 9, *Conceptual Illustration – Central Plaza*; Figure 10, *Conceptual Illustration – Elementary Building*). These illustrations show scale and mass; they do not have the architectural details that would be included in the design of the buildings to create a cohesive campus and to complement the existing architecture. Security lighting would be provided using lighting fixtures that are designed to reduce glare, light trespass, and sky glow. Utilities located at ground level and on the roof would be screened with landscaping, fencing, and/or walls, as appropriate and depending on location. Parking Lot 3 would receive an asphalt overlay and be restriped.

The proposed Project would not change the current capacity of the school or affect student enrollment. No changes to traditional school operations, school-related events, or community use would occur as the result of this Project. At project completion, campus access and traffic circulation, drop-off and pick-up locations would remain the same as the existing campus.

3. Project Description

3.2 CONSTRUCTION PHASE

Excavation and Off-Site Disposal

During construction of the new facilities, the District proposes to remove approximately 1,192 cubic yards of soil with elevated concentrations of arsenic and/or lead from the campus and dispose of it off-site in accordance with the conditions that are presented in the Removal Action Workplan (RAW). Soil containing the chemicals of concern (COCs) at levels that exceed the District's thresholds would be removed from areas located throughout the construction area.

The excavation would be performed using heavy equipment consisting of, but not limited to, an excavator, backhoe, loader, dump truck, and wastewater holding tanks. Excavation operations may generate fugitive dust emissions. Suppressant foam, water spray, and other forms of vapor and dust control may be required during excavation, and workers may be required to use personal protective equipment to reduce exposure to the COCs.

The depth of excavations may be limited due to physical constraints on the site. Confirmation soil sampling and analysis would be conducted to verify soil impact concentrations at the excavation bottom and sidewalls.

Excavated soil would be either directly-loaded into waiting dump trucks or temporarily stockpiled within an on-site "holding area" using a rubber-tire backhoe or similar equipment (such as wheel loader). Any temporary soil stockpiles would be properly secured and protected until ready for loading for off-site transportation and disposal to an appropriate facility.

Clean, imported soil and/or other fill material would be brought to the site to backfill areas where impacted soil was removed. Imported soil and/or other fill material would be accompanied by certificates, analytical data, and/or other supporting documents that indicate the import material is in conformance with cleanup criteria. Construction contractors are required to comply with LAUSD standard specifications for proper packaging, transportation, and disposal of any discovered hazardous materials before building construction starts. Specifically, construction contractors are required to comply with worker training, health and safety, hazardous material containment, and off-site transport and disposal of contaminated soil as detailed in the plans and procedures included in the Removal Action Workplan.

Construction Schedule

Pre-construction and design activities began in the fourth quarter of 2015 (Q4-2015) and are anticipated to be completed in Q2-2018 (including DSA review). Construction activities are anticipated to begin in Q3-2018 and completed in Q2-2022. Any soil that is imported or exported must be chemically tested in accordance with specific written procedures as outlined in LAUSD Specifications, Section 01 4524, *Environmental Import/Export Materials Testing*.²⁸ This section specifies the requirements for the sampling, testing, transportation, and certification of imported fill materials or exported fill materials from school sites. Onsite

²⁸ LAUSD Asset Management, Guide Specifications: Division 01 General Requirements, Section 01 4524, Environmental Import/Export Materials Testing, October 1, 2011.

3. Project Description

concrete and asphalt crushing would not occur on campus. Non-hazardous debris and soil would be exported to appropriate facilities.

The entire demolition, construction, and modernization activities are expected to take approximately 36 months (two 18-month sequential phases). Because of active school operation, less than five acres (contiguous) in each location on campus would be disturbed at any one time. Anticipated construction schedule and equipment are shown in Table 3.

Table 3 Construction Schedule and Equipment

Phase 1 & 2	Schedule*	Equipment	Maximum Number per Day
Demolition; Interim Student Housing; Modernization** (i.e., Building Interiors)	2 months	Excavators w/breaker	1
		Loader	1
		Bobcat/Skip	1
		Crushing Equipment	1
		Water Truck	1
		Building Debris haul trips; average 10 CY end-dump trucks	10
		Asphalt/Concrete Debris haul trips; average 10 CY end-dump trucks	10
		Jack Hammers/Air Compressor	2
Site Preparation & Modernization**	2 months	Excavator	1
		Compactor	1
		Loader	1
		Skip Loader	1
		Water Truck	1
		Soil haul trips (soil export); average 14 CY bottom dump trucks	35
		Vibratory Rollers (for 95% soil compaction)	2
		Trencher / Excavator	1
Building Construction & Modernization**	12 Months	Concrete Trucks	5
		Concrete Pump	1
		Crane	1
		Dump Trucks	2
		Fork Lifts/Gradalls	4
		Delivery Trucks	12
		Backhoes	2
		Air Compressor	1
Asphalt Paving; Off-Campus Street Work	2 months	Skip Loaders	2
		Roller	1
		Paver	1
		Asphalt Trucks	8
		Water Truck	1

* Approximate dates provide the most conservative schedule. These dates are subject to change at LAUSD's discretion or as a result of unforeseen circumstances.

** Interior upgrades would be completed over summer recess and when students are not on campus.

3. Project Description

3.2.1 Construction Phasing

To complete the campus-wide modernization while school is in session, the process must be broken into several phases, as summarized in Table 4 and Figure 11, *Construction Phasing*.

Table 4 Project Phasing

	Description
STAGE 1	<ul style="list-style-type: none"> • Create construction staging area with exclusive driveway on north side of campus • Demolish and remove 6 tennis courts and playcourts • Install utilities for portables • Relocate 6 existing portables for administration offices to northwest campus quadrant • Install 33 new classroom portables on existing east playcourts • Establish temporary main entrance driveway; close existing driveway • Renovate existing administration building • Construct new gymnasium
STAGE 2	<ul style="list-style-type: none"> • Occupy renovated administration building • Remove 6 portables used for temporary administration offices • Move classes from buildings # 14 through 22, & 37 to portables on east playcourts • Construct new fire access road • Renovate existing southeast quad classroom buildings; replace utilities & infrastructure • Resurface and restripe staff parking lot #1 and #2 in southeast quad
STAGE 3A	<ul style="list-style-type: none"> • Occupy renovated southeast quad classroom buildings • Remove 10 portables from east playcourts • Move 3 portables from northwest quad to east playcourts • Move classes from buildings #7, 10, 5, & 9 to portables on east playcourts • Demolish classroom buildings #7, 10, 5, & 9 • Demolish gymnasium building • Demolish lunch shelter • Renovate auditorium building
STAGE 3B	<ul style="list-style-type: none"> • Install 5 fire access gates along perimeter of campus • Construct new lunch shelter • Construct new art and science technology classroom buildings (2)
STAGE 4A	<ul style="list-style-type: none"> • Occupy new art and science technology classroom buildings (2) • Remove 6 portables from east playcourts • Move elementary classroom to remaining portables on east playcourts • Remove existing 4 elementary school portables and 2 modular buildings • Construct new elementary building
STAGE 4B	<ul style="list-style-type: none"> • Occupy new elementary building • Remove remaining portables from east playcourts • Resurface and stripe east playcourts • Construct field restroom building in northeast quad • Restore turf playfield • Remove construction staging area, and resurface and stripe west playcourts

Note: Interior upgrades would be completed over summer recess and when students are not on campus.

Figure 6 - Conceptual Site Plan
3. Project Description



- ① Entrance Promenade
- ② Processional Entry
- ③ Campus Walk
- ④ Integral Colored Concrete with Acid-Etch Finish
- ⑤ Permeable Pavers
- ⑥ Asphaltic Concrete Pavement
- ⑦ Existing Covered Walkway
- ⑧ Proposed Cloth Shade Structure
- ⑨ Breakout Space/Outdoor Learning Area
- ⑩ Outdoor Seating
- ⑪ Proposed Metal Shade Canopy
- ⑫ Educational Kiosk
- ⑬ Public Entry Art
- ⑭ Elementary Play Structure
- ⑮ Painted Games
- ⑯ Painted Sports Courts
- ⑰ Existing Tree
- ⑱ Proposed Shade Tree
- ⑲ Proposed Ornamental Tree
- ⑳ Tree Bosque
- ㉑ Turf
- ㉒ Bioswale Garden
- ㉓ Fragrance Garden
- ㉔ Edible Garden
- ㉕ Pollinator Garden
- ㉖ Culinary Garden
- ㉗ IPM/Habitat Garden
- ㉘ Native Plant Garden
- ㉙ Oak Woodland Garden
- ㉚ Science/Industrial Arts Outdoor Social Space

3. Project Description

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Figure 7 - Campus Improvements
 3. Project Description

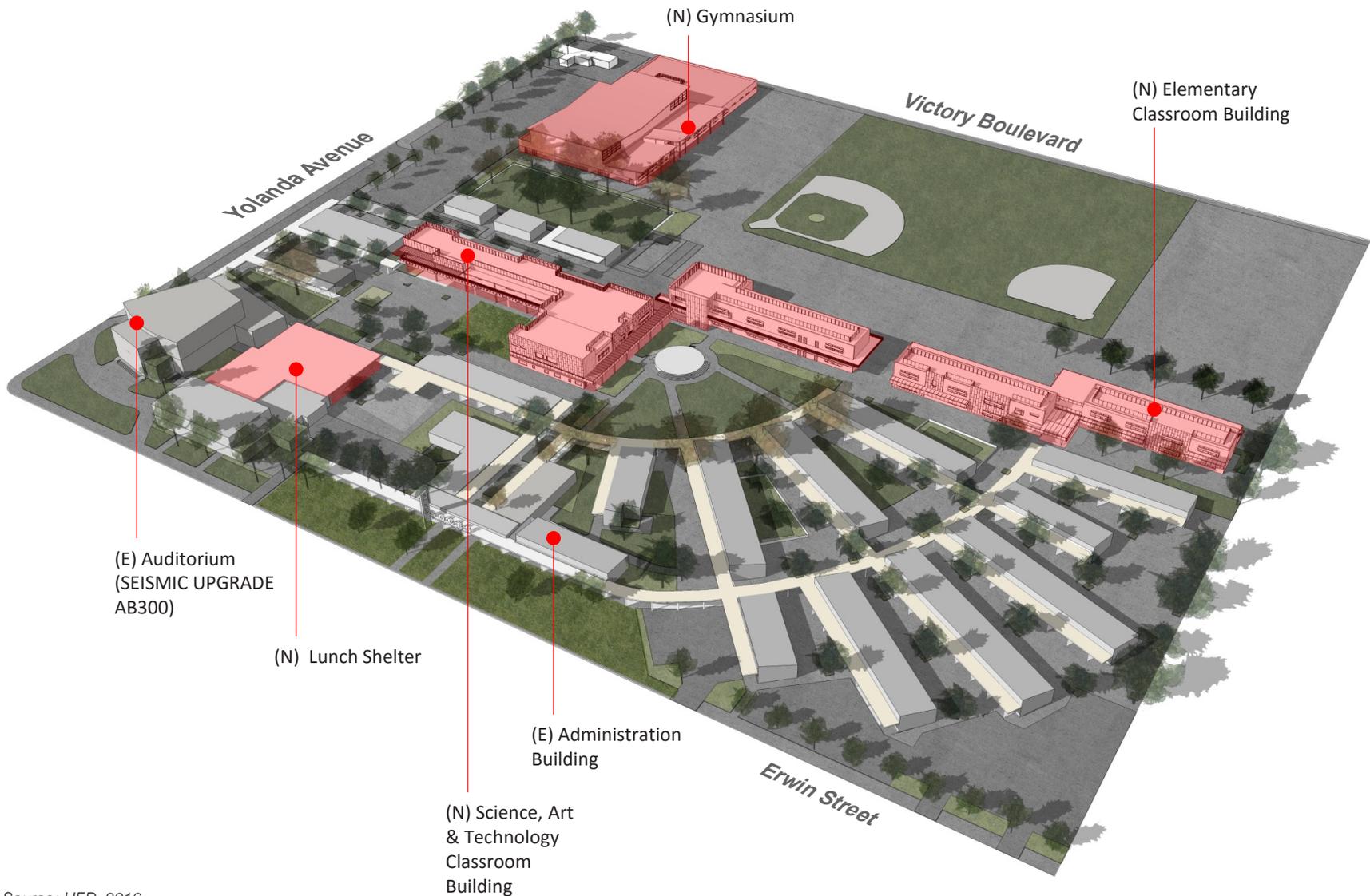


Base Map Source: HED, 2016

3. Project Description

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Figure 8 - Conceptual Illustration - Aerial View
3. Project Description



3. Project Description

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Figure 9 - Conceptual Illustration - Central Plaza
3. Project Description



3. Project Description

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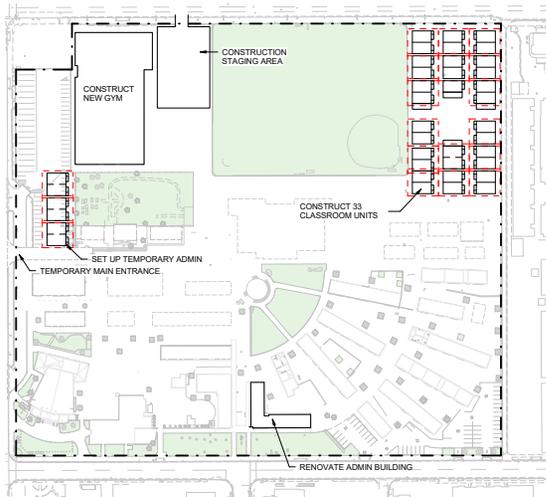
Figure 10 - Conceptual Illustration - Elementary Building
3. Project Description



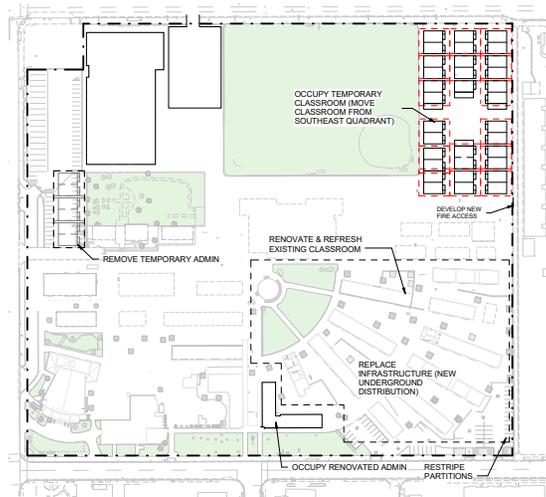
3. Project Description

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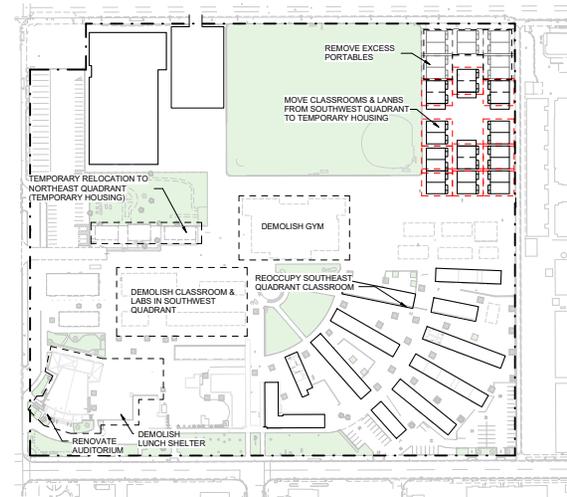
Figure 11 - Construction Phasing
3. Project Description



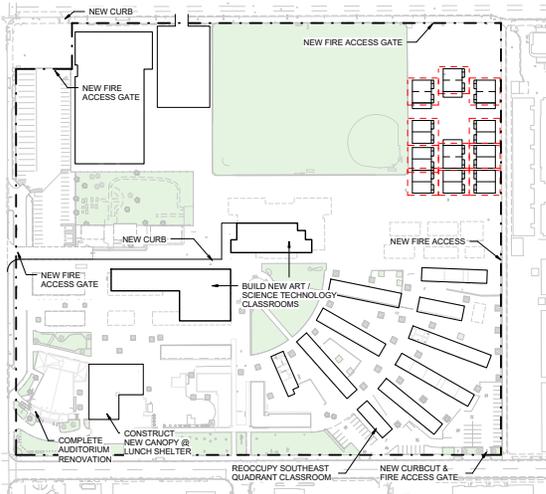
Phasing Stage 1



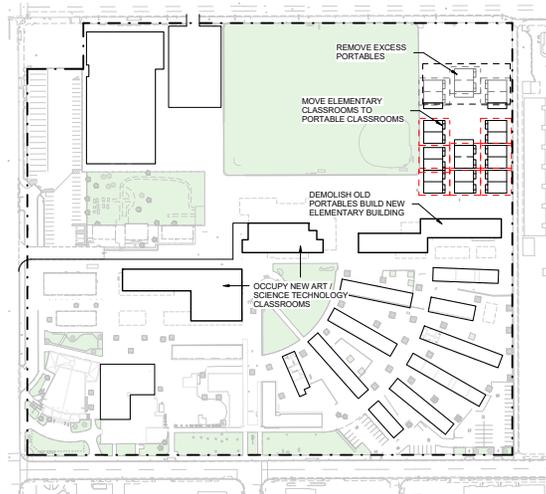
Phasing Stage 2



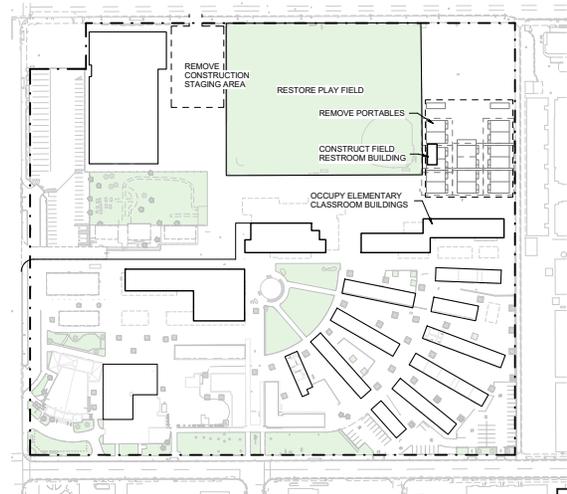
Phasing Stage 3A



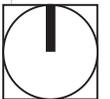
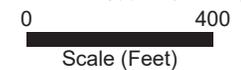
Phasing Stage 3B



Phasing Stage 4A



Phasing Stage 4B



3. Project Description

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4. Environmental Checklist and Analysis

Los Angeles Unified School District

Office of Environmental Health and Safety

CALIFORNIA ENVIRONMENTAL QUALITY ACT INITIAL STUDY CHECKLIST

LEAD AGENCY Los Angeles Unified School District, 333 S. Beaudry Avenue, Los Angeles, CA 90017		DATE September 2017
LEAD AGENCY CONTACT Linda Wilde, CEQA Project Manager/Contract Professional LAUSD, Office of Environmental Health and Safety	PHONE NUMBER (213) 241-4821	
SCHOOL SITE Sherman Oaks Center for Enriched Studies (SOCES)	SCHOOL SITE ADDRESS 18605 Erwin Street, Community of Reseda, City of Los Angeles, CA 91335	
PROJECT TITLE SOCES Comprehensive Modernization	LAUSD LOCAL DISTRICT Northwest	LAUSD COLIN ID 10366802

PROJECT DESCRIPTION

The proposed Project encompasses most of the Sherman Oaks Center for Enriched Studies (SOCES) school campus and consists of the comprehensive modernization of the school, including demolition, construction, and renovation activities. The Project includes demolition of the gymnasium, lunch shelter, and four classroom buildings; removal of 12 classrooms in relocatable buildings; construction of two classroom buildings, gymnasium, and lunch shelter; remodel and modernization of auditorium, administration and counseling buildings, and buildings D (Sanitary), K (Classroom), L (Classroom), and N (Classroom). Other improvements include upgrades to campuswide infrastructure, including domestic water; irrigation; gas; sewer; fire, telephone, and data systems; electrical; storm drainage; Americans with Disabilities Act (ADA) compliance; landscape, hardscape, and exterior paint..

ENVIRONMENTAL SETTING

The 21.5-acre SOCES magnet school campus is a largely intact example of a 1950s California school complex; it has 2,100 students in grades 4 to 12. The layout of the school is known as “campus type,” where

4. Environmental Checklist and Analysis

all buildings are one story and open to outdoor hallways. The auditorium, library, and classroom buildings in the southwest campus are classified as cluster-plan, and the administration and classroom buildings in the southeast campus are finger-plan radiating from the center circle quad area. The rear of the property (northern half) has an athletic field, paved playground, and tennis courts.

PROJECT LOCATION

The 21.5-acre SOCES campus is located at 18605 Erwin Street in the Community of Reseda, City of Los Angeles, CA 91335, (Assessor Parcel Number [APN] 2127-012-900) in the west San Fernando Valley. The school is on the southeast corner of Victory Boulevard and Yolanda Avenue.

EXISTING ZONING	EXISTING LAND USE DESIGNATION	<input type="checkbox"/> REQUIRES STATE FUNDING
[Q]PF-1XL-RIO (Public Facilities) ²⁹	Public Facilities ³⁰	

SURROUNDING LAND USES

The SOCES campus is in an urbanized area surrounded by residential and commercial uses. The school is bordered on the north by Victory Boulevard and single-family residential. Multi-family residential (apartments) and a small strip commercial center are located at the northwest corner of Victory Boulevard and Reseda Boulevard. To the south is Erwin Street and single- and multi-family residential (apartments). To the east is an alleyway and multi-family residential (apartments), a nursery school, and a McDonald's fast-food restaurant. Reseda Boulevard, apartments, and a small used-car dealership are further east. To the west is Yolanda Avenue and single-family residential.

OTHER PUBLIC AGENCY APPROVALS

Reviewing Agencies

- City of Los Angeles, Public Works Department. Permit for curb, gutter, and other offsite improvements
- City of Los Angeles, Fire Department. Approval of plans for emergency access and emergency evacuation. DSA approval of the fire/life safety portion of a project requires local fire authority (LFA) review of: elevator/stair access for emergency rescue and patient transport; access roads, fire lane markings, pavers, and gate entrances; fire hydrant location and distribution; and fire flow (location of post indicator valve, fire department connection, and detector check valve assembly)..
- City of Los Angeles, Department of Transportation. Approval of haul route
- California Department of General Services, Division of State Architect (DSA). Plan review and construction oversight, including structural safety, fire and life safety, and access compliance.
- California Department of Education, School Facilities Planning Division (CDE). If LAUSD is requesting modernization funds from the State Allocation Board (SAB) they must have the plans

²⁹ City of Los Angeles. January 18, 2017. ZIMAS [Zone Info and Map Access System]. <http://zimas.lacity.org/>.

³⁰ City of Los Angeles. January 18, 2017. ZIMAS [Zone Info and Map Access System]. <http://zimas.lacity.org/>.

4. Environmental Checklist and Analysis

reviewed and approved by the CDE (Education Code Section 17070.50) prior to submitting a funding request. Approval of design for educational appropriateness

- California Office of Historic Preservation (OHP). Review of historic building preservation and renovation plans.
- State Water Resources Control Board (SWRCB). Review of Notice of Intent (NOI) to obtain permit coverage; issuance of general permit for discharges of stormwater associated with construction activity; review of Storm Water Pollution Prevention Plan (SWPPP)
- Los Angeles Regional Water Quality Control Board (LARWQCB). Issue National Pollution Discharge Elimination System (NPDES) permit; Clean Water Act Section 401 Water Quality Certification
- South Coast Air Quality Management District. Review and file submittals for Rule 403, Fugitive Dust; Rule 1403, Asbestos Emissions from Demolition/Renovation Activities; Rule 203, Permit to Operate (boilers and generators); Rule 1166, Volatile Organic Compound Emissions from Decontamination of Soil; Rule 1466-Control of Toxic Air Contaminant Emissions from Soil.

Have California Native American tribes traditionally and culturally affiliated with the project area requested consultation pursuant to Public Resources Code Section 21080.3.1? No Native American tribes have requested notification or consultation through the PRC Section 21080.3.1 process.

Note: Conducting consultation early in the CEQA process allows tribal governments, lead agencies, and project proponents to discuss the level of environmental review, identify and address potential adverse impacts to tribal cultural resources, and reduce the potential for delay and conflict in the environmental review process (see PRC Section 21083.3.2). Information may also be available from the California Native American Heritage Commission's Sacred Lands File per PRC Section 5097.94 and the California Historical Resources Information System administered by the California Office of Historic Preservation. Please also note that PRC Section 21082.3(c) contains provisions specific to confidentiality.³¹

³¹ Final Text for tribal cultural resources update to Appendix G: Environmental Checklist Form. 2016, September 29. The AB 52 regulations adopted by the California Natural Resources Agency were approved by the Office of Administrative Law, and will appear in the California Code of Regulations. Copies of the rulemaking materials can be found at: <http://resources.ca.gov/ccqa/>.

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ENVIRONMENTAL FACTORS POTENTIALLY AFFECTED

The environmental factors checked below would be potentially affected by this Project, involving at least one impact that is a "Potentially Significant Impact" as indicated by the checklist on the following pages.

- | | | |
|---|--|---|
| <input type="checkbox"/> Aesthetics | <input type="checkbox"/> Hazards & Hazardous Materials | <input type="checkbox"/> Public Services |
| <input type="checkbox"/> Agriculture & Forestry Resources | <input type="checkbox"/> Hydrology & Water Quality | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Air Quality | <input type="checkbox"/> Land Use & Planning | <input type="checkbox"/> Transportation & Traffic |
| <input type="checkbox"/> Biological Resources | <input type="checkbox"/> Mineral Resources | <input type="checkbox"/> Tribal Cultural Resources |
| <input checked="" type="checkbox"/> Cultural Resources | <input type="checkbox"/> Noise | <input type="checkbox"/> Utilities & Service Systems |
| <input type="checkbox"/> Geology & Soils | <input type="checkbox"/> Pedestrian Safety | <input type="checkbox"/> Mandatory Findings of Significance |
| <input type="checkbox"/> Greenhouse Gas Emissions | <input type="checkbox"/> Population & Housing | |

DETERMINATION

On the basis of this initial evaluation:

- I find that the proposed Project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
-
- I find that although the proposed Project could have a significant effect on the environment, there will not be a significant effect in this case because revisions on the project have been made by or agreed to by the project proponent. A MITIGATED NEGATIVE DECLARATION will be prepared.
-
- I find the proposed Project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.
-
- I find the proposed Project MAY have a "potentially significant impact" or "potentially significant unless mitigated" impact on the environment, but at least one effect 1) has been adequately analyzed in an earlier document pursuant to applicable legal standards, and 2) has been addressed by mitigation measures based on earlier analysis as described on attached sheets. An ENVIRONMENTAL IMPACT REPORT is required, but it must analyze only the effects that remain to be addressed.
-
- I find that although the proposed Project could have a significant effect on the environment, because all potentially significant effects (a) have been analyzed adequately in an earlier EIR or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier EIR or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the proposed Project, nothing further is required.
-



SIGNATURE

10/30/2017

DATE

Robert Laughton

PRINTED NAME

Director, OEHS

TITLE

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EVALUATION OF ENVIRONMENTAL IMPACTS:

- 1) A brief explanation is required for all answers except "No Impact" answers that are adequately supported by the information sources a lead agency cites in the parentheses following each question. A "No Impact" answer is adequately supported if the referenced information sources show that the impact simply does not apply to projects like the one involved (e.g., the project falls outside a fault rupture zone). A "No Impact" answer should be explained where it is based on project-specific factors as well as general standards (e.g., the project will not expose sensitive receptors to pollutants based on a project-specific screening analysis).
- 2) All answers must take account of the whole action involved, including off-site as well as on-site, cumulative as well as project-level, indirect as well as direct, and construction as well as operational impacts.
- 3) Once the lead agency has determined that a particular physical impact may occur, then the checklist answers must indicate whether the impact is potentially significant, less than significant with mitigation incorporated, or less than significant. "Potentially Significant Impact" is appropriate if there is substantial evidence that an effect may be significant. If there are one or more "Potentially Significant Impact" entries when the determination is made, an EIR is required.
- 4) "Less Than Significant with Mitigation Incorporated" applies where the incorporation of a mitigation measure has reduced an effect from "Potentially Significant Impact" to "Less Than Significant Impact." The lead agency must describe the mitigation measures, and briefly explain how they reduce the effect to a less than significant level (mitigation measures from "Earlier Analysis," as described in (5) below may be cross referenced).
- 5) Earlier analysis must be used where, pursuant to the tiering, program EIR, or other CEQA process, an effect has been adequately analyzed in an earlier EIR or negative declaration (CEQA Guidelines Section 15063 [c][3][D]). In this case, a brief discussion should identify the following:
 - a) Earlier Analysis Used. Identify and state where they are available for review.
 - b) Impacts Adequately Addressed. Identify which effects from the above checklist were within the scope of and adequately analyzed in an earlier document pursuant to applicable legal standards, and state whether such effects were addressed by mitigation measures based on the earlier analysis.
 - c) Mitigation Measures. For effects that are "Less Than Significant with Mitigation Measures Incorporated," describe the mitigation measures that were incorporated or refined from the earlier document and the extent to which they address site-specific conditions for the project.
- 6) Lead agencies are encouraged to incorporate into the checklist references to information sources for potential impacts (e.g., general plans, zoning ordinances). Reference to a previously prepared or outside document should, where appropriate, include a reference to the page or pages where the statement is substantiated.
- 7) Supporting Information Sources: A sources list should be attached, and other sources used or individuals contacted should be cited in the discussion.
- 8) The explanation of each issue should identify:
- 9) The significance criteria or threshold, if any, used to evaluate each question, and
- 10) The mitigation measure identified, if any, to reduce the impact to less than significance.

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ENVIRONMENTAL IMPACTS

	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
I. AESTHETICS. Would the project:				
a. Have a substantial adverse effect on a scenic vista?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings, within a state scenic highway?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Substantially degrade the existing visual character or quality of the site and its surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Explanation:

The following LAUSD Standard Conditions of Approval apply to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-AE-1	School Design Guide ^b This document requires the consideration of architectural appearance and consistency and other aesthetic factors during the preliminary design review for a proposed school upgrade project. Architectural quality must consider compatibility with the surrounding community.

Notes: Text in *italics* shows specific requirements identified in the criteria or condition.

^a CALGreen. https://www.documents.dgs.ca.gov/bsc/calgreen/mastercalgreenon-resguide2010_2012suppl-3rded_1-12.pdf

^b LAUSD School Design Guide is updated annually. <http://www.laschools.org/new-site/asset-management/school-design-guide>.

a) Have a substantial adverse effect on a scenic vista?

No Impact. Vistas provide visual access or panoramic views to a large geographic area. The field of view from a vista location can be wide and extend into the distance.³² Panoramic views are usually associated with vantage points looking out over a section of urban or natural areas that provide a geographic orientation not commonly available. Examples of panoramic views might include an urban skyline, valley, mountain range, the ocean, or other water bodies.³³ The school campus and surrounding area are flat and developed with urban land uses, including one-story single-family and two-story multi-family residential buildings. The school campus has 37 one-story buildings, surface parking, play fields, hardcourts, garden area, student gathering areas, and ornamental trees and landscaping. Although the Project would include two-story buildings, there

³² City of Los Angeles, LA CEQA Thresholds Guide, Chapter A, 2006.

<http://www.environmentla.org/programs/Thresholds/Complete%20Threshold%20Guide%202006.pdf>

³³ City of Los Angeles, LA CEQA Thresholds Guide, Chapter A, 2006.

<http://www.environmentla.org/programs/Thresholds/Complete%20Threshold%20Guide%202006.pdf>

4. Environmental Checklist and Analysis

are no protected or designated scenic vistas or views, and Project development would not obscure any views. Therefore, no impact to scenic vistas would occur.

b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?

No Impact. The only officially designated state scenic highway in Los Angeles County is State Route 2 (SR-2) (Angeles Crest Highway) about 20 miles to the northeast of the school.³⁴ The proposed structures associated with the Project would not be visible from any designated scenic highway. Project development would not result in impacts to scenic resources within a designated state scenic highway. No impact would occur.

c) Substantially degrade the existing visual character or quality of the site and its surroundings?

Less than Significant. The school campus is located in an urbanized area and surrounded by residential and commercial uses. The Project includes demolition of one-story buildings, removal of portable buildings, and construction of two-story buildings, along with other improvements. Views of the school from the surrounding neighborhoods would not significantly change because most of the new buildings are near the center of the campus. However, construction of the new gymnasium on the north side of the property would change the visual character of this section of the school from an asphalt play yard to a one-story building; a higher roof on the south half of the building, away from residents, would accommodate the gymnasium. Because the new building is compatible with the school use and the height and density of the residential use to the north, and the architecture would be complementary to the other campus buildings, this Project component would not substantially degrade the existing visual character or quality of the site and its surroundings.

The three other 2-story buildings would be on the interior of the campus and not fully visible from the surrounding community. Additionally, and as outlined in SC-AE-1, the new buildings will be designed with consideration for architectural appearance and consistency with the other buildings on campus.

The Los Angeles River is located approximately 0.25 mile to the north. The on-campus improvements would not have any effect on the River Improvement Overlay District or the Los Angeles River Revitalization Master Plan. All Project-related construction would take place on campus and would not be seen from the Los Angeles River. Impacts to the visual character and quality of the school campus and surrounding uses would be less than significant.

d) Create a new source of substantial light or glare, which would adversely affect day or nighttime views in the area?

Less than Significant. The two major causes of light pollution are glare and spill light. Spill light is caused by misdirected light that illuminates areas outside the area intended to be lit. Glare occurs when a bright object is against a dark background, such as oncoming vehicle headlights or an unshielded light bulb.

³⁴ California Department of Transportation (Caltrans). Updated September 7, 2011. California Scenic Highway Mapping System. http://www.dot.ca.gov/hq/LandArch/16_livability/scenic_highways/index.htm.

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The school campus is in an urban setting and is fully developed. The existing school generates nighttime light from security, parking lot, and building lights (interior and exterior). Surrounding land uses also generate considerable light from street lights, vehicle lights, parking lot lights, and building lights.

The proposed Project would not significantly increase nighttime lighting on the campus. The gymnasium building would be on the north edge, and the elementary classroom building would be along the east side of the campus. The side of both buildings would face the street and would only have low level security lighting that would not impact adjacent streets or residents. The other new buildings would be on the interior of the campus. The proposed Project would not include any high-intensity lighting such as is used for athletic fields. Any new security and/or path lights would be directional and would not spill light outside the school campus.

Consistent with CHPS SS 12.0, lighting for the proposed Project would not introduce lights at substantially greater intensities than existing lights on and near the school, and the Project would have no impact on nighttime views. Light and glare impacts would be less than significant.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
II. AGRICULTURE AND FORESTRY RESOURCES. In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Department of Conservation as an optional model to use in assessing impacts on agriculture and farmland. In determining whether impacts to forest resources, including timberland, are significant environmental effects, lead agencies may refer to information compiled by the California Department of Forestry and Fire Protection regarding the state's inventory of forest land, including the Forest and Range Assessment Project and the Forest Legacy Assessment project; and forest carbon measurement methodology provided in Forest Protocols adopted by the California Air Resources Board. Would the project:				
a. Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Conflict with existing zoning for agricultural use, or a Williamson Act Contract?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code Section 12220[g]), timberland (as defined by Public Resources Code Section 4526) or timberland zoned Timberland Production (as defined by Government Code Section 51104[g])?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Result in the loss of forest land or conversion of forest land to non-forest use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland to non-agricultural use or conversion of forest land to non-forest use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

- a) **Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?**

No Impact. The proposed Project would not convert farmland to non-agricultural uses. There is no agricultural or farm use on, or in the vicinity of, the school campus; therefore, no Project-related farmland conversion impact would occur. The school campus is fully developed and is not mapped as important farmland on the California Important Farmland Finder.^{35,36} No impact would occur.

³⁵ Division of Land Resource Protection (DLRP). 2016, January 27. California Important Farmland Finder. <http://maps.conservation.ca.gov/ciff/ciff.html>.

³⁶ Most of urbanized Los Angeles County, including the SOCES campus, is not mapped on the California Important Farmland Finder.

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b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?

No Impact. The proposed Project would not conflict with agricultural zoning or a Williamson Act contract. The existing zoning designation for the site is PF (Public Facility).³⁷ The site is not zoned for agricultural use, and Project development would not conflict with such zoning. Williamson Act contracts restrict the use of privately-owned land to agriculture and compatible open-space uses under contract with local governments; in exchange, the land is taxed based on actual use rather than potential market value. There is no Williamson Act contract in effect onsite. No impact would occur.

c) Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code Section 12220(g)), timberland (as defined by Public Resources Code Section 4526), or timberland zoned Timberland Production (as defined by Government Code Section 51104(g))?

No Impact. Project development would not conflict with existing zoning for forest land, timberland, or timberland production. Forest land is defined as “land that can support 10-percent native tree cover of any species, including hardwoods, under natural conditions, and that allows for management of one or more forest resources, including timber, aesthetics, fish and wildlife, biodiversity, water quality, recreation, and other public benefits.”³⁸ Timberland is defined as “land... which is available for, and capable of, growing a crop of trees of any commercial species used to produce lumber and other forest products, including Christmas trees.”³⁹ The school campus is zoned for school use as a public facility and is not zoned for forest land or timberland use.⁴⁰ No impact would occur.

d) Result in the loss of forest land or conversion of forest land to non-forest use?

No Impact. Construction of the proposed Project would not result in the loss or conversion of forest land. No vegetation onsite is cultivated for forest resources. Vegetation is limited to ornamental trees, shrubs, turf, and a school garden. No forest land would be affected by the proposed Project, and no impacts would occur.

e) Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use or conversion of forest land to non-forest use?

No Impact. There is no mapped important farmland or forest land on or near the school campus, and Project development would not indirectly cause conversion of such land to non-agricultural or non-forest use. No impact would occur.

³⁷ City of Los Angeles. 2016. ZIMAS [Zone Info and Map Access System]. <http://zimas.lacity.org/>.

³⁸ California Public Resources Code Section 12220[g].

³⁹ California Public Resources Code Section 4526.

⁴⁰ City of Los Angeles. 2016. ZIMAS [Zone Info and Map Access System]. <http://zimas.lacity.org/>.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
III. AIR QUALITY. Where available, the significance criteria established by the applicable air quality management or air pollution control district may be relied upon to make the following determinations.				
Would the project:				
a. Conflict with or obstruct implementation of the applicable air quality plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Violate any air quality standard or contribute substantially to an existing or projected air quality violation?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Expose sensitive receptors to substantial pollutant concentrations?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Create objectionable odors affecting a substantial number of people?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Explanation:

The following LAUSD Standard Conditions of Approval apply to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-AQ-2	LAUSD's construction contractor shall ensure that construction equipment is properly tuned and maintained in accordance with manufacturer's specifications, to ensure excessive emissions are not generated by unmaintained equipment.
SC-AQ-3	<p>LAUSD's construction contractor shall:</p> <ul style="list-style-type: none"> • Maintain slow speeds with all vehicles. • Load impacted soil directly into transportation trucks to minimize soil handling. • Water/mist soil as it is being excavated and loaded onto the transportation trucks. • Water/mist and/or apply surfactants to soil placed in transportation trucks prior to exiting the site. • Minimize soil drop height into transportation trucks or stockpiles during dumping. • During transport, cover or enclose trucks transporting soils, increase freeboard requirements, and repair trucks exhibiting spillage due to leaks. • Cover the bottom of the excavated area with polyethylene sheeting when work is not being performed. • Place stockpiled soil on polyethylene sheeting and cover with similar material. • Place stockpiled soil in areas shielded from prevailing winds.
SC-AQ-4	<p>LAUSD shall prepare an air quality assessment.</p> <p>If site-specific review of a school construction project identifies potentially significant adverse regional and localized construction air quality impacts, then LAUSD shall implement all feasible measures to reduce air emissions below the South Coast Air Quality Management District's (SCAQMD) regional and localized significance thresholds.</p> <p>LAUSD shall mandate that construction bid contracts include the measures identified in the air quality assessment. Measures shall reduce construction emissions during high-emission construction phases from vehicles and other fuel driven construction engines, activities that generate fugitive dust, and surface coating operations. Specific air emission reduction measures include, but are not limited to, the following:</p> <p><u>Exhaust Emissions</u></p> <ul style="list-style-type: none"> • Schedule construction activities that affect traffic flow to off-peak hours (e.g. between 10:00 AM and 3:00 PM).

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- Consolidate truck deliveries and/or limit the number of haul trips per day.
- Route construction trucks off congested streets.
- Employ high pressure fuel injection systems or engine timing retardation.
- Utilize ultra-low sulfur diesel fuel, containing 15 ppm sulfur or less (ULSD) in all diesel construction equipment.
- Use construction equipment rated by the United States Environmental Protection Agency as having Tier 3 (model year 2006 or newer) or Tier 4 (model year 2008 or newer) emission limits for engines between 50 and 750 horsepower.
- Restrict non-essential diesel engine idle time, to not more than five consecutive minutes.
- Utilize electrical power rather than internal combustion engine power generators as soon as feasible during construction.
- Utilize electric or alternatively fueled equipment, if feasible.
- Utilize construction equipment with the minimum practical engine size.
- Utilize low-emission on-road construction fleet vehicles.
- Ensure construction equipment is properly serviced and maintained to the manufacturer's standards.

Fugitive Dust

- Apply non-toxic soil stabilizers according to manufacturers' specification to all inactive construction areas (previously graded areas inactive for ten days or more).
- Replace ground cover in disturbed areas as quickly as possible.
- Sweep streets at the end of the day if visible soil material is carried onto adjacent public paved roads (recommend water sweepers with reclaimed water).
- Install wheel washers where vehicles enter and exit unpaved roads onto paved roads, or wash off trucks and any equipment leaving the site each trip.
- Pave construction roads that have a traffic volume of more than 50 daily trips by construction equipment, and/or 150 daily trips for all vehicles.
- Pave all construction access roads for at least 100 feet from the main road to the project site.
- Water the disturbed areas of the active construction site at least three times per day, except during periods of rainfall.
- Enclose, cover, water twice daily, or apply non-toxic soil binders according to manufacturers' specifications to exposed piles (i.e., gravel, dirt, and sand) with a five percent or greater silt content.
- Suspend all excavating and grading operations when wind speeds (as instantaneous gusts) exceed 25 miles per hour (mph).
- Apply water at least three times daily, except during periods of rainfall, to all unpaved road surfaces.
- Limit traffic speeds on unpaved roads to 15 mph or less.
- Prohibit high emission causing fugitive dust activities on days where violations of the ambient air quality standard have been forecast by SCAQMD.
- Tarp and/or maintain a minimum of 24 inches of freeboard on trucks hauling dirt, sand, soil, or other loose materials.
- Limit the amount of daily soil and/or demolition debris loaded and hauled per day.

General Construction

- Utilize ultra-low VOC or zero-VOC surface coatings.
- Phase construction activities to minimize maximum daily emissions.
- Configure construction parking to minimize traffic interference.
- Provide temporary traffic control during construction activities to improve traffic flow (e.g., flag person).
- Develop a trip reduction plan for construction employees.
- Implement a shuttle service to and from retail services and food establishments during lunch hours.
- Increase distance between emission sources to reduce near-field emission impacts.
- Require construction contractors to document compliance with the identified mitigation measures.

Air quality background and modeling data are included as Appendix A to this Initial Study.

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The primary air pollutants of concern for which ambient air quality standards (AAQS) have been established are ozone (O₃), carbon monoxide (CO), coarse inhalable particulate matter (PM₁₀), fine inhalable particulate matter (PM_{2.5}), sulfur dioxide (SO₂), nitrogen dioxide, and lead. Areas are classified under the federal and California Clean Air Act as either in attainment or nonattainment for each criteria pollutant based on whether the AAQS have been achieved. The South Coast Air Basin (SoCAB), which is managed by the SCAQMD, is designated nonattainment for O₃, and PM_{2.5} under the California and National AAQS, nonattainment for PM₁₀ under the California AAQS, and nonattainment for lead (Los Angeles County only) under the National AAQS.⁴¹

a) Conflict with or obstruct implementation of the applicable air quality plan?

Less Than Significant Impact. The most recently adopted comprehensive plan for the SoCAB is the 2016 Air Quality Management Plan (AQMP), adopted on March 3, 2017. Regional growth projections are used by SCAQMD to forecast future emission levels in the SoCAB. For southern California, these regional growth projections are provided by the Southern California Association of Governments (SCAG) and are partially based on land use designations in city and county general plans. Typically, only large, regionally significant projects have the potential to affect the regional growth projections.

The proposed Project involves the renovation and demolition of several existing school buildings in addition to construction of new school facility buildings. The planned improvements would not result in an increase in the number of students. Thus, the proposed Project would not have the potential to substantially affect SCAG's demographic projections, so it would not affect SCAG's demographic projections. Additionally, as discussed in Section III(b) below, the net change in operation-phase related emissions would be less than the SCAQMD emissions thresholds, and is not a substantial source of air pollutant emissions that could affect the attainment designations in the SoCAB. Therefore, the proposed Project would not affect the regional emissions inventory and would not conflict with strategies in the AQMP. Impacts would be less than significant.

b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?

Less Than Significant Impact.

Short-Term Air Quality

Construction activities would result in the generation of air pollutants. These pollutants would primarily be from: 1) exhaust emissions from off-road diesel-powered construction equipment; 2) dust generated by demolition, earth-moving, and other construction activities; 3) exhaust emissions from on-road vehicles and 4) off-gas emissions of volatile organic compounds (VOCs) from application of asphalt, paints, and coatings.

Demolition, construction, and modernization activities are anticipated to take approximately 36 months (two 18-month sequential phases) and is anticipated to start in Q3-2018. Construction emissions were estimated

⁴¹ California Air Resources Board (CARB). 2014, August 22. Area Designations Maps/State and National. <http://www.arb.ca.gov/desig/adm/adm.htm>.

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using the California Emissions Estimator Model (CalEEMod), version 2016.3.1, based on the construction schedule, phasing, and equipment list provided by LAUSD. The analysis also includes implementation and compliance with CHPS prerequisite criteria and LAUSD Standards Conditions of Approval. The construction schedule and equipment mix were based on preliminary designs and are subject to minor changes during final design and as dictated by field conditions. Results of the construction emission modeling are shown in Table 5. As shown, air pollutant emissions from construction-related activities would be less than SCAQMD regional thresholds, and therefore, impacts would be less than significant.

Table 5 Maximum Daily Regional Construction Emissions

Source	Criteria Air Pollutants (lbs/day) ^{1,2,3}					
	VOC	NO _x	CO	SO ₂	PM ₁₀	PM _{2.5}
Phase 1						
2018						
Asphalt Demolition	4	28	27	<1	2	2
2019						
Asphalt Demolition	3	25	26	<1	2	2
Site Preparation	2	27	18	<1	2	1
Building Construction	3	33	28	<1	2	2
Temporary Portables Installation and Building Construction Overlap	4	39	31	<1	2	2
2020						
Building Construction	3	30	28	<1	2	1
Building Construction and Architectural Coating Overlap	18	32	30	<1	2	2
Asphalt Paving	2	14	14	<1	1	1
Temporary Portables Removal	<1	6	2	<1	<1	<1
Building Demolition	3	27	28	<1	3	2
Phase 2						
2020						
Site Preparation	2	25	18	<1	2	1
Building Construction	3	30	27	<1	2	1
2021						
Building Construction	3	27	27	<1	2	1
Building Construction and Architectural Coating Overlap	22	29	29	<1	2	1
Demolition	3	20	26	<1	2	1
Building Construction (grades 4-6)	3	27	27	<1	2	1
Building Construction and Architectural Coating (grades 4-6) Overlap	11	29	29	<1	2	1
Temporary Portables Removal	<1	6	2	<1	<1	<1
Asphalt Paving	1	13	13	<1	1	1

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Table 5 Maximum Daily Regional Construction Emissions

Source	Criteria Air Pollutants (lbs/day) ^{1,2,3}					
	VOC	NO _x	CO	SO ₂	PM ₁₀	PM _{2.5}
2022						
Asphalt Paving	1	12	13	<1	1	1
Maximum Daily Emissions Phase 1 and 2						
Maximum Daily Emissions	22	30	31	<1	3	2
SCAQMD Regional Threshold	75	100	550	150	150	55
Exceeds Regional Threshold?	No	No	No	No	No	No

Source: CalEEMod, version 2016.3.1.

Notes: Totals may not equal 100 percent due to rounding.

- ¹ The construction schedule is based on information provided by the LAUSD. Where specific information regarding project-related construction activities was not available, construction assumptions were based on CalEEMod defaults, which are based on construction surveys conducted by SCAQMD of construction equipment and phasing for comparable projects.
- ² Includes implementation of fugitive dust control measures required by SCAQMD under Rule 403 and consistent with LAUSD Standard Condition of Approval SC-AQ-3 and SC-AQ-4, including reducing the speed limit to 15 miles per hour on unpaved surfaces, replacing ground cover quickly, and street sweeping with Rule 1186-compliant sweepers.
- ³ The proposed Project would incorporate LAUSD Standard Conditions of Approval SC-AQ-2, which requires ensuring that construction equipment is properly tuned and maintained. This requirement would further reduce generation of criteria air pollutant emissions during construction.

Long-Term Air Quality

Long-term air pollutant emissions are typically generated by area sources (e.g., landscaping equipment fuel use, aerosols, and architectural coatings), mobile sources from vehicle trips, and energy use (natural gas) associated with new buildings. The project includes demolition of the gymnasium, lunch shelter, and four classroom buildings; removal of seven relocatable buildings; construction of two classroom buildings, gymnasium, and lunch shelter; and remodel and modernization and upgrades to the rest of the campus. While the Project would result in an increase of 49,028 square feet of building space over existing conditions, the new buildings would meet the latest Building Energy Efficiency Standards and the California Green Building Standards Code (CALGreen) and would be more energy efficient than the buildings that are proposed for demolition. In addition, the primary source of long-term criteria air pollutant emissions are mobile sources. Because the Project would not increase the number of students or capacity of the school, it would not introduce new vehicle trips. The Project would not result in an increase in long-term criteria air pollutant emissions. Therefore, regional operation-phase air quality impacts would be less than significant.

- c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)?**

Less Than Significant Impact. The SoCAB is designated nonattainment for O₃ and PM_{2.5} under the California and National AAQS, nonattainment for PM₁₀ under the California AAQS, and nonattainment for lead under the National AAQS.⁴² According to SCAQMD methodology, any project that does not exceed or

⁴² California Air Resources Board (CARB). 2015, December. Area Designations Maps/State and National. <http://www.arb.ca.gov/design/adm/adm.htm>.

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can be mitigated to less than the daily threshold values would not add significantly to a cumulative impact.⁴³ As discussed in Section III(b), construction and operational activities would not result in emissions in excess of SCAQMD's significant thresholds. Therefore, the Project would not result in a cumulatively considerable net increase in criteria pollutants and impacts would be less than significant.

d) Expose sensitive receptors to substantial pollutant concentrations?

Less Than Significant Impact. The proposed Project could expose sensitive receptors to elevated pollutant concentrations if it causes or contributes significantly to elevated pollutant concentration levels. Unlike regional emissions, localized emissions are evaluated in terms of air concentration rather than mass so they can be more readily correlated to potential health effects.

Construction Localized Significance Thresholds

Localized significance thresholds (LSTs) are based on the California AAQS, which are the most stringent AAQS that have been established to provide a margin of safety in the protection of public health and welfare. They are designated to protect sensitive receptors most susceptible to further respiratory distress, such as asthmatics, the elderly, young children, people already weakened by other disease or illness, and people engaged in strenuous work or exercise. Construction LSTs are based on the size of the construction area, distance to the nearest sensitive receptor, and source receptor area. The nearest offsite receptors to the construction area are the adjacent multi-family residences to the east and single-family residences to the west across Yolanda Avenue and to the south across Erwin Street.

Air pollutant emissions generated by construction activities would cause temporary increases in air pollutant concentrations. Table 6 shows the maximum daily construction emissions (pounds per day) generated during construction activities compared with the SCAQMD's screening-level construction LSTs. The maximum daily NO_x, CO, PM₁₀, and PM_{2.5} construction emissions generated from onsite construction-related activities would be less than SCAQMD screening-level construction LSTs. Therefore, Project-related construction activities would not expose sensitive receptors to substantial pollutants, and localized construction air quality impacts would be less than significant.

⁴³ South Coast Air Quality Management District (SCAQMD). 1993. California Environmental Quality Act Air Quality Handbook.

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Table 6 Localized Construction Emissions

Source	Pollutants (lbs/day) ^{1,2}			
	NO _x	CO	PM ₁₀	PM _{2.5}
Phase 1				
Asphalt Demolition – 2018	26	25	2	2
Asphalt Demolition – 2019	23	25	2	2
Site Preparation – 2019	16	15	1	1
Building Construction – 2019	30	26	1	1
Building Construction and Temporary Portables Installation – 2019	26	28	2	2
Building Construction – 2020	28	26	1	1
Building Construction and Architectural Coating Overlap – 2020	29	28	1	1
Paving – 2020	12	12	1	1
Temporary Portable Buildings Removal – 2020	5	2	<1	<1
Building Demolition – 2020	23	26	2	1
SCAQMD LST ^{3,4}	103	426	4	3
Exceeds LST?	No	No	No	No
Phase 2				
Site Preparation – 2020	15	14	1	1
Building Construction – 2020	28	26	1	1
Building Construction – 2021	25	25	1	1
Building Construction and Architectural Coating Overlap – 2021	27	27	1	1
Demolition – 2021	20	25	1	1
Building Construction (grades 4-6) – 2021	25	25	1	1
Building Construction and Architectural Coating (grades 4-6) Overlap - 2021	27	27	1	1
Temporary Portables Removal – 2021	5	2	<1	<1
Paving – 2021	11	12	1	1
Paving – 2022	10	12	<1	<1
SCAQMD LST ³	103	426	4	3
Exceeds LST?	No	No	No	No

Source: CalEEMod Version 2016.3.1.

Notes: In accordance with SCAQMD methodology, only onsite stationary sources and mobile equipment occurring on the on campus are included in the analysis. LSTs are based on receptors within 82 feet (25 meters) of the campus in Source Receptor Area (SRA) 6.

¹ The construction schedule is based on information provided by the District. Where specific information regarding project-related construction activities was not available, construction assumptions were based on CalEEMod defaults, which are based on construction surveys conducted by SCAQMD of construction equipment and phasing for comparable projects.

² Includes implementation of fugitive dust control measures required by SCAQMD under Rule 403, including watering disturbed areas a minimum of two times per day, reducing speed limit to 15 miles per hour on unpaved surfaces, replacing ground cover quickly, and street sweeping with Rule 1186-compliant sweepers.

³ The LST Methodology uses lookup tables based on site acreage to determine the significance of emissions for CEQA purposes. The ≤1.00 acre disturbed is the maximum daily disturbed acreage determined using the equipment mix for the different construction activities for this project.

⁴ South Coast Air Quality Management District (SCAQMD). 2008, June. Final Localized Significance Threshold Methodology. <http://www.aqmd.gov/home/regulations/ceqa/air-quality-analysis-handbook/localized-significance-thresholds>; SCAQMD. 2011. Fact Sheet for Applying CalEEMod to Localized Significance Thresholds. <http://www.aqmd.gov/docs/default-source/ceqa/handbook/localized-significance-thresholds/caleemod-guidance.pdf>.

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Construction Emission Health Risk

Emissions from construction equipment primarily consist of diesel particulate matter (DPM). In March 2015 the Office of Environmental Health Hazards Assessment (OEHHA) adopted new guidance for the preparation of health risk assessments. OEHHA developed a cancer risk factor and non-cancer chronic reference exposure level for DPM, but these factors are based on continuous exposure over a 30-year time frame. No short-term acute exposure levels have been developed for DPM. The proposed Project would be constructed over approximately 36 months, which would limit the exposure to receptors. Additionally, construction activities would not exceed the screening-level LST significance thresholds. Therefore, construction emissions would not pose a threat to receptors at or near the school campus, and Project-related construction health impacts would be less than significant.

Operation Localized Significance Thresholds

Operation of the proposed Project would not generate substantial quantities of emissions from onsite stationary sources. Land uses that have the potential to generate substantial stationary sources of emissions include industrial land uses, such as chemical processing and warehousing operations where substantial truck idling could occur onsite. The proposed Project does not fall within these uses. While operation of the proposed Project would result in the use of standard mechanical equipment such as heating, ventilation, and air conditioning (HVAC) units in the new buildings, air pollutant emissions generated from these activities would be nominal. Therefore, localized air quality impacts related to stationary-source emissions would be less than significant.

Carbon Monoxide Hotspots

The SoCAB has been designated “attainment” for CO under both the national and California AAQS. Under existing and future vehicle emission rates, a project would have to increase traffic volumes at a single intersection by more than 44,000 vehicles per hour—or 24,000 vehicles per hour where vertical and/or horizontal mixing is substantially limited—in order to generate a significant CO “hotspot” impact.⁴⁴ The proposed Project would not increase the number of students and would not result in generation of additional vehicle trips. Thus, the proposed Project would not increase CO hotspots at intersections in the vicinity of the school. Localized air quality impacts related to mobile-source emissions would be less than significant.

e) Create objectionable odors affecting a substantial number of people?

Less Than Significant Impact. The proposed Project would not result in objectionable odors. The threshold for odor is if a project creates an odor nuisance pursuant to SCAQMD Rule 402, Nuisance, which states:

A person shall not discharge from any source whatsoever such quantities of air contaminants or other material which cause injury, detriment, nuisance, or annoyance to any considerable number of persons or to the public, or which endanger the comfort, repose, health or safety of any such persons or the public, or which cause, or have a natural tendency to cause, injury

⁴⁴ Bay Area Air Quality Management District (BAAQMD). 2011, Revised. California Environmental Quality Act Air Quality Guidelines. BAAQMD has specific screening criteria for determining CO impacts and SCAQMD does not.

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or damage to business or property. The provisions of this rule shall not apply to odors emanating from agricultural operations necessary for the growing of crops or the raising of fowl or animals.

The type of facilities that are considered to have objectionable odors include wastewater treatments plants, compost facilities, landfills, solid waste transfer stations, fiberglass manufacturing facilities, paint/coating operations (e.g., auto body shops), dairy farms, petroleum refineries, asphalt batch plants, chemical manufacturing, and food manufacturing facilities. Operation of the new school building and other campus improvements would not include these or comparable uses and as such would not create an odor nuisance. Construction of the proposed Project would include emissions from diesel construction equipment and VOCs from architectural coatings and paving activities which may generate odors. However, these odors would be low in concentration, temporary, and are not expected to affect a substantial number of people. Therefore, odor impacts would be less than significant.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
IV. BIOLOGICAL RESOURCES. Would the project:				
a. Have a substantial adverse effect, either directly or through habitat modification, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, and regulations or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance (e.g., oak trees or California walnut woodlands)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

The following LAUSD Standard Condition of Approval applies to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-BIO-3	LAUSD shall comply with the following: <ul style="list-style-type: none"> Project activities (including, but not limited to, staging and disturbances to native and nonnative vegetation, structures, and substrates) should occur outside of avian breeding season to avoid take of birds or their eggs. Depending on the avian species present, a qualified biologist may determine that a change in the breeding season dates is warranted. If avoidance of the avian breeding season is not feasible, beginning 30 days prior to the initiation of the project activities, a qualified biologist with experience in conducting breeding bird surveys shall conduct weekly bird surveys to detect protected native birds occurring in suitable nesting habitat that is to be disturbed and (as access to adjacent areas allows) any other such habitat within 300 feet of the disturbance area (within 500 feet for raptors). The surveys shall continue on a weekly basis with the last survey being conducted no more than three days prior to the initiation of project activities. If a protected native bird is found, LAUSD shall delay all project activities within 300 feet of the suitable nesting habitat (within 500 feet for suitable raptor nesting habitat) until August 31. Alternatively, the qualified biologist could continue the surveys in order to locate any nests. If an active nest is located, project activities within 300 feet of the nest (within 500 feet for raptor nests), or as determined by a qualified biologist, shall be postponed until the nest is vacated and juveniles have fledged and there is no evidence

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	<p>of a second attempt at nesting. Flagging, stakes, and/or construction fencing shall be used to demarcate the inside boundary of the 300- or 500-foot buffer between the project activities and the nest. Project personnel, including all contractors working on site, shall be instructed on the sensitivity of the area. LAUSD shall provide results of the recommended protective measures to document compliance with applicable State and Federal laws pertaining to the protection of native birds.</p> <ul style="list-style-type: none"> • If the qualified biologist determines that a narrower buffer between the project activities and observed active nests is warranted, a written explanation as to why (e.g., species-specific information; ambient conditions and birds' habituation to them; and the terrain, vegetation, and birds' lines of sight between the project activities and the nest and foraging areas) shall be submitted to LAUSD OEHS project manager. Construction contractors can then reduce the demarcated buffer. • No construction shall occur within the fenced nest zone until the young have fledged, are no longer being fed by the parents, have left the nest, and will no longer be impacted the construction. • A biological monitor shall be present on site during all grubbing and clearing of vegetation to ensure that these activities remain outside the demarcated buffer and that the flagging, stakes, and/or construction fencing are maintained, and to minimize the likelihood that active nests are abandoned or fail due to project activities. The biological monitor shall send weekly monitoring reports to LAUSD OEHS project manager during the grubbing and clearing of vegetation, and shall notify LAUSD immediately if project activities damage avian nests.
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The information in this section is based partly on the “City of Los Angeles Protected Tree Report” prepared by Carlberg Associates, dated December 15, 2016. A complete copy of this report is included as Appendix B to this Initial Study.

- a) **Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?**

No Impact. The school campus is fully developed with most of the site consisting of buildings, asphalt, and concrete.⁴⁵ Vegetation onsite is limited to ornamental trees, shrubs, and turf. There is no native habitat and no suitable habitat for threatened, endangered, or rare species onsite. No impact would occur.

- b) **Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?**

No Impact. No locally designated natural communities or riparian habitats exist on the school campus. While a segment of the Los Angeles River is located approximately 0.25 mile to the north, this segment is concrete lined and does not support any habitat for threatened, endangered, or rare species. The school is not within an adopted habitat conservation plan, natural community conservation plan, or similar plan. The school is neither within nor proximate to any significant ecological area, land trust, or conservation plan.⁴⁶ No impact would occur.

⁴⁵ City of Los Angeles. 2017. ZIMAS [Zone Info and Map Access System]. <http://zimas.lacity.org/>.

⁴⁶ Los Angeles County Department of Regional Planning, Significant Ecological Area Update Study 2000. Figure 1 Significant Ecological Areas Update Study 200 Existing Boundaries. <http://planning.lacounty.gov/sea/faqs>.

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- c) **Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?**

No Impact. The school campus is fully developed and there are no protected wetlands onsite. The proposed Project would be confined to the school campus and would not have the potential to impact any offsite protected wetland areas. No impact would occur.

- d) **Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?**

Less than Significant Impact. Most of the campus consists of buildings, asphalt, and concrete. The school campus does not have any natural native habitat or wildlife corridors. However, 117 trees of various species, sizes, and maturity are currently spread throughout the school campus and may provide nesting sites for resident or migratory birds.⁴⁷ The proposed Project would require removal of 21 trees.

Migratory nongame native bird species are protected by international treaty under the Federal Migratory Bird Treaty Act (MBTA) of 1918 (50 C.F.R. Section 10.13). Additionally, the California Fish and Game Code, Sections 3503, 3503.5, and 3513, prohibits the take of all birds and their active nests, including raptor and other migratory nongame birds.

The District would comply with the MBTA and Fish and Game Code and would implement SC-BIO-3, which would ensure that if construction occurs during the avian breeding season, appropriate measures would be taken to avoid impacts to nesting birds. With implementation of these laws, regulations, and conditions, nesting bird impacts would be less than significant.

- e) **Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?**

No Impact. Several species of native California trees are protected by City of Los Angeles Tree Preservation Ordinance No. 177.404: Oak trees, including valley oak (*Quercus lobata*) and California live oak (*Q. agrifolia*), or any other tree of the oak genus indigenous to California but excluding the scrub oak (*Q. dumosa*); Southern California black walnut (*Juglans californica*); western sycamore (*Platanus racemosa*); and California bay (*Umbellularia californica*).⁴⁸

⁴⁷ City of Los Angeles Protected Tree Report. Sherman Oaks Center of Enriched Studies. 18605 Erwin Street, Los Angeles, California 91335. Prepared by Cy Carlberg, ASCA Registered Consulting Arborist. December 15, 2016. See Appendix B of this Initial Study.

⁴⁸ An ordinance amending various provisions of Articles 2 and 7 of Chapter I and Article 6 of Chapter IV and Section 96.303.5 of the Los Angeles Municipal Code to assure the protection of, and to further regulate the removal of, protected trees. http://cityplanning.lacity.org/Code_Studies/Other/ProtectedTreeOrd.pdf.

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The school campus currently has 117 trees, including 3 protected oak trees and 114 nonprotected trees.⁴⁹ Implementation of the Project will result in removal of 21 non-protected trees. None of the three protected trees are being proposed for removal. No City of Los Angeles rights-of-way trees are associated with this Project. No trees considered “protected” by the City of Los Angeles Tree Preservation Ordinance No. 177.404 would be affected. There are no off-site trees on contiguous properties that can be affected by the construction of the proposed Project.

The Project includes a landscape plan to offset the loss of trees on campus. Replacement trees will be planted at the appropriate size at maturity for the space, and will be selected from LAUSD’s Approved Plant List.⁵⁰ Implementation of the proposed Project would not conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance. No impacts would occur.

f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?

No Impact. No locally designated natural communities exist on the school campus. The school is not within an adopted habitat conservation plan, natural community conservation plan, or similar plan. The school is neither within nor proximate to any significant ecological area, land trust, or conservation plan.⁵¹ No impact would occur.

⁴⁹ Total trees reflect 14 nonprotected trees that were removed between June and December 2016. City of Los Angeles Protected Tree Report. Sherman Oaks Center of Enriched Studies. 18605 Erwin Street, Los Angeles, California 91335. Prepared by Cy Carlberg, ASCA Registered Consulting Arborist. December 15, 2016. See Appendix X of this Initial Study.

⁵⁰ LAUSD Approved Plant List. http://www.laschools.org/documents/file?file_id=310944045.

⁵¹ Los Angeles County Department of Regional Planning, Significant Ecological Area Update Study 2000. Figure 1 Significant Ecological Areas Update Study 200 Existing Boundaries. <http://planning.lacounty.gov/sea/faqs>.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
V. CULTURAL RESOURCES: Would the project:				
a. Cause a substantial adverse change in significance of a historical resource as defined in CEQA Guidelines Section 15064.5?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Cause a substantial adverse change in significance of an archaeological resource pursuant to CEQA Guidelines Section 15064.5?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Disturb any human remains, including those interred outside of dedicated cemeteries?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Explanation:

The following LAUSD Standard Conditions of Approval apply to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-CUL-1	<p>Design Team to Include Qualified Historic Architect</p> <p>For campuses with qualifying historical resources under CEQA, the Design Team shall include a qualified Historic Architect. The Historic Architect shall provide input to ensure ongoing compliance, as project plans progress, with the Secretary of the Interior's Standards and LAUSD requirements and guidelines for the treatment of historical resources (specific requirements follow in SC-CUL-2).</p> <p>For projects involving structural upgrades to historic resources, the Design Team shall include a qualified Structural Engineer with a minimum of eight (8) years of demonstrated project-level experience in Historic Preservation.</p> <p>The Historic Architect/s shall meet the Secretary of the Interior's Professional Qualifications Standards and the standards described on page 8 of the LAUSD Design Guidelines and Treatment Approaches for Historic Schools. The Historic Architect shall provide input throughout the design and construction process to ensure ongoing compliance with the above-mentioned standards.</p>
SC-CUL-2	<p>Role of Historic Architect on Design Team</p> <p>The tasks of the Historic Architect on the Design Team shall include (but not necessarily be limited to) the following.</p> <p>The Historic Architect shall work with the Design Team and LAUSD to ensure that project components, including new construction and modernization of existing facilities, continue to comply with applicable historic preservation standards, including the Secretary of the Interior's Standards for the Treatment of Historic Properties and LAUSD Design Guidelines and Treatment Approaches for Historic Schools. The Historic Architect shall work with the Design Team throughout the design process to develop project options that facilitate compliance with the applicable historic preservation standards.</p> <p>For new construction, the Historic Architect shall work with the Design Team and LAUSD to identify options and opportunities for (1) ensuring compatibility of scale and character for new construction, site and landscape features, and circulation corridors, and (2) ensuring that new construction is designed and sited in such a way that reinforces and strengthens, as much as feasible, character-defining site plan features, landscaping, and circulation corridors throughout campus.</p> <p>For modernization and upgrade projects involving contributing (significant) buildings or features, the Historic Architect shall work with the Design Team and LAUSD to ensure that specifications for design and implementation of projects comply with the applicable historic preservation standards.</p> <p>The Historic Architect shall participate in Design Team meetings through all phases of the project through 100 percent</p>

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	<p>construction drawings, pre-construction, and construction phases.</p> <p>The Historic Architect shall produce brief memos, at the 50 percent and 100 percent construction drawings stages, demonstrating how principal project components and treatment approaches comply with applicable historic preservation standards, including the Secretary of the Interior’s Standards for the Treatment of Historic Properties and LAUSD Design Guidelines and Treatment Approaches for Historic Schools. The memos will be reviewed by LAUSD.</p> <p>The Historic Architect shall participate in pre-construction and construction monitoring activities to ensure continuing conformance with Secretary’s Standards and/or avoidance of a material impairment of the historical resources.</p> <p>The Historic Architect shall provide specialized Construction Specifications Institute (CSI) specifications for architectural features or materials requiring restoration, removal, or on-site storage. This shall include detailed instructions on maintaining and protecting in place relevant features.</p> <p>The Design team and Historic Architect shall be responsible for incorporating LAUSD’s recommended updates and revisions during the design development and review process.</p>
SC-CUL-3	<p>School Design Guide and LAUSD Design Guidelines and Treatment Approaches for Historic Schools</p> <p>LAUSD has adopted policies and guidelines that apply to projects involving historic resources. The Design-Builder and Historic Architect shall apply these guidelines, which include the LAUSD School Design Guide and LAUSD Design Guidelines and Treatment Approaches for Historic Schools and the Secretary’s Standards for all new construction and upgrade/modernization projects. In keeping with the district’s adopted policies and goals, LAUSD shall re-use rather than destroy historical resources where feasible.</p> <p>LAUSD shall follow the guidelines outlined in these documents to the maximum extent practicable when planning and implementing projects and adjacent new construction involving historical resources. General guidelines shall include:</p> <ul style="list-style-type: none"> • Retain and preserve the historic character of buildings, structures, landscapes, and site features that are historically significant. • Repair rather than remove, replace, or destroy character-defining features; if replacement is necessary, replace in-kind to match in materials and appearance. • Avoid removing, obscuring, or destroying character-defining features and materials. • Treat distinctive architectural features or examples of skilled craftsmanship that characterize a building with sensitivity. • Conceal reinforcement required for structural stability or the installation of life safety or mechanical systems. • Undertake surface cleaning, preparation of surfaces, and other projects involving character-defining features using the least invasive, gentlest means possible. Avoid sandblasting and chemical treatments.
SC-CUL-4	<p>Prior to demolition or mothballing activities, LAUSD shall retain a professional architectural photographer and a historian or architectural historian who meets the Secretary of the Interior’s Professional Qualifications Standards to prepare HABS-like documentation for the historical resources slated for demolition.</p> <p>The HABS-like package will document in photographs and descriptive and historic narrative the historical resources slated for demolition. Documentation prepared for the package will draw upon primary- and secondary-source research and available studies previously prepared for the project. Measured drawings shall not be required for the project. The specifications for the HABS-like package follow:</p> <p>Photographs: Photographic documentation will focus on the historical resources/features slated for demolition, with overview and context photographs for the campus and adjacent setting. Photographs will be taken of interior and exterior features of the buildings using a professional-quality single lens reflex (SLR) digital camera with a minimum resolution of 10 megapixels. Photographs will include context views, elevations/exteriors, architectural details, overall interiors, and interior details (if warranted). Digital photographs will be printed in black and white on archival film paper and also provided in electronic format.</p> <p>Descriptive and Historic Narrative: The historian or architectural historian will prepare descriptive and historic narrative of the historical resources/features slated for demolition. Physical descriptions will detail each resource, elevation by elevation, with accompanying photographs, and information on how the resource fits within the broader campus during its period of significance. The historic narrative will include available information on the campus design, history, architect/contractor/designer as appropriate, area history, and historic context. In addition, the narrative will include a methodology section specifying the name of researcher, date of research, and sources/archives visited, as well as a bibliography. Within the written history, statements shall be footnoted as to their sources, where appropriate.</p> <p>Historic Documentation Package Submittal: The draft package will be assembled by the historian or architectural historian and submitted to LAUSD for review and comment. After final approval, one hard-copy set of the package will be prepared as</p>

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	<p>follows: Photographs will be individually labeled and stored in individual acid-free sleeves. The remaining components of the historic documentation package (site map, photo index, historic narrative, and additional data) will be printed on archival bond, acid-free paper.</p> <p>Upon completion of the descriptive and historic narrative, all materials will be compiled in electronic format and presented to LAUSD for review and approval. Upon approval, one hard-copy version of the historic documentation package will be prepared and submitted to LAUSD. The historian or architectural historian shall offer a hardcopy package and compiled, electronic version of the final package to the Los Angeles Public Library (Central Library), Los Angeles Historical Society, and the South Central Coastal Information Center, to make available to researchers.</p>
SC-CUL-5	LAUSD, consistent with Education Code Section 17540, shall offer to sell any useful features of the school building (e.g., the school bell, chalkboards, lockers) that do not contain hazardous materials for use or display, if features are not retained by LAUSD for reuse or display.
SC-CUL-6	LAUSD, consistent with Education Code Section 17545, shall offer for sale any remaining functional and defining features and building materials from the buildings. These materials could include doors, windows, siding, stones, lighting, doorknobs, hinges, cabinets, and appliances, among others. They shall be made available to the public for sale and reuse, if features are not retained by LAUSD for reuse or display.
SC-CUL-7	The preservation architect shall participate in pre-construction and construction monitoring activities to ensure continuing conformance with Secretary's Standards and/or avoidance of a material impairment of the historical resources.
SC-CUL-8	<p>LAUSD shall retain a professional architectural photographer and an architectural historian that meets the Secretary of the Interior's Professional Qualifications Standards (Architectural Historian) to implement Historic American Building Survey (HABS) Level II documentation or closely following the HABS Level II outline format. Documentation shall include drawings, photographs, and written data for each building/structure/element. For all levels of documentation, the following quality standards shall be met:</p> <p>Large format photographs: Photographic documentation shall include the current status of all recognized historic resources or any contributors to a historic district and the existing surrounding setting. Large format photographs shall clearly depict the appearance of the property and areas of significance of the recorded building, site, structure, or object. Each view shall be perspective corrected and fully captioned. All shall be archivally processed and prints shall be made on fiber-based paper. Two original negatives (large format 4-inch by 5-inch black and white negatives) shall be made at the time the photographs are taken, two sets of contact prints, and three sets of 8-inch by 10-inch prints shall be processed.</p> <ul style="list-style-type: none"> • one set of negatives and one set of contact prints shall be archived at the National Park Service for entry into the HABS collection in the Library of Congress • one set of negatives and one set prints shall be archived at Los Angeles Public Library at the Central Library. • one set of prints shall be archived at the Los Angeles City Historical Society. • one set of prints shall be archived at LAUSD. <p>Narrative description: 1) Written history and description shall be based on primary sources to the greatest extent possible. A frank assessment of the reliability and limitations of sources shall be included. Within the written history, statements shall be footnoted as to their sources, where appropriate. The written data shall include a methodology section specifying name of researcher, date of research, sources searched, and limitations of the project; 2) the architectural historian shall prepare a narrative description (closely following the Historic American Buildings Survey Level II outline format) of historical architectural resources, including Department of Parks and Recreation (DPR) series forms.</p> <p>Document Submittal: The draft documentation shall be assembled by the architectural historian and submitted to the LAUSD Architectural Master Reviewer for review and comment. Architectural Master Reviewer shall give final approval prior and receive final documentation prior to submittal to the repositories and prior to work on the project. LAUSD shall submit the LAUSD-approved final documentation to the Los Angeles Public Library at the Central Library and the South Central Coastal Information Center.</p>
SC-CUL-9	LAUSD shall provide OHP and the Los Angeles Conservancy copies of all negative declarations and environmental impact reports.
SC-CUL-10	LAUSD, consistent with Education Code Section 17540, shall offer to sell any useful features of the school building (e.g., the school bell, chalkboards, lockers) that do not contain hazardous materials for use or display, if features are not retained by LAUSD for reuse or display.
SC-CUL-11	Historical Resource. LAUSD, consistent with Education Code Section 17545, shall offer for sale any remaining functional and defining features and building materials from the buildings. These materials could include doors, windows, siding, stones, lighting, doorknobs, hinges, cabinets, and appliances, among others. They shall be made available to the public for sale and reuse, if features are not retained by LAUSD for reuse or display.

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SC-CUL-12	LAUSD shall retain a qualified archaeologist to be available on-call. The qualified archaeologist shall meet the Secretary of the Interior's Professional Qualifications Standards (48 Federal Register 44738-39).
SC-CUL-13	Historical and Archaeological Resource. The contractor shall halt construction activities in the immediate area and notify the LAUSD. LAUSD shall retain a qualified archeologist to make an immediate evaluation of significance and appropriate treatment of the resource. To complete this assessment, the qualified archeologist will be afforded the necessary time to recover, analyze, and curate the find. The qualified archeologist shall recommend the extent of archeological monitoring necessary to ensure the protection of any other resources that may be in the area. Construction activities may continue on other parts of the building site while evaluation and treatment of historical or unique archaeological resources takes place.
SC-CUL-15	Archaeological Resource. All work shall stop within a 30 foot radius of the discovery. Work shall not continue until the discovery has been evaluated by a qualified archaeologist. The qualified archaeologist shall assess the find(s) and, if it is determined to be of value, shall draft a monitoring program and oversee the remainder of the grading program. Should evidence of prehistoric or historic cultural resources be found the archaeologist shall monitor all ground-disturbing activities related to the proposed Project. Any significant archaeological resources found shall be preserved as determined necessary by the archaeologist and offered to a local museum or repository willing to accept the resource. Any resulting reports shall also be forwarded to the South Central Coastal Information Center at the California State University, Fullerton.
SC-CUL-16	Archaeological Resource. Cultural resources sensitivity training shall be conducted by a qualified archaeologist for all construction workers involved in moving soil or working near soil disturbance. This training shall review the types of archaeological resources that might be found, along with laws for the protection of resources.
SC-CUL-17	Archaeological Resource. LAUSD shall determine whether it is feasible to prepare and implement a Phase III Data Recovery/Mitigation Program. A Phase III Data Recovery/Mitigation Program would be designed by a Qualified Archaeologist to recover a statistically valid sample of the archaeological remains and to document the site to a level where the impacts can be determined to be less than significant. All documentation shall be prepared in the standard format of the ARMR Guidelines, as prepared by the OHP. Once a Phase III Data Recovery/Mitigation Program is completed, an archaeological monitor shall be present on site to oversee the grading, demolition activities, and/or initial construction activities to ensure that construction proceeds in accordance with the adopted Phase III Data Recovery/Mitigation Program. The extent of the Phase III Data Recovery/Mitigation Program and the extent and duration of the archaeological monitoring program depend on site-specific factors.

g) Cause a substantial adverse change in the significance of a historical resource as defined in § 15064.5?

Potentially Significant Impact. Historical resources are buildings, structures, objects, sites, and districts that have been formally evaluated and found to meet one or more of the significance criteria identified in CEQA Section 15064.5 (a)(3). While most historical resources will be 50 years old or older,⁵² resources that have achieved significance in less than 50 years may also be considered historic, provided that a sufficient time has passed to understand their historical importance. CEQA Guidelines Section 15064.5 defines historic resources as resources listed or determined to be eligible for listing by the State Historical Resources Commission, a local register of historical resources, or the lead agency.

Constructed between 1954 and 1955, SOCES is older than 45 years and therefore meets the age threshold for consideration as a historical resource under CEQA. A survey and evaluation of SOCES was conducted in May and June 2015.⁵³ As a result of the evaluation, the SOCES campus property was determined to be eligible for listing in the California Register of Historical Resources. The campus was determined eligible based on the integrity of the historic material as exemplification of an intact, low-massed, post-war, indoor-outdoor, finger-and-cluster hybrid plan school consistent with the criteria established in the District Historic

⁵² LAUSD adheres to a 45-year threshold for a potential resource to be evaluated for its eligibility as a historic resource.

⁵³ Sapphos Environmental, Inc. March 6, 2017. Historic Resource Evaluation Report for Sherman Oaks Center for Enriched Studies, 18605 Erwin Street, Tarzana, California 91355.

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Context Statement. The campus exemplifies District design ideal and principles of the era. Therefore, the property is an historical resource for the purposes of Section 15064.5(a) of the California Environmental Quality Act Guidelines. Project-related building demolition would impact historical resources; therefore, this topic will be fully analyzed in the Draft EIR.

h) Cause a substantial adverse change in the significance of an archaeological resource pursuant to § 15064.5?

Less Than Significant Impact. Archaeological resources are cultural resources of prehistoric or historic origin that reflect human activity. Archaeological resources include both structural ruins and buried resources. The term Unique Archaeological Resources is defined in PRC Section 21083.2(g) as follows:

... ‘unique archaeological resources’ means an archaeological artifact, object, or site about which it can be clearly demonstrated that, without merely adding to the current body of knowledge, there is a high probability that it meets any of the following criteria:

- (1) Contains information needed to answer important scientific research questions and there is a demonstrable public interest in that information.
- (2) Has a special and particular quality such as being the oldest of its type or the best available example of its type.
- (3) Is directly associated with a scientifically recognized important prehistoric or historic event or person.

The school site was in use as an animal pasture in the 1920s. It was periodically in agricultural use (as part of a large field) in the 1930s and 1940s. Between 1947 and 1952, one dwelling was constructed in the site’s northwestern corner and four single-family dwellings were constructed in the site’s southern portion. All of the current school, with the exception of the portable classrooms and transportation building (northwestern corner dwelling), was constructed in 1954.⁵⁴ Neither the school nor the surrounding area has been identified as having a high prehistoric or historic archaeological sensitivity.⁵⁵

The site is underlain with native soils (late Holocene Alluvial deposits) and topped with 2 to 5 feet of artificial fill materials placed during construction of the school.⁵⁶ Excavation to a depth of approximately 5 feet for the building foundations, including over excavation of undocumented fill material, would be required.

In compliance with SC-CUL-13 and SC-CUL-15, if historical or unique archaeological resources are discovered during construction activities, all work shall stop within a 30-foot radius of the discovery. LAUSD

⁵⁴ Eco and Associates, Inc. July 21, 2016. Submittal of the Final Phase I Environmental Site Assessment Report and the Preliminary Endangerment Assessment (PEA) Workplan Letter Report for 18605 Erwin Street, Reseda, CA 91335; Assessor Parcel No: 2127-012-900.

⁵⁵ City of Los Angeles. Citywide General Plan Framework Final Environmental Impact Report. Certified August 8, 2001. Chapter 2.15 - Cultural Resources. http://cityplanning.lacity.org/HousingInitiatives/HousingElement/FrameworkEIR/GPF_DraftEIR/GPF_FEIR_DEIR2.15.pdf

⁵⁶ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation To Assist Design Team Schematic Development, Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Tarzana, California.

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will retain a qualified archeologist to make an evaluation of significance of the resource. If it is determined to be historical or a unique archaeological resource or if the discovery is not historical or unique but the archeologist determines the possibility of further discoveries, a monitoring program will be prepared and implemented for the remainder of the earthwork activities. Archeological impacts would be less than significant.

i) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?

Less Than Significant Impact. A paleontological resource is a natural resource characterized as faunal or floral fossilized remains, but may also include specimens of non-fossil material dating to any period preceding human occupation. The San Fernando Valley has been filled from the sides with sediments from drainages of the San Gabriel Mountains and Santa Susana Mountains to the north, the Santa Monica Mountains to the south, and the Simi Hills and Verdugo Mountains to the west and east, respectively. The school campus is on the southwest portion of the San Fernando Valley, which places it on a broad alluvial fan apron deposited at the mouths of drainages of the Santa Monica Mountains approximately two miles to the south.⁵⁷

The Los Angeles Basin and the San Fernando Valley are rich in paleontological sites. Fossils have been found mostly in sedimentary rock that has been uplifted, eroded, or otherwise exposed. Pleistocene epoch and older alluvium in Los Angeles County has yielded locally abundant and scientifically significant fossils and has moderate to high paleontological sensitivity. However, Holocene epoch alluvium deposits are too young to contain fossils and have low paleontological sensitivity.⁵⁸ The school campus is underlain by Holocene epoch alluvium deposits.⁵⁹ Alluvium deposits exceed a depth of 51.5 feet below ground surface (maximum depth of borings). Holocene epoch deposits are not identified as soils where fossils are found.⁶⁰ Additionally, neither the school nor the surrounding area has been identified as having a high paleontological sensitivity.⁶¹ Impacts to paleontological resources are considered less than significant.

j) Disturb any human remains, including those interred outside of formal cemeteries?

Less Than Significant Impact. In the unlikely event that human remains are uncovered during project demolition, grading, or excavation, Government Code Section 27460 et seq. mandates that there shall be no further excavation or disturbance until the Los Angeles County Coroner has determined that the remains are not subject to the provisions of Section 27491 of the Government Code or any other related provisions of law concerning investigation of the circumstances, manner, and cause of death, and the required

⁵⁷ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation To Assist Design Team Schematic Development, Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Tarzana, California.

⁵⁸ Paleontological Assessment And Technical Report, Water Replenishment District, Groundwater, Reliability Improvement Program, County of Los Angeles, California http://www.wrd.org/AppendixG_PaleoAssessmt.pdf.

⁵⁹ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation To Assist Design Team Schematic Development, Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Tarzana, California.

⁶⁰ City of Los Angeles. Citywide General Plan Framework Final Environmental Impact Report. Certified August 8, 2001. Appendix C - Vertebrate Paleontological Resources http://cityplanning.lacity.org/HousingInitiatives/HousingElement/FrameworkEIR/GPF_DraftEIR/GPF_FEIR_DEIR_AppC.pdf.

⁶¹ City of Los Angeles. Citywide General Plan Framework Final Environmental Impact Report. Certified August 8, 2001. Chapter 2.15 - Cultural Resources. http://cityplanning.lacity.org/HousingInitiatives/HousingElement/FrameworkEIR/GPF_DraftEIR/GPF_FEIR_DEIR2.15.pdf.

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recommendations concerning the treatment and disposition of the human remains have been made to the person responsible for the excavation, or to his or her authorized representative, in the manner provided in Section 5097.98 of the PRC.

Pursuant to California Health and Safety Code Section 7050.5, the coroner shall make his or her determination within two working days of notification of the discovery of the human remains. If the coroner determines that the remains are not subject to his or her authority and recognizes or has reason to believe that they are those of Native American descent, he or she shall contact the Native American Heritage Commission by telephone within 24 hours. Compliance with existing regulations would ensure that impacts to human remains would be less than significant.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
VI. GEOLOGY AND SOILS. Would the project:				
a. Expose people or structures to potential substantial adverse effects, including the risk of loss, injury or death involving:				
i. Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii. Strong seismic ground shaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iii. Seismic-related ground failure, including liquefaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iv. Landslides?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Result in substantial soil erosion or the loss of topsoil?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potential result in on- or off-site landslide, lateral spreading, subsidence, liquefaction, or collapse?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

The following LAUSD Standard Conditions of Approval apply to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-GEO-1 ⁶²	Compliance with OEHS CEQA Specification Manual, Appendix G, Supplemental Geohazard Assessment Scope of Work. This document outlines the procedures and scope for LAUSD geohazard assessments.
SC-HWQ-1	Stormwater Technical Manual. This manual establishes design requirements and provides guidance for the cost-effective improvement of water quality in new and significantly redeveloped LAUSD school sites. These guidelines are intended to improve water quality and mitigate potential impacts to the Maximum Extent Practicable (MEP). These guidelines meet current post-construction Standard Urban Stormwater Mitigation Plan (SUSMP) requirements, and the post-construction element of the NPDES program requirements.

⁶² This project has already complied with this LAUSD standard condition; see Geotechnical Evaluation in Appendix D of this Initial Study.

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SC-HWQ-2	<p>Compliance Checklist for Storm Water Requirements at Construction Sites.</p> <p>This checklist has requirements for compliance with the General Construction Activity Permit and is used by OEHS to evaluate permit compliance. Requirements listed include a SWPPP; BMPs for minimizing storm water pollution to be specified in a SWPPP; and monitoring storm water discharges to ensure that sedimentation of downstream waters remains within regulatory limits</p>
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The Geologic Evaluation is included at Appendix C of this Initial Study.

- a) **Expose people or structures to potential substantial adverse effects, including the risk of loss, injury, or death involving:**
- i. **Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning map, issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.**

Less Than Significant Impact. The proposed Project would not expose people or structures to potential substantial hazards from surface rupture of a known fault. The Alquist-Priolo Earthquake Fault Zoning Act was passed in 1972 to mitigate the hazards of surface faulting and fault rupture on habitable buildings. Fault rupture generally occurs within 50 feet of an active fault line and is limited to the immediate area where the fault breaks along the surface. There are several known faults in the Los Angeles region. Active earthquake faults are faults where surface rupture has occurred within the last 11,000 years. The site is not within or immediately adjacent to (i.e., within a few hundred feet of) an Alquist-Priolo Earthquake Fault Zone. The nearest Alquist-Priolo Earthquake Fault Zone is approximately eight miles northeast of the school campus on the San Fernando Fault.⁶³ Based on a review of readily available geologic literature, there are no known active faults or geologically hazardous areas on or immediately adjacent to the site. Fault rupture impacts would be less than significant.

i. Strong seismic ground shaking?

Less Than Significant Impact. The proposed Project would not increase exposure of people or structures to earthquake impacts. Southern California is a seismically active region. Impacts from ground shaking could occur many miles from an earthquake epicenter. The potential severity of ground shaking depends on many factors, including the distance from the originating fault, the earthquake magnitude, and the nature of the earth materials beneath a given site. There are several known faults in the Los Angeles region. The closest historically active surface fault is the San Fernando Fault, which ruptured February 9, 1971, and is approximately 8 miles to the northeast of the school. The active Hollywood fault, part of the Santa Monica-Hollywood-Raymond fault system, lies approximately 11 miles southeast of the school, and the active Verdugo fault is approximately 13.5 miles east of the

⁶³ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation To Assist Design Team Schematic Development, Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Tarzana, California.

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school. Although no potentially active or active faults are known to exist within the school, the area will be subject to strong ground motion from occasional earthquakes in the region.⁶⁴

Moderate to strong ground shaking can be anticipated. Because of the proximity to known faults, and because the entire southern California region is considered seismically active, there is a potential for people and structures to experience strong ground shaking in the future from local and regional faults.

The proposed new buildings would be designed in accordance with the “Guidelines for Evaluating and Mitigating Seismic Hazards in California”⁶⁵ and the California Geological Survey “Checklist for the Review of Geologic/Seismic Reports for California Schools, Hospitals, and Essential Services Buildings.” The proposed Project also requires review from the DSA for compliance with design and construction and accessibility standards and codes. LAUSD, with oversight from DSA, would comply with these requirements in the design and construction of the new school buildings. Seismic ground shaking impacts would be less than significant.

ii. Seismic-related ground failure, including liquefaction?

Less Than Significant Impact. Liquefaction refers to loose, saturated sand, or gravel deposits that lose their load-supporting capability when subjected to intense shaking. Liquefaction potential varies based upon three main contributing factors: 1) cohesionless, granular soils having relatively low densities (usually of Holocene age);⁶⁶ 2) shallow groundwater (generally less than 50 feet); and 3) moderate to high seismic ground shaking.

The property sits atop late Holocene alluvial deposits.⁶⁷ Soils encountered at the school campus during testing were artificial fill material (placed as part of the school development) consisting of silty clay at the upper 2 to 5 feet. Subsurface conditions below pavement is either native soils or between 2 and 6 inches of aggregate base. From about 5 to 51.5 feet (depth of borings), the site consists of late Holocene Alluvial Fan soil, sediment deposited as a result of flowing water.⁶⁸ These alluvial deposits consist of sandy and silty clays near the surface, underlain by thickly interbedded silty and clayey sands, silty clays, clayey silts and clean sand. The soils were damp to moist above 30 feet and became moist to saturated below 30 feet. The alluvial soils varied in consistency from medium dense to dense where sandy, with the cohesive, clayey alluvial soils being medium stiff to very stiff. Groundwater was encountered at depths varying from 28 to 37 feet below ground surface. Historical high groundwater is about 10 feet below ground surface.

⁶⁴ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation To Assist Design Team Schematic Development, Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Tarzana, California.

⁶⁵ Published in 1997 by the California Department of Mines and Geology (DMG) as Special Publication 117 (SP117), and revised and readopted September 11, 2008 and published by the California Department of Conservation, California Geological Survey (formerly known as DMG).

⁶⁶ The Holocene epoch began 12,000 to 11,500 years ago.

⁶⁷ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation To Assist Design Team Schematic Development, Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Tarzana, California.

⁶⁸ The Quaternary Period is the current and most recent of the three periods of the Cenozoic Era in the geologic time. The Quaternary Period is divided into two epochs: the Pleistocene (2.588 million years ago to 11.7 thousand years ago) and the Holocene (from 12,000 to 11,500 years ago to today). We are currently living in the Holocene Epoch of the Quaternary Period.

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The entire southern California region is considered seismically active. Because of seismicity, soil conditions, and historic depth to groundwater, the school campus is in a zone of required investigation for liquefaction as designated by the California Geological Survey, and is shown in the Safety Element of the Los Angeles General Plan on Exhibit B as an area susceptible to liquefaction.⁶⁹

The geotechnical investigation assessed the potential for liquefaction in subsurface site soils, the effects of liquefaction on buildings, and surface deformation or settlement due to liquefaction.⁷⁰

According to the State of California Special Publication 117A, hazards from liquefaction should be mitigated to the extent required to reduce seismic risk to “acceptable levels.” The acceptable level of risk means “that level that provides reasonable protection of the public safety” (California Code of Regulations (CCR) Title 14, Section 3721(a)). More stringent requirements are prescribed by the California Building Code (CCR Title 24) for hospitals, public schools, and essential service buildings. For such structures, the requirements of the Seismic Hazards Mapping Act are intended to complement the CCR Title 24 requirements.

The geotechnical investigation includes recommendations to minimize liquefaction hazards to people and structures, which have been incorporated into the proposed Project; including placement of suitable engineered fill or firm natural soils to a depth of five feet, proper shoring of excavations, using conventional foundation or mat foundation systems, footings, and other construction methods.⁷¹ During project construction, the grading operations would excavate, replace, and compact site soils to at least 90 percent relative compaction. At project completion, well-compacted earth would underlie the Project. All proposed structures would comply with all applicable laws pertaining to school construction, including the California Building Code, the California Geological Survey “Guidelines for Evaluating and Mitigating Seismic Hazards in California”⁷² and “Checklist for the Review of Geologic/Seismic Reports for California Schools, Hospitals, and Essential Services Buildings.”⁷³ The DSA reviews and approves construction plans for new public school buildings. As part of the DSA review process, LAUSD is required to show how the Project complies with a final engineering-level geotechnical report. This report includes, but is not limited to: identification of building setbacks, site preparation, specific locations and methods for fill placement, temporary shoring, groundwater seismic design features, excavation stability, foundations, soil stabilization, establishment of any deep foundations, concrete slabs and pavements, surface drainage, cement type and corrosion measures, erosion control, shoring and internal bracing, and plan review.

⁶⁹ City of Los Angeles. 1996, November 26. Safety Element of the Los Angeles City General Plan. Exhibit B: Areas Susceptible to Liquefaction. <http://cityplanning.lacity.org/cwd/gnlpln/safteyelt.pdf>.

⁷⁰ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation To Assist Design Team Schematic Development, Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Tarzana, California.

⁷¹ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation To Assist Design Team Schematic Development, Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Tarzana, California.

⁷² Published in 1997 by the California Department of Mines and Geology (DMG) as Special Publication 117 (SP117), and revised and readopted September 11, 2008 and published by the California Department of Conservation, California Geological Survey (formerly known as DMG).

⁷³ California Geological Survey. October 2013. http://www.conservacion.ca.gov/cgs/information/publications/cgs_notes/note_48/Documents/Note_48.pdf

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The Project design and development would incorporate all recommended measures outlined in the final engineering-level geotechnical report to ensure that safety is not compromised as required by existing regulations. The potential for liquefaction is therefore considered to be low and impacts would be less than significant.

iii. Landslides?

No Impact. Landsliding is a type of erosion in which masses of earth and rock move down slope as a single unit. Susceptibility of slopes to landslides and other forms of slope failure depend on several factors, which are usually present in combination and include steep slopes, condition of rock and soil materials, the presence of water, formational contacts, geologic shear zones, and seismic activity.

The school campus elevation is between 735 and 740 feet above mean sea level. The school and vicinity slope very gently to the north-northwest.⁷⁴ The school campus and its adjoining properties are relatively flat and exhibit no substantial elevation changes or unusual geographic features. The school campus is not in a zone of required investigation for earthquake-induced landslides as mapped by the California Geological Survey.⁷⁵ Therefore, the Project would not expose people or the new school buildings to adverse effects from landslides.

b) Result in substantial soil erosion or the loss of topsoil?

Less Than Significant Impact.

Construction Phase

The proposed Project would not result in substantial soil erosion or loss of topsoil. The native topsoil was removed and/or compacted during development of the school campus; therefore, redevelopment of the school campus would not result in the loss of topsoil.⁷⁶ Erosion is a normal and inevitable geologic process whereby earthen materials are loosened, worn away, decomposed or dissolved, and moved from one place to another. Precipitation, running water, waves, and wind are all agents of erosion. Ordinarily, erosion proceeds imperceptibly, but when the natural equilibrium of the environment is changed, the rate of erosion can be greatly accelerated. This can create aesthetic as well as engineering problems on undeveloped sites. Accelerated erosion in an urban area can cause damage by undermining structures; blocking storm drains; and depositing silt, sand, or mud in roads and tunnels. Eroded materials can eventually be deposited in local waters, where the carried silt remains suspended in the water for some time, constituting a pollutant and altering the normal balance of plant and animal life. Project-related construction activities would expose soil through excavation, grading, and trenching, and thus could cause erosion during heavy winds or storms. Construction projects of one acre or more are regulated under the National Pollutant Discharge Elimination System (NPDES) General Permit for Storm Water Discharges Associated with Construction and Land

⁷⁴ Eco and Associates, Inc. July 21, 2016. Submittal of the Final Phase I Environmental Site Assessment Report and the Preliminary Endangerment Assessment (PEA) Workplan Letter Report for 18605 Erwin Street, Reseda, CA 91335; Assessor Parcel No: 2127-012-900.

⁷⁵ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation To Assist Design Team Schematic Development, Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Tarzana, California.

⁷⁶ Topsoil is the thin, rich layer of soil where most nutrients for plants are found and where most land-based biological activity takes place. The loss of topsoil through erosion is a major agricultural problem.

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Disturbance Activities (Order No. 2012-0006-DWQ) issued by the State Water Resources Control Board. Project applicants obtain coverage by developing and implementing a Stormwater Pollution Prevention Plan (SWPPP) estimating sediment risk from construction activities to receiving waters, and specifying best management practices (BMPs) that would be incorporated into the construction plan to minimize stormwater pollution. Categories of BMPs used in SWPPPs are described in Table 7. The school campus is 21.5 acres and less than 5-acres contiguous at a time would be disturbed; thus, project construction would be subject to the Statewide General Construction Permit and implementation of BMPs specified in the SWPPP. This is also required under the SC-HWQ-2. Construction-phase soil erosion impacts would be less than significant.

Table 7 Construction BMPs

Category	Purpose	Examples
Erosion Controls and Wind Erosion Controls	Cover and/or bind soil surface, to prevent soil particles from being detached and transported by water or wind.	Mulch, geotextiles, mats, hydroseeding, earth dikes, swales.
Sediment Controls	Filter out soil particles that have been detached and transported in water.	Barriers such as straw bales, sandbags, fiber rolls, and gravel bag berms; desilting basin; cleaning measures such as street sweeping.
Tracking Controls	Minimize the tracking of soil off-site by vehicles.	Stabilized construction roadways and construction entrances/exits; entrance/outlet tire wash.
Non-Storm Water Management Controls	Prohibit discharge of materials other than stormwater, such as discharges from the cleaning, maintenance, and fueling of vehicles and equipment. Conduct various construction operations, including paving, grinding, and concrete curing and finishing, in ways that minimize non-stormwater discharges and contamination of any such discharges.	BMPs specifying methods for: paving and grinding operations; cleaning, fueling, and maintenance of vehicles and equipment; concrete curing; concrete finishing.
Waste Management and Controls (i.e., good housekeeping practices)	Management of materials and wastes to avoid contamination of stormwater.	Spill prevention and control, stockpile management, and management of solid wastes and hazardous wastes.

Source: California Stormwater Quality Association (CASQA). 2003, January. Stormwater Best Management Practice Handbook: Construction.

Operational Phase

After completion of the proposed Project, ground surfaces at the school campus would be either hardscape or maintained landscaping, and no large areas of exposed soil would be left to erode off the campus. The proposed Project would incorporate SC-HWQ-1, which requires compliance with the Planning and Land Development Handbook for Low Impact Development (LID) Handbook issued by the City of Los Angeles Stormwater Program in May 2016.⁷⁷ The LID Handbook in turn is pursuant to the Municipal Stormwater Permit for coastal watersheds of Los Angeles County, Order No. R4-2012-0175, issued by the Los Angeles Regional Water Quality Control Board (LARWQCB) in 2012.

The LID Handbook was developed as part of the municipal stormwater program to address stormwater pollution from new developments and redevelopment projects. LID stormwater management would be

⁷⁷ Planning and Land Development Handbook for Low Impact Development (LID). Part B, Planning Activities, 5th edition. May 9, 2016 http://www.lastormwater.org/wp-content/files_mf/lidmanualfinal.pdf

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incorporated into the Project design and employs principles such as preserving and recreating natural landscape features, minimizing impervious areas to create functional and appealing site drainage that treats stormwater as a resource rather than a waste product. There are many practices that have been used to adhere to these principles such as bioretention facilities, rain gardens, vegetated rooftops, rain barrels, and permeable pavements. By implementing LID principles and practices, water can be managed in a way that reduces the impact of built areas and promotes the natural movement of water within an ecosystem or watershed. Applied on a broad scale, LID can maintain or restore a watershed's hydrologic and ecological functions. LAUSD would comply with existing regulations and LAUSD's applicable requirements. Operational phase soil erosion impacts would be less than significant.

- c) **Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction, or collapse?**

Less Than Significant Impact. Hazards arising from liquefaction and landslides would be less than significant, as discussed above in Sections VIa(iii) and (iv).

Lateral spreading. Lateral spreading is the downslope movement of surface sediment due to liquefaction in a subsurface layer. The geotechnical evaluation assessed the potential for lateral spreading in subsurface site soils. Foundation and building designs include lateral load measures to compensate for the spreading potential and to minimize lateral spreading hazards to people and structures. Due to the flat nature of the school and vicinity, and without adjacent sloping free faces, the potential for lateral spreading is negligible, and anticipated lateral spread is less than three inches.⁷⁸ The DSA reviews and approves construction drawings for new public schools. As part of the DSA review process, LAUSD is required to show how the Project complies with the final engineering-level geotechnical report. This report includes, but is not limited to, identification of building setbacks, site preparation, fill placement, temporary shoring, groundwater seismic design features, excavation stability, foundations, soil stabilization, establishment of deep foundations, concrete slabs and pavements, surface drainage, cement type and corrosion measures, erosion control, shoring and internal bracing, and plan review.

The Project design and development would incorporate all recommended measures outlined in the final geotechnical report to ensure that safety is not compromised, as required by existing regulations. Compliance with existing building codes and DSA requirements would ensure that the buildings are designed and constructed for this condition. The proposed Project would not expose people or the new school buildings to significant adverse effects associated with lateral spreading. Impacts would be less than significant.

Subsidence and Seismically Induced Settlement. The major cause of ground subsidence is withdrawal of groundwater. The proposed Project would not withdraw groundwater and no large-scale extraction of groundwater, gas, oil, or geothermal energy is occurring or planned at the site or in the general site vicinity. Appendix C of the geotechnical evaluation is the analyses for seismically induced settlement conducted for the proposed Project. The site is considered suitable, from a geotechnical engineering standpoint, for the

⁷⁸ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation.

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proposed Project.⁷⁹ Additionally, the Project design and development would incorporate all recommended measures outlined in the final engineering-level geotechnical report to ensure that safety is not compromised, as required by existing regulations. Compliance with existing building codes and DSA would ensure that the buildings are designed and constructed for this condition. The proposed Project would not expose people or the new school buildings to significant adverse effects associated with subsidence and seismically induced settlement. Impacts would be less than significant.

Collapsible Soils. Collapsible soils are typically geologically young, unconsolidated sediments of low density that may compress under the weight of structures. Based on testing performed on site soils, the native alluvium is not considered collapsible. Based on consolidation testing of the underlying soils, the potential for hydro-collapse of the underlying soils to a depth of 50 feet below the existing ground surface is low.⁸⁰ Project development would not cause hazards from collapsible soils, and impacts would be less than significant.

d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?

Less Than Significant Impact. Expansive soils possess clay particles that react to moisture changes by shrinking when dry or swelling when wet. These soils have the potential to crack building foundations and, in some cases, structurally distress the buildings themselves. Minor to severe damage to overlying structures is possible. Based on field exploration, soil classification, and density results, onsite soils are considered to have medium expansion potential.⁸¹ Special recommendations for foundation design will be incorporated into the design of buildings. The DSA would ensure that the buildings are designed and constructed for this condition. The proposed Project would not expose people or the new school buildings to significant adverse effects associated with expansive soils. Impacts would be less than significant.

e) Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste water?

No Impact. The existing school does not use septic tanks or other alternative wastewater disposal systems, and no impact would occur.

⁷⁹ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation.

⁸⁰ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation.

⁸¹ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
VII. GREENHOUSE GAS EMISSIONS. Would the project:				
a. Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Conflict with an applicable plan, policy, or regulation adopted for the purpose of reducing the emissions of greenhouse gases?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Explanation:

The following LAUSD Standard Conditions of Approval apply to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-USS-1	<i>School Design Guide. (Book Two General Criteria, Section 2.4. C.2.f.1)</i> Construction and demolition waste shall be recycled to the maximum extent feasible. LAUSD has established a minimum non-hazardous construction and demolition debris recycling requirement of 75% by weight as defined in Specification 01340, Construction & Demolition Waste Management. Guide Specifications Division 01 - Section 7419, Construction & Demolition Waste Management, October 11, 2011. This section of the LAUSD Specifications includes procedures for preparation and implementation, including reporting and documentation, of a Waste Management Plan for reusing, recycling, salvage or disposal of non-hazardous waste materials generated during demolition and/or new construction (Construction & Demolition (C&D) Waste), to foster material recovery and re-use and to minimize disposal in landfills. Requires the collection and separation of all C&D waste materials generated on-site, reuse or recycling on-site, transportation to approved recyclers or reuse organizations, or transportation to legally designated landfills, for the purpose of recycling salvaging and/or reusing a minimum of 75% of the C&D waste generated.
SC-GHG-1	During school operation, LAUSD shall perform regular preventative maintenance on pumps, valves, piping, and tanks to minimize water loss.
SC-GHG-2	LAUSD shall utilize automatic sprinklers set to irrigate landscaping during the early morning hours to reduce water loss from evaporation.
SC-GHG-3	LAUSD shall reset automatic sprinkler timers to water less during cooler months and rainy season.
SC-GHG-4	LAUSD shall develop a water budget for landscape (both non-recreational and recreational) and ornamental water use to conform to the local water efficient landscape ordinance. If no local ordinance is applicable, then use the landscape and ornamental budget outlined by the California Department of Water Resources.
SC-GHG-5	LAUSD shall ensure that the time dependent valued energy of the proposed Project design is at least 10 percent, with a goal of 20 percent less than a standard design that is in minimum compliance with the California Title 24, Part 6 energy efficiency standards that are in force at the time the project is submitted to the Division of the State Architect.

Note: Text in *italics* shows specific requirement identified in the criteria or condition.

GHG regulatory setting and modeling data can be found in Appendix A to this Initial Study.

The Intergovernmental Panel on Climate Change (IPCC) has identified four major greenhouse gases (GHGs)—water vapor, carbon dioxide (CO₂), methane, and O₃—that are the likely cause of an increase in global average temperatures observed within the 20th and 21st centuries. The primary source of these GHGs

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is fossil fuel use. Other GHGs identified by the IPCC that contribute to global warming to a lesser extent are nitrous oxide, sulfur hexafluoride, hydro fluorocarbons, perfluorocarbons, and chlorofluorocarbons (CFCs).⁸²

a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?

Less Than Significant Impact. Global climate change is not confined to a particular project area and is generally accepted as the consequence of global industrialization over the last 200 years. A typical project, even a very large one, does not generate enough GHG emissions on its own to influence global climate change significantly; hence, the issue of global climate change is, by definition, a cumulative environmental impact.

A typical school project could generate GHG emissions from construction activities, energy use (directly through fuel consumed for building heating), area sources (e.g., consumer products, coatings), mobile sources (e.g., vehicle trips associated with the new students), water usage, and solid waste generation. However, similar to the operation-phase criteria air pollutants (discussed in Section III[b]), it is anticipated that the net change in operation-phase GHG emissions associated with the proposed Project would be nominal because the number of students would remain the same and the newer buildings would be more energy efficient. The new buildings would be designed and constructed to comply with and/or exceed Title 24 Building Energy Efficiency Standards as outlined in CHPS EE 1.0, EE 2.0, EE 3.0, and EE 5.0 and LAUSD Standard Condition SC-GHG-5. Consistent with CHPS OM 3.0, the school will track its energy use over time to analyze energy performance of the facility. Also, as outlined in CHPS WE 1.0, WE 2.0, and WE 3.0 and SC-GHG-1, SC-GHG-2, SC-GHG-3, and SC-GHG-4, the proposed Project would be designed to reduce potable water use, wastewater generation, and outdoor water use. Thus, for the purpose of this analysis, only construction-related GHG emissions are quantified. Table 8 provides both the total and amortized project-related construction emissions. The amortized emission rate is based on total construction emissions amortized over 30 years per SCAQMD methodology.⁸³ Amortized construction emissions would be substantially below the proposed SCAQMD bright-line threshold of 3,000 metric tons of CO₂equivalent per year. Furthermore, implementation of SC-USS-1, which requires construction waste recycling, would contribute to further minimizing construction-related GHG emissions. It is anticipated that operation-phase GHG emissions would be nominal and would not cause an exceedance of the SCAQMD bright-line threshold. Therefore, the proposed Project's cumulative contribution to GHG emissions is less than significant.

⁸² Water vapor (H₂O) is the strongest GHG and the most variable in its phases (vapor, cloud droplets, ice crystals). However, water vapor is not considered a pollutant, but part of the feedback loop rather than a primary cause of change.

⁸³ South Coast Air Quality Management District. 2009, November 19. Greenhouse Gases (GHG) CEQA Significance Thresholds Working Group Meeting 14. [http://www.aqmd.gov/docs/default-source/ceqa/handbook/greenhouse-gases-\(ghg\)-ceqa-significance-thresholds/year-2008-2009/ghg-meeting-14/ghg-meeting-14-main-presentation.pdf?sfvrsn=2](http://www.aqmd.gov/docs/default-source/ceqa/handbook/greenhouse-gases-(ghg)-ceqa-significance-thresholds/year-2008-2009/ghg-meeting-14/ghg-meeting-14-main-presentation.pdf?sfvrsn=2).

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Table 8 Project-Related Construction GHG Emissions

Source	GHG (metric tons)
Total Construction Emissions ¹	1,870 MTCO ₂ e
Amortized Construction Emissions ²	62 MTCO ₂ e/yr
Proposed SCAQMD Bright-Line Threshold	3,000 MTCO ₂ e/yr
Exceeds Bright-Line Threshold	No

Source: CalEEMod, Version 2016.3.1. Totals may not equal to the sum of the values as shown due to rounding

Notes: MTCO₂e: metric ton of carbon dioxide equivalent

¹ Implementation of SC-USS-1, which focuses on construction waste recycling, would contribute in further minimizing construction-related GHG emissions.

² Total construction emissions are amortized over 30 years per SCAQMD methodology.

b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?

Less Than Significant Impact. The California Air Resources Board’s (CARB’s) Scoping Plan is California’s GHG reduction strategy to achieve the state’s GHG emissions reduction target. In accordance with AB 32, CARB developed the 2008 Scoping Plan to outline the state’s strategy to achieve 1990 level emissions by year 2020. The CARB Scoping Plan is applicable to state agencies and is not directly applicable to cities/counties and individual projects. Nonetheless, the Scoping Plan has been the primary tool used to develop performance-based and efficiency-based CEQA criteria and GHG reduction targets for climate action planning efforts. On January 20, 2017, CARB released the 2017 Climate Change Scoping Plan to address the new interim GHG emissions target under Senate Bill 32 (SB 32), which requires the state to reduce its GHG emissions 40 percent below 1990 levels by 2030.⁸⁴ The 2017 Climate Change Scoping Plan provides strategies to meet this target. Adoption hearings are planned for sometime in 2017.

Statewide strategies to reduce GHG emissions in the 2017 Scoping Plan include implementing SB 350, which expands the Renewables Portfolio Standard to 50 percent by 2030 and doubles energy efficiency savings; expanding the Low Carbon Fuel Standard to 18 percent by 2030; implementing the Mobile Source Strategy to deploy zero-emission electric vehicle buses and trucks; implementing the Sustainable Freight Action Plan; implementing the Short-Lived Climate Pollutant Reduction Strategy, which reduces methane and hydrofluorocarbons 40 percent below 2013 levels by 2030 and black carbon emissions 50 percent below 2013 levels by 2030; continuing to implement SB 375; creating a post-2020 Cap-and-Trade Program; establishing a new regulation to reduce GHG emissions from the refinery sector by 20 percent; and developing an Integrated Natural and Working Lands Action Plan to secure California’s land base as a net carbon sink.⁸⁵

New buildings, like those constructed as a part of the proposed Project, are required to comply with the 2016 Building Energy Efficiency Standards and 2016 CALGreen Building Standards Code. Additionally, the proposed new school building facilities would be designed and constructed to meet the CHPS criteria and LAUSD Standard Conditions of Approval. With implementation of these regulations and standards, the

⁸⁴ California Air Resources Board. 2017, January 20. The 2017 Climate Change Scoping Plan Update: The Proposed Strategy for Achieving California’s 2030 Greenhouse Gas Target. https://www.arb.ca.gov/cc/scopingplan/2030sp_pp_final.pdf.

⁸⁵ California Air Resources Board. 2017, January 20. The 2017 Climate Change Scoping Plan Update: The Proposed Strategy for Achieving California’s 2030 Greenhouse Gas Target. https://www.arb.ca.gov/cc/scopingplan/2030sp_pp_final.pdf.

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proposed Project's GHG emissions would exceed the reductions that would be achieved through statewide measures.

In addition to AB 32, the California legislature passed SB 375 to connect regional transportation planning to land use decisions made at a local level. SB 375 requires the metropolitan planning organizations to prepare a Sustainable Communities Strategy (SCS) in their regional transportation plans to achieve the per capita GHG reduction targets. For the SCAG region, the Regional Transportation Plan (RTP)/SCS was adopted in April 2016.⁸⁶ The proposed Project would result in improvements to an existing school only and would not result in an increase to the number of students or vehicle trips. Therefore, the proposed Project would not interfere with SCAG's ability to implement the regional strategies outlined in the RTP/SCS, and the impacts would be less than significant.

⁸⁶ Southern California Association of Governments (SCAG). 2016, April. The 2016-2040 Regional Transportation Plan/Sustainable Communities Strategy (RTP/SCS): A Plan for Mobility, Accessibility, Sustainability, and a High Quality of Life. <http://scagrtpscs.net/Documents/2016/final/f2016RTPSCS.pdf>.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
VIII. HAZARDS AND HAZARDOUS MATERIALS. Would the project:				
a. Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. For a project within the vicinity of a private airstrip, would the project result in a safety hazard for the people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g. Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h. Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

This section is based, in part, on the Phase I Environmental Site Assessment that was completed on July 21, 2016.⁸⁷ The Phase I Environmental Site Assessment (ESA) is included as Appendix D of this Initial Study.

- a) **Create a significant hazard to the public or the environment through the routine transport, use or disposal of hazardous materials?**

Less Than Significant Impact.

⁸⁷ Eco and Associates, Inc. July 21, 2016. Submittal of the Final Phase I Environmental Site Assessment Report and the Preliminary Endangerment Assessment (PEA) Workplan Letter Report for 18605 Erwin Street, Reseda, CA 91335; Assessor Parcel No: 2127-012-900.

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Hazardous Materials That Would Be Used on Campus

Construction

Construction may involve activities requiring the transport, storage, use, or disposal of small quantities of hazardous substances for activities such as fueling and servicing construction equipment and applying paints and other coatings. The use of these materials during project construction would be short-term in nature and would occur in accordance with standard construction practices, as well as with applicable federal, state, and local regulations. Potentially hazardous materials would be contained, stored, and used in accordance with manufacturers' instructions and handled in compliance with applicable standards and regulations.

Existing Hazardous Materials Present or Potentially Present on or near the Campus

Recognized Environmental Conditions

A recognized environmental condition (REC) is defined as the presence or likely presence of hazardous substances or petroleum products in, on, or at a property due to any release to the environment, under any conditions indicative of a release to the environment, or under conditions that pose a material threat of a future release to the environment.⁸⁸

Recognized environmental conditions were not identified within the campus during this assessment. Historical RECs were also not identified at the campus. Historical RECs refer to a past release that has been remediated to below "residential" standards and given regulatory closure with no use restrictions.

Other Environmental Conditions (OECs) were identified within the campus during the assessment. OECs are features or issues that, while being judged to have a relatively low probability of resulting in significant impact, should be considered in project planning and risk management. The OECs on campus include lead-based paint, pesticides, arsenic-based herbicides, electrical transformers, flammable materials storage room, paint and/or solvent spray booth.

- **Lead.** Due to the age of the buildings, it is considered likely that the paint on the buildings contains, or formerly contained, elevated lead concentrations. Due to its slow deterioration with time, elevated lead concentrations are anticipated in the soil adjoining older buildings. Note that the buildings have been mostly bordered by pavement since 1954. As such, the potential that the soils underlying this pavement have been impacted with lead is considered relatively low. Elevated lead concentrations, however, are anticipated in soils within the planters that contain trees between the buildings, or any other unpaved areas adjoining the buildings.

Although the former dwellings were less than 7 years old when they were removed, there is a potential that leaded paint dust and fragments were generated during their demolition around 1954. These former dwellings were located adjacent to the auditorium and Classroom Buildings D, E, and H.

⁸⁸ ASTM International (ASTM). 2013. Standard E1527-13: Standard Practice for Environmental Site Assessments: Phase I Environmental Site Assessment Process.

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- **Arsenic.** There is a potential that elevated arsenic concentrations (greater than background levels) are present in the soils immediately underlying the paved portions of the school. It was formerly common practice to apply an arsenic-based herbicide to soil immediately prior to paving with asphalt.
- **Pesticides.** As noted above, the school was in periodic agricultural use (fields) in the 1930s and 1940s. As such, it is considered possible that persistent pesticides were formerly used, and may have impacted the surficial soils. Due to the lack of orchards and row crops, which are relatively heavy users of pesticides, elevated pesticide concentrations (greater than regulatory levels) are not anticipated.
- **Gasoline and Diesel.** Two 55-gallon drums of gasoline and one 55-gallon drum of diesel were observed in a flammable materials storage room on the eastern side of the Utility Building. Indications of releases from these fuel containers were not evident at the time of the assessment. A drain hole located in the southern portion of this room would have drained the fuel from the floor of this room in the event of a significant release.⁸⁹

Demolition of the school buildings would require routine transport and disposal of hazardous demolition waste material and soil off the school campus.

Polychlorinated Biphenyls

PCBs were once used as coolants, insulating materials and lubricants in electrical materials, such as transformers. PCBs were also used widely in caulking and elastic sealant materials, particularly from 1950 through the 1970's until PCBs were banned in 1979. There are nine electric transformers on the campus.⁹⁰ Due to the age of most of these transformers, it is possible they contain PCBs. Additionally, PCBs may exist in soil near exterior caulking in buildings meeting the age criteria and adjacent unpaved areas. If PCBs are identified during preparation of the Preliminary Environmental Assessment (PEA), LAUSD Section 13614 (*Abatement of Hazardous Materials*) will be implemented for the removal of PCBs, in compliance with applicable health and safety and hazardous materials regulations.

Asbestos

Asbestos is the name of a group of silicate minerals that are heat resistant, and thus were commonly used as insulation and fire retardant. Inhaling asbestos fibers has been shown to cause lung disease (asbestosis) and lung cancer (mesothelioma).⁹¹ Beginning in the early 1970s, a series of bans on the use of certain asbestos-containing materials (ACMs) in construction were established by the EPA and the Consumer Product Safety

⁸⁹ Eco and Associates, Inc. July 21, 2016. Submittal of the Final Phase I Environmental Site Assessment Report and the Preliminary Endangerment Assessment (PEA) Workplan Letter Report for 18605 Erwin Street, Reseda, CA 91335; Assessor Parcel No: 2127-012-900.

⁹⁰ Eco and Associates, Inc. July 21, 2016. Submittal of the Final Phase I Environmental Site Assessment Report and the Preliminary Endangerment Assessment (PEA) Workplan Letter Report for 18605 Erwin Street, Reseda, CA 91335; Assessor Parcel No: 2127-012-900.

⁹¹ Department of Toxic Substances Control (DTSC). 2017, March 16. Glossary of Environmental Terms. http://www.dtsc.ca.gov/InformationResources/Glossary_of_Environmental_Terms.cfm.

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Commission. Most US manufacturers voluntarily discontinued the use of asbestos in certain building products during the 1980s.⁹²

Buildings must be reviewed by LAUSD's Facilities Environmental Technical Unit (FETU) for asbestos prior to Project commencement.⁹³ Because the school was constructed in 1954 it is anticipated that the buildings contain asbestos. During demolition and renovation of permanent buildings and removal of portable buildings, asbestos would be removed, contained, and disposed. Requirements for limiting asbestos emissions from building demolition and renovation activities are specified in SCAQMD Rule 1403 (Asbestos Emissions from Demolition/Renovation Activities). California Government Code Sections 1529 and 1532.1 provide for exposure limits, exposure monitoring, respiratory protection and good working practice by workers exposed to lead and ACM. In addition, LAUSD Section 13614 (Abatement of Hazardous Materials) will be implemented for the removal of ACM and asbestos-containing construction material (ACCM), in compliance with applicable health and safety and hazardous materials regulations. The proposed Project would not subject people to substantial hazards from ACM or ACCM, and impacts would be less than significant.

Lead-Based Paint

Lead was formerly used as an ingredient in paint (before 1978) and as a gasoline additive; both of these uses have been banned. Lead is listed as a reproductive toxin and a cancer-causing substance; it also impairs the development of the nervous system and blood cells in children.⁹⁴ Lead-based paint is defined in Code of Federal Regulations Title 40 Part 745 as paint or other surface coatings that contain lead equal to or in excess of 1.0 milligram per square centimeter or 0.5 percent by weight. Pre-1978 structures are presumed to contain lead-based paint without having an inspection. The school was constructed in 1954.

Due to the ages of the buildings onsite, all coated surfaces (paint, varnish, or glazed) are assumed to contain lead; therefore, must be reviewed by LAUSD's FETU for lead-based paint prior to Project commencement.⁹⁵ All lead-containing material abatement/removal work must comply with the US Environmental Protection Agency (EPA), US Occupational Safety and Health Administration, and SCAQMD regulations. Lead must be contained during demolition activities (California Health & Safety Code sections 17920.10 and 105255). Title 29 Code of Federal Regulations (CFR) Part 1926 establishes standards for occupational health and environmental controls for lead exposure. The standard also includes requirements addressing exposure assessment, methods of compliance, respiratory protection, protective clothing and equipment, hygiene facilities and practices, medical surveillance, medical removal protection, employee information and training, signs, recordkeeping, and observation or monitoring. In addition, LAUSD Section 13282 (Lead Abatement and Lead Related Construction Work) and LAUSD Section 13614 (Abatement of Hazardous Materials) will also be implemented for the removal of lead-based paint and building materials, in compliance with applicable health and safety and hazardous materials regulations. The proposed Project would not subject people to substantial hazards from lead-based paint, and impacts would be less than significant.

⁹² US Environmental Protection Agency (USEPA). December 19, 2016. U.S. Federal Bans on Asbestos. <https://www.epa.gov/asbestos/us-federal-bans-asbestos>.

⁹³ FETU is responsible for hazardous material abatement and management and for State and Federal regulatory compliance.

⁹⁴ Department of Toxic Substances Control (DTSC). 2017, March 16. Glossary of Environmental Terms. http://www.dtsc.ca.gov/InformationResources/Glossary_of_Environmental_Terms.cfm.

⁹⁵ FETU is responsible for hazardous material abatement and management and for State and Federal regulatory compliance.

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Pesticides

Due to the ages of the buildings, organochlorine pesticides may have been used in the buildings for termite control, and could also be present in the southeast corner of the site that was in residential use until the 1920's.⁹⁶ Arsenic is used as a pesticide, primarily to preserve wood from rot and decay; and was also previously used in rat poisons, ant poisons and weed killers.⁹⁷ Arsenic may have been historically used at the campus.

The District is currently preparing a PEA that includes sampling and testing soils for organochlorine termiticides and arsenic, and will remove any positive results found in demolition locations. The proposed Project would not subject people to substantial hazards from pesticides, and impacts would be less than significant.

Soil Import and Export

Any soil that is imported or exported must be chemically tested in accordance with specific written procedures as outlined in LAUSD Specifications, Section 01 4524, *Environmental Import/Export Materials Testing*.⁹⁸ This section specifies the requirements for the sampling, testing, transportation, and certification of imported fill materials or exported fill materials from school sites.

Existing Hazardous Substances Used

Hazardous materials that are currently being handled, used, transported, or disposed of include: standard cleaning products; pesticides and herbicides; and paints, fuels, and lubricants used in association with existing campus janitorial, maintenance, and landscaping. In addition, certain curricula, such as chemistry and industrial arts (wood, metal, electronics), currently involve the use of small quantities of chemicals, fuels and other petroleum products, solvents, and paints. Small volumes of hazardous wastes, such as waste paint, batteries, fluorescent lamps, mercury-containing equipment, or unused maintenance products would require management in accordance with standard LAUSD policies and practices. Most hazardous materials stored on campus present little risk of upset, since they are generally stored in small containers (30 gallons or less) in designated areas. The amounts of hazardous materials that are handled at any one time are likewise small, reducing the potential consequences of an accident during transport, storage, or handling.

Hazardous materials are regulated by several agencies, including the EPA, the California Department of Toxic Substances Control, California Division of Occupational Safety and Health, and the Los Angeles Fire Department.⁹⁹ The requirements of these agencies would be incorporated into the design and operation of

⁹⁶ Organochlorine termiticides previously used in the United States include lindane, aldrin, dieldrin, DDT (dichlorodiphenyltrichloroethane), chlordane, and heptachlor; none of those pesticides are still used as termiticides in the United States. Grace, et al. 1993. Persistence of Organochlorine Pesticides for Formosan Subterranean Termite (*Isoptera: Rhinotermitidae*) Control in Hawaii. In *Journal of Economic Entomology*, Vol. 86, No. 3. <http://manoa.hawaii.edu/ctahr/termite/aboutcontact/grace/pdfs/068.pdf>.

⁹⁷ National Pesticide Information Center, Oregon State University. 2015, December 18. Arsenic. <http://npic.orst.edu/ingred/ptype/treatwood/arsenic.html>.

⁹⁸ LAUSD Asset Management, Guide Specifications: Division 01 General Requirements, Section 01 4524, Environmental Import/Export Materials Testing, October 1, 2011.

⁹⁹ The Los Angeles Fire Department is the Certified Unified Program Agency (CUPA) for the City of Los Angeles; the Certified Unified Program coordinates and makes consistent enforcement of several state and federal regulations governing hazardous materials.

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the proposed Project. These requirements include providing for and maintaining appropriate storage areas for hazardous materials and installing or affixing appropriate warning signs and labels. All materials and substances that would be used after Project completion are already being used on the campus; therefore, no change would occur. Hazards to the public, the students, or the environment through the routine transport, use, or disposal of hazardous materials would be less than significant.

Construction contractors are required to comply with LAUSD standard specifications for proper packaging, transportation, and disposal of any discovered hazardous materials before building construction starts. Specifically, construction contractors are required to comply with worker training, health and safety, hazardous material containment, and off-site transport and disposal of contaminated soil. The proposed Project would not subject people or the environment to substantial hazards related to hazardous materials onsite or potentially onsite, and impacts would be less than significant.

b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?

Less Than Significant Impact. The use, handling, storage, and disposal of hazardous materials in the course of Project construction and operation would not pose a substantial hazard to the public or the environment from reasonably foreseeable accidental release. Compliance with the previously discussed regulations is already standard practice at the school, including training school staff to safely contain and clean up hazardous materials spills; maintenance of hazardous materials spill containment and cleanup supplies onsite; implementing school evacuation procedures as needed; and contacting the appropriate hazardous materials emergency response agency immediately pursuant to requirements of regulatory agencies. Impacts from reasonably foreseeable upset and accident conditions would be less than significant.

c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?

Less than Significant Impact. The proposed Project would not emit hazardous emissions or handle significant quantities of hazardous or acutely hazardous materials, substances, or waste. The proposed Project would not emit hazardous emissions or handle significant quantities of hazardous or acutely hazardous materials, substances, or waste. Hazardous materials expected at the existing school would be associated with janitorial, maintenance, and repair activities. These materials would be used in small quantities and would be stored in compliance with established state and federal requirements. Additionally, construction materials and site cleanup would comply with existing regulations. Operation of construction equipment and heavy trucks during Project construction would generate diesel emissions, which are considered hazardous; however, the Project construction period would be temporary. Health risk is based upon the conservative assumption that exposure is continuous and occurs over a 70-year lifetime. A determination of risk is not appropriate for short-term construction activities. Exposure to diesel exhaust during the construction period would not pose substantial hazards to persons at any of the schools within 0.25 mile of the Project site. Impacts would be less than significant.

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- d) **Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?**

Less than Significant Impact. California Government Code Section 65962.5 requires that lists of hazardous materials sites be compiled and available to the public. These lists include:

- hazardous waste facilities subject to corrective action
- hazardous waste discharges for which the SWRCB has issued certain types of orders
- public drinking water wells containing detectable levels of organic contaminants
- underground storage tanks with reported unauthorized releases
- solid waste disposal facilities from which hazardous waste has migrated

The Phase I ESA for the proposed Project included a regulatory agency environmental database search; findings are discussed above in Section VIIIa. Impacts would be less than significant.

- e) **For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles or a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?**

No Impact. The nearest airport to the school is the Van Nuys Airport, approximately three miles northeast of the school.¹⁰⁰ The school campus is not within the airport influence area or the airport land use planning area of the Van Nuys Airport. Project development would not result in a new use that would interfere with air traffic patterns, or increase traffic levels or change traffic locations such that it would result in a safety risk. No impact would occur.

- f) **For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?**

No Impact. There are no private airstrips within three miles of the school campus.¹⁰¹ While there may be private heliports in the vicinity, the two-story buildings proposed on the campus would not cause hazards to people on the campus from helicopters approaching or departing a heliport. The new buildings would not create a safety hazard. No impact would occur.

¹⁰⁰ Caltrans. 2016, March. 2016 California Public Use Airports and Federal Airfields. http://dot.ca.gov/hq/planning/aeronaut/documents/maps/PublicUseAirports_MilitaryAirfieldsMap.pdf.

¹⁰¹ Airnav.com. January 24, 2017, Airport Information. <http://www.airnav.com/airports/>.

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g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?

No Impact. The City of Los Angeles Emergency Management Department is responsible for planning for emergency response, recovery, and mitigation in the city. Project construction and operation would not obstruct roadways or otherwise impair emergency access to surrounding communities. All construction staging would be on-campus. During construction, emergency response procedures would comply with the District's emergency response protocol and the contractor's emergency response plan, as required by the City's Emergency Management Department.

Emergency preparedness and response planning and coordination would be coordinated through LAUSD's Office of Emergency Services. The existing school currently has an emergency school evacuation plan in compliance with District "safe school plans." Replacement of existing buildings on the campus would not interfere with any other existing emergency response plans or emergency evacuation plans. No emergency response impact would occur.

h) Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?

No Impact. The school campus is in a built-out urban area, and there is no wildland susceptible to wildfire on or near the site. The nearest Very High Fire Hazard Severity Zone to the site mapped by the California Department of Forestry and Fire Prevention is over five miles south in the Santa Monica Mountains.¹⁰² Project development would not place people or structures at risk from wildfire; no impact would occur.

¹⁰² California Department of Forestry and Fire Prevention (CAL FIRE). 2011, September. Very High Fire Hazard Severity Zones in LRA: Los Angeles. http://www.fire.ca.gov/fire_prevention/fhsz_maps/FHSZ/los_angeles/Los_Angeles.pdf.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
IX. HYDROLOGY AND WATER QUALITY. Would the project result in:				
a. Violate any water quality standards or waste discharge requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Substantially deplete groundwater supplies or interfere with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned land uses for which permits have been granted)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. Otherwise substantially degrade water quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h. Place within a 100-year flood hazard area structures which would impede or redirect flood flows?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i. Expose people or structures to a significant risk of loss, injury, or death involving flooding, including flooding as a result of the failure of a levee or dam?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
j. Inundation by seiche, tsunami, or mudflow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Explanation:

The following LAUSD Standard Conditions of Approval apply to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-HWQ-1	<p>Stormwater Technical Manual.</p> <p>This manual establishes design requirements and provides guidance for the cost-effective improvement of water quality in new and significantly redeveloped LAUSD school sites. These guidelines are intended to improve water quality and mitigate potential impacts to the Maximum Extent Practicable (MEP). These guidelines meet current post-construction Standard Urban Stormwater Mitigation Plan (SUSMP) requirements, and the post-construction element of the NPDES program requirements.</p>
SC-HWQ-2	<p>Compliance Checklist for Storm Water Requirements at Construction Sites.</p> <p>This checklist has requirements for compliance with the General Construction Activity Permit and is used by OEHS to evaluate permit compliance. Requirements listed include a Storm Water Pollution Prevention Plan (SWPPP); BMPs for minimizing storm water pollution to be specified in a SWPPP; and monitoring storm water discharges to ensure that sedimentation of downstream waters remains within regulatory limits</p>
SC-HWQ-3	<p>Ongoing maintenance and repair.</p> <ul style="list-style-type: none"> • Environmental Training Curriculum • Hazardous Waste Management Program • Medical Waste Management Program • Environmental Compliance Inspections • Safe School Inspections • Integrated Pest Management Program • Fats Oil and Grease Management Program • Solid Waste Management Program

a) Violate any water quality standards or waste discharge requirements?

Less Than Significant Impact. A significant impact would occur if the proposed Project discharges water that does not meet the quality standards of agencies which regulate surface water quality and water discharge into stormwater drainage systems. A significant impact would also occur if the proposed Project does not comply with all applicable regulations with regard to surface water quality as governed by the State Water Resources Control Board (SWRCB).

New construction projects can result in two types of water quality impacts: (1) short-term impacts from discharge of soil through erosion, sediments, and other pollutants during construction and (2) long-term impacts from impervious surfaces (buildings, roads, parking lots, and walkways) that prevent water from being absorbed/soaking into the ground, thereby increasing the pollutants in stormwater runoff. Impervious surfaces can increase the concentration of pollutants, such as oil, fertilizers, pesticides, trash, soil, and animal waste, in stormwater runoff. Runoff from short-term construction and long-term operation can flow directly into lakes, local streams, channels, and storm drains and eventually be released untreated into the ocean.

The proposed Project would be constructed in an area that is already developed and already producing nonpoint-source pollutants. Currently, stormwater is collected by engineered storm drains and directed ultimately to the Los Angeles River, approximately 0.25 mile north of the school, which flows east and south and discharges into the Pacific Ocean at Long Beach.

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Construction Phase

Construction projects of one acre or more are regulated under the NPDES General Permit for Storm Water Discharges Associated with Construction and Land Disturbance Activities (Order No. 2012-0006-DWQ) issued by the SWRCB. Project applicants obtain coverage by developing and implementing a SWPPP, estimating pollutants from construction activities to receiving waters, and specifying BMPs that would be incorporated into the construction plan to minimize stormwater pollution. Categories of BMPs used in SWPPPs are described in Table 7. The school campus is 21.5 acres; however, because of active school operation, less than 5 acres (contiguous) in each location on campus would be disturbed at any one time. The Project construction would be subject to the Statewide General Construction Permit and implementation of BMPs specified in the SWPPP. This requirement is also required under SC-HWQ-2. Additionally, LAUSD will incorporate CHPS criteria SS 4.0 – Construction Site Runoff Control / Sedimentation to reduce erosion. Construction phase soil erosion impacts would be less than significant.

Operation Phase

After completion of the proposed Project, ground surfaces at the site would be either hardscape or maintained landscaping, and no large areas of exposed soil would be left to erode off the campus. The Project would incorporate SC-HWQ-1, which requires compliance with the LID Handbook issued by the City of Los Angeles. The LID Handbook was developed as part of the municipal stormwater program to address stormwater pollution from new developments and redevelopment projects.¹⁰³ LID stormwater management would be incorporated into the Project design. LID principles are described further in Section VI, *Geology and Soils*, of this Initial Study. LAUSD would comply with existing regulations and Standard Condition of Approval SC-HWQ-1. Operational phase soil erosion impacts would be less than significant.

- b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?**

Less than Significant Impact. The school campus is within the Upper Los Angeles River Groundwater Basin. The Los Angeles Department of Water and Power supplies water to the school campus and the surrounding community. The Project does not propose groundwater wells that would extract groundwater from the aquifer. Construction and operation of the school improvements would not lower the groundwater table or deplete groundwater supplies. The 21.5-acre school does not provide groundwater recharge; therefore, the Project would not interfere with groundwater recharge. Impacts would be less than significant.

¹⁰³ City of Los Angeles. LA Stormwater. Standard Urban Stormwater Mitigation Plan. <http://www.lastormwater.org/green-la/standard-urban-stormwater-mitigation-plan/>.

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- c) **Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in a substantial erosion or siltation on- or off-site.**

Less than Significant Impact. There are no streams or rivers on the campus. There are municipal storm drains in two streets around the school: several inlets along Erwin Street drain storm and irrigation water along a 39-inch reinforced concrete pipe east to Reseda Boulevard, then north through a 102-inch reinforced concrete box to the Los Angeles River (a reinforced concrete channel).¹⁰⁴ The Los Angeles River flows about 45 miles east and south before discharging into the Pacific Ocean at Long Beach. The proposed Project would not change the drainage pattern of the school campus or its surroundings.

During construction, erosion and siltation from the disturbed areas may occur. Construction-related activities that expose soils to rainfall/runoff and wind are primarily responsible for erosion. Such activities include removal of vegetation, grading, and trenching. Unless adequate erosion controls are installed and maintained during construction, significant quantities of sediment may enter storm drains. Project construction would be subject to the Statewide Construction General Permit and implementation of BMPs specified in the SWPPP. This requirement is also required under SC-HWQ-2 (Compliance Checklist for Storm Water Requirements at Construction Sites). These requirements include provisions for erosion control to ensure soils do not migrate off campus. Impacts would be less than significant.

Upon Project completion, drainage from the school would continue to be captured on campus or conveyed to the Los Angeles River via the same storm drains as existing conditions. The entire school campus would discharge less stormwater because of LID requirements. The City of Los Angeles (based on the County) has prepared the Low Impact Development Standards Manual (LID Standards Manual) to comply with the requirements of the NPDES Municipal Separate Storm Sewer System (MS4) Permit for stormwater and non-stormwater discharges from the MS4 within the coastal watersheds of Los Angeles County (CAS004001, Order No. R4- 2012-0175). LID employs principles such as preserving and recreating natural landscape features, minimizing effective imperviousness to create functional and appealing site drainage that treat stormwater as a resource rather than a waste product. There are many practices that have been used to adhere to these principles such as bioretention facilities, rain gardens, vegetated rooftops, rain barrels, and permeable pavements. By implementing LID principles and practices, water can be managed in a way that reduces the impact of built areas and promotes the natural movement of water within an ecosystem or watershed by retaining stormwater on site. Thus, Project development would not cause substantial erosion. Impacts would be less than significant.

- d) **Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?**

No Impact. The drainage pattern following construction would be similar to existing conditions, as described above in item (c). Pursuant to LID Standards, the proposed campus drainage system would

¹⁰⁴ Los Angeles County Department of Public Works (LACDPW). 2017, January 24. Los Angeles County Storm Drain System. <http://dpw.lacounty.gov/fcd/stormdrain/index.cfm>.

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discharge a net decrease in runoff to municipal storm drains. Thus, Project development would not result in substantial flooding on- or off-site, and no impacts would occur.

e) Create or contribute runoff water which would exceed the capacity of existing or planned storm water drainage systems or provide substantial additional sources of polluted runoff?

Less Than Significant Impact. Project development would not result in runoff exceeding the capacity of the municipal storm drain system, as discussed under item (c). Development of the proposed Project would not cause substantial water pollution, as substantiated above in items (a) and (c). Runoff water impacts would be less than significant.

f) Otherwise substantially degrade water quality?

Less Than Significant Impact. A significant impact would occur if the proposed Project would substantially degrade water quality. The proposed Project would be required to comply with applicable federal, state, and local regulations, as well as obtain necessary permits from the LARWQCB. Therefore, the Project would not otherwise degrade water quality; impacts would be less than significant.

g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?

No Impact. The proposed Project would not develop housing. No impact would occur.

h) Place within a 100-year flood hazard area structures which would impede or redirect flood flows?

No Impact. The school campus is outside of 100-year flood zones mapped by the Federal Emergency Management Agency,¹⁰⁵ and therefore the Project buildings would not impede or redirect flood flows. No impact would occur.

i) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?

No Impact. The school campus is not in a Federal Emergency Management Agency–mapped flood hazard zone or a dam inundation zone.¹⁰⁶ No impact would occur.

j) Inundation by seiche, tsunami, or mudflow?

No Impact.

Seiche. A seiche is an oscillating surface wave in a restricted or enclosed body of water, generated by ground motion, usually during an earthquake. Seiches are of concern for water storage facilities, because inundation from a seiche can occur if the wave overflows a containment wall, such as the wall of a reservoir, water storage tank, dam, or other artificial body of water. As there are no large bodies of water on, or

¹⁰⁵ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation.

¹⁰⁶ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation.

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topographically upgrade in the immediate vicinity of the school, a seiche is not considered a potential hazard. No impact would occur.

Tsunami. Tsunamis are a type of earthquake-induced flooding produced by large-scale sudden disturbances of the sea floor. Tsunami waves interact with the shallow sea floor when approaching a landmass, resulting in an increase in wave height and a destructive wave surge into low-lying coastal areas. The school campus is at an elevation of about 740 feet above mean sea level and is about 10 miles inland from the Pacific Ocean. The school campus is outside the tsunami hazard zone and is not anticipated to be inundated by a tsunami.¹⁰⁷ No impacts would occur.

Mudflow. A mudflow is a landslide composed of saturated rock debris and soil with a consistency of wet cement. There are no slopes on or next to the school campus that could generate a mudflow, and no impact would occur.

¹⁰⁷ Gorian and Associates, Inc. October 21, 2016. Geotechnical Evaluation.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
X. LAND USE AND PLANNING. Would the project:				
a. Physically divide an established community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Conflict with applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to, the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Conflict with any applicable habitat conservation plan or natural community conservation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

a) Physically divide an established community?

No Impact. The school campus and surrounding land is fully developed with urban land uses, including residential and commercial. The proposed Project would take place within the school campus boundaries and would not divide an established community. No impact would occur.

b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?

No Impact. The school campus is in the Reseda-West Van Nuys Community Plan Area, one of 35 community plan areas identified in the Los Angeles General Plan.

The zoning designation for the school property is [Q]PF-1XL-RIO.¹⁰⁸ PF (Public Facilities) is the designation for the use and development of publicly owned land, including public elementary and secondary schools. [Q] means additional restrictions on building design, landscape buffer, signs, etc.; ‘1’ is Height District No. 1; and ‘XL’ is Extra Limited Height District where no building or structure shall exceed two stories, nor shall the highest point of the roof of any building or structure exceed 30 feet in height.¹⁰⁹

¹⁰⁸ City of Los Angeles, Department of City Planning. Parcel Profile Report for 18605 Erwin Street in Reseda (APN 2127-012-900). zimas.lacity.org, planning.lacity.org.

¹⁰⁹ City of Los Angeles Municipal Code, Section 12.21.1. Height of Building or Structures. [http://library.amlegal.com/nxt/gateway.dll/California/lapz/municipalcodechapteriplanningandzoningco/chapterigeneralprovisio nsandzoning/article2specificplanning-zoningcomprehen/sec12176m1limitedindustrialzone?f=templates\\$fn=default.htm\\$3.0\\$vid=amlegal:lapz_ca\\$anc](http://library.amlegal.com/nxt/gateway.dll/California/lapz/municipalcodechapteriplanningandzoningco/chapterigeneralprovisio nsandzoning/article2specificplanning-zoningcomprehen/sec12176m1limitedindustrialzone?f=templates$fn=default.htm$3.0$vid=amlegal:lapz_ca$anc).

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'RIO' designates that the property is within the River Improvement Overlay District that was established for areas around the Los Angeles River.¹¹⁰ The purpose of a River Improvement Overlay District is to:

- 1) Support the goals of the Los Angeles River Revitalization Master Plan;
- 2) Contribute to the environmental and ecological health of the City's watersheds;
- 3) Establish a positive interface between river adjacent property and river parks and/or greenways;
- 4) Promote pedestrian, bicycle and other multi-modal connection between the river and its surrounding neighborhoods;
- 5) Provide native habitat and support local species;
- 6) Provide an aesthetically pleasing environment for pedestrians and bicyclists accessing the river area;
- 7) Provide safe, convenient access to and circulation along the river;
- 8) Promote the river identity of river adjacent communities; and
- 9) Support the Low Impact Development Ordinance, the City's Irrigation Guidelines, and the Standard Urban Stormwater Maintenance Program.

The Los Angeles River is located approximately 0.25 mile to the north. The on-campus improvements would not have any effect on the River Improvement Overlay District or the Los Angeles River Revitalization Master Plan. All Project-related construction would take place on campus and would not be seen from the Los Angeles River. The General Plan Land Use designation is Public Facilities.¹¹¹ The school campus is also within the Reseda-West Van Nuys Community Plan Area and the Tarzana Neighborhood Council District.¹¹²

All new buildings on the school campus would be a maximum of 2-stories. Additionally, the school is an existing facility and does not impede the goals or purpose of the River Improvement Overlay District. New construction within the campus would not affect zoning or general plan land use designations.

Development of the proposed Project would not conflict with existing plans, policies, or regulations adopted for the purpose of avoiding, or mitigating, environmental effects. No impact would occur.

c) Conflict with any applicable habitat conservation plan or natural community conservation plan?

No Impact. The school campus is completely developed and located in an urbanized area; it is not in a habitat conservation plan or natural community conservation plan. No impact would occur.

¹¹⁰ Zoning Information (Z.I) No. 2358 River Improvement Overlay District. Ordinance Nos. 183144 and 183145. Effective August 20, 2014. Revised January 12, 2015. <http://zimas.lacity.org/documents/zoneinfo/ZI2358.pdf>.

¹¹¹ Reseda-West Van Nuys Community Plan Area. <http://planning.lacity.org/complan/valley/respage.htm>

¹¹² City of Los Angeles, Department of City Planning. Parcel Profile Report for 18605 Erwin Street in Reseda (APN 2127-012-900). zimas.lacity.org | planning.lacity.org.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XI. MINERAL RESOURCES. Would the project:				
a. Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan, or other land use plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

a) Result in the loss of availability of a known mineral resource that would be a value to the region and the residents of the state?

No Impact. The school campus is mapped Mineral Resource Zone 1 by the California Geological Survey, indicating that it is in an area where significant mineral deposits are known to be absent, or where there is considered to be little likelihood for the presence of such deposits.¹¹³ No active mines are mapped in the western Los Angeles Basin.¹¹⁴ There are no oil fields near the school campus. The closest active gas and oil production well is approximately two miles south (south of El Caballero Country Club) and operated by Golden Gate Oil Company.¹¹⁵ The school campus is fully developed and is not available for mining. Therefore, development of the proposed Project would not cause a loss of availability of a known mineral resource valuable to the region and the state, and no impact would occur.

b) Result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan or other land use plan?

No Impact. One available aggregate deposit site is identified in the City of Los Angeles General Plan, the Tujunga Alluvial Fan in the Lake View Terrace–Sun Valley area, which is approximately 10 miles northeast of the school campus.¹¹⁶ Therefore, development of the proposed Project would not cause a loss of availability of a mining site, and no impact would occur.

¹¹³ California Geological Survey (CGS). 1994a. Generalized Mineral Land Classification Map of Los Angeles County: South Half. Open File Report 94-14, Plate 1B. ftp://ftp.consrv.ca.gov/pub/dmg/pubs/ofr/OFR_94-14/OFR_94-14_Plate1B.pdf.

¹¹⁴ Office of Mine Reclamation (OMR). 2016, February 1. Mines Online. <http://maps.conservation.ca.gov/mol/mol-app.html>.

¹¹⁵ Division of Oil, Gas, and Geothermal Resources (DOGGR). 2016, February 1. DOGGR Well Finder. <http://www.conservation.ca.gov/dog/Pages/WellFinder.aspx>.

¹¹⁶ City of Los Angeles Department of City Planning. 2001, September 26. General Plan Conservation Element. <http://planning.lacity.org/cwd/gnlpln/consvelt.pdf>.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XII. NOISE. Would the project result in:				
a. Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Exposure of people to or generation of excessive groundborne vibration or groundborne noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

The following LAUSD Standard Conditions of Approval apply to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-AQ-2	LAUSD's construction contractor shall ensure that construction equipment is properly tuned and maintained in accordance with manufacturer's specifications, to ensure excessive noise is not generated by unmaintained equipment.
SC-N-5	LAUSD Facilities Division or its construction contractor shall consult and coordinate with the school principal or site administrator, and other nearby noise sensitive land uses prior to construction to schedule high noise or vibration producing activities to minimize disruption. Coordination between the school, nearby land uses and the construction contractor shall continue on an as-needed basis throughout the construction phase of the project to reduce school and other noise sensitive land use disruptions.
SC-N-6	The LAUSD shall require the construction contractor to minimize blasting for all construction and demolition activities, where feasible. If demolition is necessary adjacent to residential uses or fragile structures, the LAUSD shall require the construction contractor to avoid using impact tools. Alternatives that shall be considered include mechanical methods using hydraulic crushers or deconstruction techniques.
SC-N-8	<p>LAUSD shall meet with the construction contractor to discuss alternative methods of demolition and construction for activities within 25 feet of a historic building to reduce vibration impacts. During the preconstruction meeting, the construction contractor shall identify demolition methods not involving vibration-intensive construction equipment or activities. For example: sawing into sections that can be loaded onto trucks results in lower vibration levels than demolition by hydraulic hammers.</p> <ul style="list-style-type: none"> • Prior to construction activities, the construction contractor shall inspect and report on the current foundation and structural condition of the historic building. • The construction contractor shall implement alternative methods identified in the preconstruction meeting during demolition, excavation, and construction for work done within 25 feet of the historic building. • The construction contractor shall avoid use of vibratory rollers and packers adjacent to a historic building. • During demolition the construction contractor shall not phase any ground-impacting operations near a historic building to

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	<p>occur at the same time as any ground impacting operation associated with demolition and construction of a new building.</p> <ul style="list-style-type: none"> • During demolition and construction, if any vibration levels cause cosmetic or structural damage to a historic building the District shall issue “stop-work” orders to the construction contractor immediately to prevent further damage. Work shall not restart until the building is stabilized and/or preventive measures to relieve further damage to the building are implemented.
<p>SC-N-9</p>	<p>LAUSD shall prepare a noise assessment.</p> <p>If site-specific review of a school construction project identifies potentially significant adverse construction noise impacts, then LAUSD shall implement all feasible measures to reduce below applicable noise ordinances. If exterior construction noise levels exceed local noise standards, policies, or ordinances at noise-sensitive receptors, LAUSD shall mandate that construction bid contracts include the measures identified in the noise assessment. Specific noise reduction measures include, but are not limited to, the following:</p> <p><u>Source Controls</u></p> <ul style="list-style-type: none"> • Time Constraints – prohibiting work during sensitive nighttime hours • Scheduling – performing noisy work during less sensitive time periods (on operating campus: delay the loudest noise generation until class instruction at the nearest classrooms has ended; residential: only between 7:00 AM and 7:00 PM) • Equipment Restrictions – restricting the type of equipment used • Noise Restrictions – specifying stringent noise limits • Substitute Methods – using quieter methods and/or equipment • Exhaust Mufflers – ensuring equipment have quality mufflers installed • Lubrication & Maintenance – well maintained equipment is quieter • Reduced Power Operation – use only necessary size and power • Limit Equipment On-Site – only have necessary equipment on-site • Noise Compliance Monitoring – technician on site to ensure compliance • Quieter Backup Alarms – manually-adjustable or ambient sensitive types <p><u>Path Controls</u></p> <ul style="list-style-type: none"> • Noise Barriers – semi-permanent or portable wooden or concrete barriers • Noise Curtains – flexible intervening curtain systems hung from supports • Enclosures – encasing localized and stationary noise sources • Increased Distance – perform noisy activities farther away from receptors, including operation of portable equipment, storage and maintenance of equipment <p><u>Receptor Controls</u></p> <ul style="list-style-type: none"> • Window Treatments – reinforcing the building’s noise reduction ability • Community Participation – open dialog to involve affected residents • Noise Complaint Process – ability to log and respond to noise complaints. Advance notice of the start of construction shall be delivered to all noise sensitive receptors adjacent to the project area. The notice shall state specifically where and when construction activities will occur, and provide contact information for filing noise complaints with the contractor and the District. In the event of noise complaints LAUSD shall monitor noise from the construction activity to ensure that construction noise does not exceed limits specified in the noise ordinance. • Temporary Relocation – in extreme, otherwise immitigable cases. Temporarily move residents or students to facilities away from the construction activity.

Noise and vibration background and modeling data are included as Appendix E of this Initial Study.

Noise is defined as unwanted sound and is known to have several adverse effects on people, including hearing loss, speech and sleep interference; physiological responses; and annoyance. Based on these known adverse effects of noise, the federal government, state, City, and LAUSD have established criteria to protect public health and safety and to prevent the disruption of certain human activities, such as classroom instruction.

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a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?

Less than Significant Impact.

Mobile-Source Noise

The Project would not increase student capacity and therefore would not increase traffic-generated noise levels on local roadways. Traffic noise levels would remain the same as current conditions, and would therefore not violate any applicable portions of the City's noise element or municipal code. No mobile-source noise impact would occur.

Stationary-Source Noise

Stationary noise sources would include vehicles idling during student drop-off and pick-up times, school buzzers or bells, landscaping equipment, outdoor activities, and heating, ventilation and air conditioning (HVAC) systems. For idling vehicles, school buzzers/bells, and landscaping activities, there would be no changes after completion of the proposed Project. These stationary sources would be the same as the current conditions in and around the school campus. Outdoor activities would also be the same at the grass playfield and the hardcourts in the northeast corner of the campus. To the west of the existing grass playfield, the hardcourts will be reduced to accommodate the new gymnasium. Therefore, noise sources near the corner of Victory Boulevard and Yolanda Avenue would be significantly reduced by the size of available play space and by the gymnasium building that will block noise.

The Project would add new sources of stationary HVAC noise at the new classroom building (grades 7–12), elementary classroom building (grades 4–6), and gymnasium, but these would be comparable or quieter than other, similar sources at the existing campus and would not result in notable changes on campus. Additionally, HVAC noise would be considerably lower than ambient noise levels, which are dominated by traffic. Permanent stationary source noise increases would be less than significant.

b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?

Less Than Significant Impact.

Operations Vibration

Typically, land uses that result in vibration impacts are (a) industrial businesses that use heavy machinery or (b) railroads where passing trains generate perceptible levels of vibration. The proposed Project is a comprehensive modernization of an existing school, and there would be no significant vibration-generating sources during ongoing operations. Therefore, no impacts would occur.

Construction Vibration

Construction activities can generate varying degrees of ground vibration, depending on the construction procedures, the equipment used, and the proximity to vibration-sensitive uses. Operation of construction equipment generates vibrations that spread through the ground and diminish in amplitude with distance from

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the source. The effect on buildings near a construction site varies depending on soil type, ground strata, and receptor building construction. The generation of vibration can range from no perceptible effects at the lowest vibration levels, to low rumbling sounds and perceptible vibrations at moderate levels, to slight damage at the highest levels. Ground vibrations from construction activities rarely reach levels that can damage structures, but can achieve levels in buildings close to a construction site that are perceptible.¹¹⁷ Table 9 lists vibration levels for different types of commonly used construction equipment.

Table 9 Typical Construction Equipment Vibration Levels

Equipment	Approximate VdB ¹ level at 25 feet	Approximate PPV ² at 25 feet
Pile Driver, Impact (Upper Range)	112	1.518
Pile Driver, Impact (Typical)	104	0.644
Pile Driver, Sonic (Upper Range)	105	0.734
Pile Driver, Sonic (Typical)	93	0.170
Vibratory Roller	94	0.210
Large Bulldozer	87	0.089
Crane-Mounted Auger Drill	87	0.089
Loaded Trucks	86	0.076
Jackhammer	79	0.035
Small Bulldozer	58	0.003

Source: Federal Transit Administration (FTA), Transit Noise and Vibration Impact Assessment, May 2006.

¹ VdB – vibration level using the reference of 1 microinch/second.

² PPV – peak particle velocity measured in inches/second

Construction vibration effects are typically assessed in terms of either architectural damage or annoyance to nearby people. Construction equipment such as pile drivers, jackhammers, high-power or vibratory tools, and heavy rolling stock equipment (tracked vehicles, compactors, etc.) could generate vibration in the immediate vicinity of their use. Typical construction equipment rarely exceeds vibration levels that are perceptible.¹¹⁸ Groundborne vibration is rarely annoying to people who are outdoors, so it is usually evaluated in terms of indoor receivers. For annoyance, vibration is typically noticed nearby when objects in a building generate noise from rattling windows or picture frames; impacts are based on the distance to the nearest building.¹¹⁹

¹¹⁷ Federal Transit Administration (FTA). 2006, May. Transit Noise and Vibration Impact Assessment. U.S. Department of Transportation (DoT). FTA-VA-90-1003-06.

¹¹⁸ As measured at a distance of 25 feet from an individual piece of equipment perceptible vibration would be 0.1 peak particle velocity (PPV) in inches per second. Architectural damage at typical building structures may occur at 0.2 to 0.5 PPV in inches per second.

¹¹⁹ Federal Transit Administration (FTA). 2006, May. Transit Noise and Vibration Impact Assessment. United States Department of Transportation. FTA-VA-90-1003-06.

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Construction Vibration-Induced Annoyance

Human annoyance occurs when vibration rises significantly above the threshold of human perception for extended periods of time. A threshold commonly used to assess when construction vibration becomes annoying is 78 VdB for residential uses.¹²⁰

Off-Campus Receptors

The nearest sensitive receptors are the apartments to the east approximately 550 feet from the center of the construction activities; single-family residences to the north across Victory Boulevard at 570 feet; single-family residences to the west across Yolanda Avenue at approximately 650 feet; and single-family residences to the south across Erwin Street at approximately 525 feet.¹²¹ Table 10 shows the vibration levels from construction equipment at nearby off-campus sensitive receptors. As shown, vibration from construction activities is not anticipated to be perceptible at the nearest off-site receptors.

Table 10 Project-Related Construction Equipment Vibration Annoyance

Equipment	Apartments to East; across alley (VdB at 550 Feet) ¹	Homes to North; across Victory Blvd (VdB at 570 Feet) ¹	Homes to West; across Yolanda Ave (VdB at 650 Feet) ¹	Homes to South; across Erwin Street (VdB at 525 Feet) ¹
Vibratory Roller	54	53	52	54
Caisson Drill	47	46	45	47
Large bulldozer	47	46	45	47
Small bulldozer	18	17	16	18
Jackhammer	39	38	37	39
Loaded trucks	46	45	44	46

Source: Federal Transit Administration (FTA), Transit Noise and Vibration Impact Assessment, May 2006.

Note: Values do not exceed 78 VdB FTA annoyance threshold.

¹ Distance to the nearest receptors are measured from the center of the construction site to represent the average vibration level.

² A large bulldozer is above an operating weight of 85,000 pounds (represented by a Caterpillar D8-class or larger); medium bulldozer has an operating weight range of 25,000 to 60,000 pounds (such as a Caterpillar D6- or D7-class); and a small bulldozer has an operating weight range of 15,000 to 20,000 pounds (such as a Caterpillar D3-, D4-, or D5-class).

Generally, heavy equipment would only operate at the Project boundary for brief periods. As heavy construction equipment moves around the construction zone, average vibration levels at the nearest structures would diminish with increasing distance between structures. Construction-generated, average vibration levels would not exceed 78 VdB at any offsite sensitive residential receptors, and therefore would not exceed the threshold for human annoyance. Thus, annoyance vibration impacts to offsite receptors would be less than significant.

¹²⁰ Federal Transit Administration (FTA). 2006, May. Transit Noise and Vibration Impact Assessment. United States Department of Transportation. FTA-VA-90-1003-06.

¹²¹ Annoyance Vibration: Because construction activities are typically distributed throughout the project site, and since mobile construction equipment tends to move around the project site throughout the day, distances from sensitive receptors to noise generating equipment will vary throughout the work day. Therefore, to represent the average vibration annoyance level, distances to the nearest receptor buildings are measured from a spatially averaged point, i.e. the center of the construction site.

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On-Campus Receptors

Because construction activities would take place while school is in session and the nearest classrooms would be within about 20 feet of the of the construction zone, the educational environment may be affected by construction activities. There would be several construction zones and active classrooms throughout the campus therefore, it is not possible to provide a specific vibration level for each possible scenario over the course of the entire construction period. Generally, students in classrooms may experience vibration levels in excess of 78 VdB when large equipment operates within 50 feet of the classrooms, and 84 VdB within 35 feet.¹²² At 78 VdB vibrations are barely felt, but groundborne noise may be audible. Vibration levels would diminish rapidly with increased distance between the receptors and the equipment, and construction activities farther than 50 feet from classrooms would not be felt or heard.

Implementation of LAUSD Standard Conditions of Approval SC-N-5, SC-N-6, and SC-N-8 provide requirements for: discussions between construction contractor and school administrators prior and throughout construction to schedule high vibration producing activities at times that minimize disruption to classes (N-5); the use of less-vibration-intensive construction equipment for demolition adjacent to fragile structures, such as historic buildings (N-6); and alternative methods of demolition and construction for activities within 25 feet of a historic building to reduce vibration impacts (N-8). Compliance with LAUSD Standard Conditions of Approval SC-N-5, SC-N-6, and SC-N-8 would reduce construction vibration and annoyance to staff and students in adjacent buildings. Impacts would be less than significant.

Construction Vibration-Induced Architectural Damage

A threshold commonly used to assess when there could be a risk of architectural damage is 0.2 peak particle velocity (PPV) in inches per second for typical residential and school buildings.¹²³

Off-Campus Buildings. The nearest off-campus buildings are the apartment garages to the east approximately 15 feet from possible heavy construction equipment and single-family residences to the west across Yolanda Avenue at about 100 feet.¹²⁴

On-Campus Buildings. Some buildings, such as Classroom Building B (Building #9), would be less than 20 feet from demolition and construction of buildings.

Table 11 shows the potential vibration levels that could be generated by heavy construction equipment at the nearest receptors.

¹²² 78 VdB is the limit for daytime vibration annoyance at residential buildings.

¹²³ FTA category “non-engineered timber and masonry buildings”

¹²⁴ Vibration Damage: Because architectural damage from construction vibration sources can be a one-time event, vibration damage distances are measured from the nearest likely location at the construction site to the nearest façade of the receptor buildings.

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Table 11 Project-Related Construction Equipment Vibration Damage Potential

	Garage to the East (PPV at 15 Feet) ¹	Homes across Yolanda Ave (PPV at 100 Feet) ¹	On-Campus Classrooms (PPV at < 20 Feet) ¹
Vibratory Roller	~ 0.375	0.026	> 0.293
Caisson Drill	~0.159	0.011	>0.124
Large bulldozer	~0.159	0.011	>0.124
Small bulldozer	~0.005	0.000	>0.004
Jackhammer	~0.062	0.004	>0.049
Loaded trucks	~0.136	0.010	>0.106

Source: Federal Transit Administration (FTA), Transit Noise and Vibration Impact Assessment. May 2006.

Note: Values in bold indicate vibration levels in exceedance of 0.200 PPV in/sec FTA threshold.

¹ For architectural damage, the maximum vibration levels at the closest distance to construction equipment is used.

As shown in Table 11, operation of large heavy construction equipment (most notably, vibratory rollers, but potentially also large bulldozers or loaded trucks) close to adjacent buildings may exceed the FTA’s 0.2 PPV in/sec criteria threshold and may result in vibration-induced damage to the building façade.

As part of the Project, implementation of SC-N-6 requires that “if demolition is necessary adjacent to residential uses or fragile structures, the LAUSD shall require the construction contractor to avoid using impact tools. Alternatives that shall be considered include mechanical methods using hydraulic crushers or deconstruction techniques.”

Implementation of SC-N-8 provides requirements for the use of alternative methods of demolition and construction for activities within 25 feet of a historic building to reduce vibration impacts. Compliance with LAUSD Standard Conditions of Approval SC-N-6 and SC-N-8 would reduce vibration-induced architectural damage to adjacent buildings. Impacts would be less than significant.

c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?

No Impact. As described in section (a) above, Project-related increases in operational noise levels would not increase the existing noise environment. Therefore, no permanent noise impacts would occur.

d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?

Less Than Significant Impact. Noise generated during construction is based on the type of equipment used, the location of the equipment relative to sensitive receptors, amount of equipment operating at the same time, and the timing and duration of the noise-generating activities. Sensitivity to noise is based on the location of the equipment relative to sensitive receptors, time of day, and the duration of the noise-generating activities. Two types of short-term noise could occur during construction: (1) mobile-source noise from the transport of workers, material deliveries, and debris/soil hauling and (2) on-campus noise from use of construction equipment. Demolition and construction activities are anticipated to start in Q3-2018 and last approximately three years.

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Construction Vehicles

The transport of workers and equipment to the construction site would incrementally increase noise levels along site access roadways. The primary regional access route for construction vehicles to the school campus would be Victory Boulevard and Reseda Boulevard. The construction staging area would be accessed from Victory Boulevard. It is anticipated that construction-related activities would generate, as a worst-case during the most active phase of construction, a total of 79 construction trips per day.¹²⁵ Compared to the traffic generated by the school with 2,100 students (estimated at 3,330 average daily trips [ADT])(see Table 15 under Transportation and Traffic) and current ADT of 32,214 on Reseda Boulevard and 35,801 ADT on Victory Boulevard,¹²⁶ 79 trips is negligible.

Additionally, truck trips would be spread out throughout the workday and would occur during non-peak traffic periods in accordance with SC-T-4.

Thus, the number of construction-related trips would not significantly increase traffic noise when compared to the level of noise currently generated on the roadways. While individual construction vehicle pass-bys may create momentary noise levels of up to approximately 85 dBA (L_{max}) at 50 feet from the vehicle, these occurrences would be infrequent and primarily during nonpeak traffic periods. Therefore, noise impacts from construction-related traffic would be less than significant.

Construction Equipment

Each stage of construction involves the use of different kinds of construction equipment and therefore has its own distinct noise characteristics. Table 12 shows the average noise levels from individual pieces of construction equipment.

Table 12 Average Construction Equipment Noise Levels

Type of Equipment	Average Measured Sound Levels (dBA at 50 feet)	Type of Equipment	Average Measured Sound Levels (dBA at 50 feet)
Pile Driver, Impact	101	Jack Hammers	88
Pile Driver, Sonic	96	Pneumatic Tools	85
Ballast Tamper	83	Pumps	76
Compactor	82	Dozer, Small	80
Concrete Mixer	85	Dozer, Large	86
Crane, Mobile	83	Hydraulic Backhoe	85
Crane, Derrick	88	Hydraulic Excavators	82
Loader, Large	85	Graders	85
Loader, Front-End	79	Air Compressors	81
Paver	89	Trucks	91
Scraper	89		

Sources: US Environmental Protection Agency, Noise from Construction Equipment and Operations, Building Equipment, and Home Appliances, prepared by Bolt, Beranek & Newman, December 1971; Federal Transit Administration, Transit Noise and Vibration Impact Assessment, May 2006.

¹²⁵ During the most intensive construction phase, it is anticipated that a maximum of 44 worker trips and an average of 35 truckloads of soil export per day Trips based on California Emissions Estimator Model (CalEEMod), version 2016.3.1.

¹²⁶ 2001-10 Traffic Volume Book. <http://ladot.lacity.org/what-we-do/traffic-volume-counts/current-count-data>.

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Similarly, Table 13 shows the maximum operational noise levels of heavy construction equipment.

Table 13 Maximum Heavy Equipment Noise Levels

Type of Equipment	Range of Maximum Sound Levels Measured (dBA at 50 ft.)	Suggested Maximum Sound Levels for Analysis (dBA at 50 ft.)
Jack Hammers	75–88	82
Pneumatic Tools	78–88	85
Pumps	74–84	80
Dozers	77–90	85
Pile Driver, Impact	95–110	105
Pile Driver, Sonic	90–105	100
Scrapers	83–91	87
Haul Trucks	83–94	88
Cranes	79–86	82
Portable Generators	71–87	80
Rollers	75–82	80
Tractors	77–82	80
Front-End Loaders	77–90	86
Hydraulic Backhoe	81–90	86
Hydraulic Excavators	81–90	86
Graders	79–89	86
Air Compressors	76–89	86
Trucks	81–87	86

Source: US Environmental Protection Agency, Noise from Construction Equipment and Operations, Building Equipment, and Home Appliances, prepared by Bolt, Beranek & Newman, December 1971.

Construction Noise

Construction equipment typically moves around the site and under variable power levels. Noise from construction equipment decreases by 6 to 7.5 dB with each doubling of distance between the source and receptor. For example, the noise levels from a bulldozer that generates 85 dBA at 50 feet would measure 79 dBA at 100 feet, 73 dBA at 200 feet, 67 dBA at 400 feet, and 61 dBA at 800 feet (conservatively using a 6 dB per doubling of distance attenuation factor). Also, noise levels are typically reduced from this value due to usage factors as well as the barrier effects provided by physical structures once erected.

In order to aggregate individual equipment items into sets of common processes/activities, while taking into account typical variations in movements, loading, and usage factors, composite construction noise by phase has been characterized by Bolt Beranek and Newman.¹²⁷ In their study, construction noise for ground clearing, excavation, foundations, erection, and finishing are aggregated by class of activity. For commercial projects (including school projects), the loudest phases are typically the excavation and finishing phases, each of which has an aggregate of 89 dBA Leq (equivalent continuous sound level, in decibels when measured at a distance of 50 feet from the summed construction effort). This summed value takes into account both the

¹²⁷ US Environmental Protection Agency, Noise from Construction Equipment and Operations, Building Equipment, and Home Appliances, prepared by Bolt, Beranek & Newman, December 1971.

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number of pieces and the spacing of the heavy equipment used in the construction effort. Noise levels are typically reduced from this value due to usage factors as well as the barrier effects provided by the physical structures themselves (once erected). The 89 dBA Leq is the value used for representing most construction activities.

Off-Campus

The nearest off-campus sensitive receptors are the apartments to the east and single-family residences to the north across Victory Boulevard, west across Yolanda Avenue, and south across Erwin Street. Table 14 shows the average construction noise levels at nearby sensitive receptors from use of typical construction equipment.

Table 14 Project-Related Construction Noise Levels

Equipment	Apartments to East (dBA at 550 Feet)	Homes to North (dBA at 570 Feet)	Homes to West (dBA at 650 Feet)	Homes to South (dBA at 525 Feet)
Standard Construction Activities	68	68	67	69

Sources: US Environmental Protection Agency, Noise from Construction Equipment and Operations, Building Equipment, and Home Appliances, prepared by Bolt, Beranek & Newman, December 1971; Federal Transit Administration, Transit Noise and Vibration Impact Assessment, May 2006.

As shown in Table 14, the construction noise levels would average between 67 and 69 dBA Leq at the nearest residences. Thus, construction activity would not exceed the noise ordinance's limit of 75 dBA on a day-to-day or week-to-week basis. However, there may be short periods on any given day when a noisy piece of equipment could be near the campus boundary. In these sporadic cases, noise levels at nearby receptors may intermittently and temporarily exceed the noise ordinance's limit of 75 dBA. Additionally, for some construction activities, noise would be attenuated (reduced) by school buildings between the construction zone and residents.

According to Section 41.40 of the Los Angeles Municipal Code (LAMC), construction or repair work is allowed between 7:00 AM and 9:00 PM, Monday through Friday, and between 9:00 AM and 6:00 PM on Saturdays. Further, Section 112.05 of the LAMC specifies the maximum noise level for construction within 500 feet of residential uses as 75 dBA at a distance of 50 feet from the source. However, this noise limitation does not apply where compliance is technically infeasible. Therefore, a significant impact would occur if 1) construction were to occur outside of the allowable hours or 2) such activities generated more than the allowable noise level with no attempt to reduce that noise. The District contractor would comply with permitted construction hours, and noise reduction measures have been incorporated into the Project. Based on estimated noise levels, impacts to surrounding residents would be less than significant.

On-Campus

Classrooms located within 500 feet of construction activities and direct sightline, may experience exterior noise levels in excess of 70 dBA Leq. With a typical 25 dB exterior-to-interior noise reduction, interior noise levels may exceed 45 dBA Leq. Classrooms that are within 100 feet of construction could experience interior noise levels as high as 58 dBA Leq (exterior noise level of 83 dBA Leq). 45 dBA Leq is LAUSD's interior noise threshold, and therefore, interior levels above 45 dBA Leq could be disruptive to the learning environment.

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However, low-intensity construction phases would generate lower noise levels and would be less likely to result in disruptions. Additionally, for some construction activities, noise would be attenuated (reduced) by buildings between the construction zone and classrooms.

Implementation of LAUSD Standard Conditions of Approval SC-AQ-2, SC-N-5, SC-N-8 and SC-N-9 provide requirements for: construction equipment that is properly tuned and maintained to ensure excessive noise is not generated (SC-AQ-2); discussions between construction contractor and school administrators prior to and throughout construction to schedule high noise producing activities at times that minimize disruption to classes (SC-N-5); and alternative methods of demolition and construction for activities within 25 feet of a historic building to reduce vibration impacts (SC-N-8) (this measure would also reduce noise in classrooms). Additionally, in compliance with SC-N-9 requires source controls (time constraints, equipment location and type restrictions, etc.), path controls (noise barriers), and/or receptor controls (notification and noise complaint process) to reduce noise impacts. Compliance with LAUSD Standard Conditions of Approval SC-AQ 2, SC-N-5, SC-N-8 and SC-N-9 would reduce noise levels to active classrooms. Construction noise impacts would be less than significant.

e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?

No Impact. The nearest public airport is Van Nuys Airport, located 3.2 miles to the northeast of the school. Other nearby public airports include Whiteman Airport (8.8 miles northeast) and Bob Hope Airport (10.5 miles east).¹²⁸ At these distances, aircraft operation noise would not be expected to notably affect the noise environment at the school. No impact related to noise from public airports would occur.

f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?

No Impact. The school is not located within the immediate vicinity of a private airstrip or heliport. The nearest heliport is the Northridge Hospital Heliport, 2.4 miles to the north of the school. There are no private airports within 15 miles of the school.¹²⁹ The proposed Project would not expose students to excessive noise levels from private airstrip or heliport noise. No impact-related to noise from heliports or private airstrips would occur.

¹²⁸ Airnav.com. 2017, January 27. Airport Information. <http://www.airnav.com/airports/>.

¹²⁹ Airnav.com. 2017, January 27. Airport Information. <http://www.airnav.com/airports/>.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XIII. PEDESTRIAN SAFETY. Would the project:				
a. Substantially increase vehicular and/or pedestrian safety hazards due to a design feature or incompatible uses?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Create unsafe routes to schools for students walking from local neighborhoods?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Be located on a site that is adjacent to or near a major arterial roadway or freeway that may pose a safety hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Explanation:

The following LAUSD Standard Condition of Approval applies to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-T-4	LAUSD shall require its contractors to submit a construction worksite traffic control plan to the LADOT for review prior to construction. The plan will show the location of any haul routes, hours of operation, protective devices, warning signs, and access to abutting properties. LAUSD shall encourage its contractor to limit construction-related trucks to off-peak commute periods. As required by Caltrans, applicable transportation related safety measures shall be implemented during construction.

a) Substantially increase vehicular and/or pedestrian safety hazards due to a design feature or incompatible uses?

Less Than Significant Impact. The school campus is in a densely developed urban area characterized by residential and commercial land uses. Incompatible uses for a school would include agricultural operations or logistic distribution centers that have large tractors, semi-trailer trucks, and oversized equipment traveling the local roadways that may create a hazard to cars or pedestrians. The school has passenger vehicle traffic (personal vehicles and trucks), non-motorized traffic (pedestrians and bicyclists), and limited truck traffic for school deliveries on the surrounding roadways.

Project design features that would result in vehicular and/or pedestrian safety hazards would be sharp curves or dangerous intersections. These typically consist of new roads or driveways on busy roadways with left or right turns that force cross-traffic and create conflicts between cars and people. The proposed Project would not create new roads or driveways. Student access and drop-off and pick-up locations would remain the same as existing conditions.

Construction of the proposed Project may be considered an incompatible use because it would require the use of haul trucks, equipment, worker vehicles, and construction activities on the school campus while students are on the campus.

The construction and demolition activities would result in a temporary increase in truck activity on the roadway network, but the trucks would not exceed the size and weight limits for public roadways and would not travel during peak traffic hours. Because the staging area is on Victory Boulevard, vehicles and equipment

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would not travel on Yolanda Avenue or Erwin Street. Construction activity would not require roadway or sidewalk closures and/or traffic detours on school days.

To avoid conflicts between construction activities and students, a multi-phased plan has been developed to ensure student safety. Figure 11 shows the construction phasing plan. As shown, temporary student classrooms would be placed as far away as possible from the construction zones. The fenced construction staging (i.e., storage of equipment and materials) and truck access would be from Victory Boulevard on the north side of the school.

In compliance with Standard Condition of Approval SC-T-4, LAUSD's construction contractor would prepare a construction worksite traffic control plan prior to construction. This plan would establish methods to avoid conflicts between the construction traffic and the existing vehicle, pedestrian, and bicycle traffic on the school campus and in the neighborhood. LAUSD's construction BMPs, identified in the construction worksite traffic control plan, would include the location of haul routes, hours of operation, protective devices, warning signs, and access to abutting properties. Additionally, construction zones on the campus would include fencing to separate construction zones from students and ensure safety. Safety personnel would be onsite during all construction activities to monitor areas around the construction zone. Additionally, the construction contractor would work closely with the school administration during construction to coordinate activities and ensure students are safe. Compliance with SC-T-4, which requires a construction worksite traffic control plan to be prepared and implemented per the Los Angeles Department of Transportation (LADOT) and Caltrans standards, and implementation of on-campus safety BMPs would reduce vehicle, pedestrian, and bicycle impacts during construction. Impacts would be less than significant.

b) Create unsafe routes to schools for students walking from local neighborhoods?

Less than Significant Impact. The proposed Project would not create unsafe routes to schools for students walking from local neighborhoods. The proposed Project would not bring more students to the school campus. The campus would continue to house the existing school programs and continue to serve approximately the same number of students from the same geographic area after Project implementation. The proposed Project would not alter the existing pedestrian routes to school. During construction, pedestrian routes in the surrounding neighborhood, including streets and sidewalks, would not be affected. Routes to school impacts would be less than significant.

c) Be located on a site that is adjacent to or near a major arterial roadway or freeway that may pose a safety hazard?

Less Than Significant Impact. The construction area is on the SOCES school campus. There are no freeways adjacent to or near the school. The closest freeway is the Ventura Freeway, approximately 0.75 mile to the south.

The school campus is adjacent to Victory Boulevard and Reseda Boulevard, which are classified as Major Arterials by the City of Los Angeles.¹³⁰ However, the Project would not change existing operations at the school. The school would continue to house the existing school programs and continue to serve

¹³⁰ Reseda-West Van Nuys Community Plan Area. <http://planning.lacity.org/complan/valley/respage.htm>

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approximately the same number of students from the same geographic area after Project completion. Student routes to school would not be changed by the proposed Project. The proposed Project would not introduce any new hazards related to major arterial roadways or freeways, and impacts would be less than significant

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XIV. POPULATION AND HOUSING. Would the project:				
a. Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of roads or other infrastructure)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of roads or other infrastructure)?

No Impact. The proposed Project would not induce population growth. The Project would make physical changes at an existing campus. New roads, expanded utility lines, and housing that could induce population growth would not be constructed as part of the school modernization project. No impacts related to population growth would occur.

b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?

No Impact. No housing would be displaced and no replacement housing would be required. The proposed Project would modernize an existing school campus. No housing impacts would occur.

c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?

No Impact. As previously noted, there are no residents onsite. No impact would occur.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XV. PUBLIC SERVICES. Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services:				
a. Fire protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Police protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Schools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Parks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Other public facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

The following LAUSD Standard Condition of Approval applies to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-PS-1	LAUSD shall: 1) have local fire and police jurisdictions review all construction and site plans prior to the State Fire Marshall's final approval; and 2) provide a full site plan for the local review, including all buildings, both existing and proposed, fences, drive gates, retaining walls, and other construction affecting emergency vehicle access, with unobstructed fire lanes for access indicated.

a) Fire protection?

Less than Significant Impact. The Los Angeles Fire Department (LAFD) currently provides fire protection and emergency medical services to the school. The nearest LAFD station to the school campus is Station 93 at 19059 Ventura Boulevard, in the Community of Tarzana in the City of Los Angeles, and about one mile to the southwest on the south side of the Ventura Freeway.¹³¹ The LAFD already provides fire protection and emergency medical services to the school and surrounding area. The proposed Project would not make any programmatic changes at the campus and would not increase the intensity of use of the school; therefore, it would not increase the need for fire protection services. The LAUSD is required to coordinate with the LAFD regarding fire equipment access during construction and specifications for the new emergency access driveways. Modernization of the school would not require construction of new or expanded fire stations; impacts would be less than significant.

b) Police protection?

Less than Significant Impact. LAUSD's Los Angeles School Police Department (LASPD) focuses its work on improving campus safety and creating safe school passages for students, staff, and school community.¹³² The school is in the LASPD's Northwest Division. The Northwest Division station is on the Birmingham

¹³¹ Los Angeles Fire Department (LAFD). 2016, February 1. FireStatLA. <http://www.lafd.org/fsla/stations-map>.

¹³² Los Angeles School Police Department (LASPD). About LASPD. <http://achieve.lausd.net/Page/8851>.

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Community Charter High School campus, 17000 Haynes Street in Van Nuys.¹³³ If required, LASPD would request assistance from the Los Angeles Police Department Pacific Division. The Pacific Division Station is at 19020 Vanowen Street, in the Community of Reseda in the City of Los Angeles, and about 0.5 mile northwest of the school.¹³⁴ The proposed Project may cause a very slight increase in demands for police services during construction from possible trespass, theft, and/or vandalism. The staging area would be fenced, and school campus is currently fenced and would remain secured during non-work hours. Any increase in police demands would be temporary and would not require construction of new or expanded police facilities. General campus activities are under the supervision of the teachers and staff at the school. The new buildings and other upgrades would not introduce new adverse impacts on existing police service. Impacts would be less than significant.

c) Schools?

No Impact. The proposed Project would not have an adverse physical impact on any existing schools. The proposed Project would make physical changes to the existing campus to enhance existing school programs. The modernized campus would not induce growth in the community, increase enrollment or capacity at the school, or otherwise increase demand for school services. No impacts to schools would occur.

d) Parks?

No Impact. The proposed Project would not have an adverse physical impact on any parks or necessitate the construction of new parks. The proposed Project would not induce growth in the community, increase enrollment or capacity at the school, or otherwise increase the use of or demand for parks. No impacts to parks would occur.

e) Other public facilities?

No Impact. The proposed Project would not result in impacts associated with the provision of other new or physically altered public facilities (e.g., libraries, hospitals, childcare, teen or senior centers). Physical impacts to public services are usually associated with population in-migration and growth, which increase the demand for public services and facilities. The proposed Project would not result in an increase in school enrollment or capacity or induce population growth. Therefore, no impacts to other public facilities would occur.

¹³³ LAUSD School Police Department (LASPD), Northwest Division. <http://achieve.lausd.net/Page/9411>

¹³⁴ Los Angeles Police Department (LAPD). 2016, February 1. <http://www.lapdonline.org/>.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XVI. RECREATION.				
a. Would the project increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Does the project include recreational facilities or require the construction or expansion of recreational facilities which might have an adverse physical effect on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

- a) **Would the project increase the use of existing neighborhood and regional parks or other recreational facilities, such that substantial physical deterioration of the facility would occur or be accelerated?**

No Impact. The proposed Project would not increase the use of existing neighborhood and regional parks or other recreational facilities. The proposed Project would not accommodate an increased enrollment or capacity of the school and would not increase population in the surrounding community. Therefore, it would not increase the use of existing neighborhood and regional parks or other recreational facilities and would not cause physical deterioration of these facilities. No impacts to existing parks would occur.

- b) **Does the project include recreational facilities or require the construction or expansion of recreational facilities, which might have an adverse physical effect on the environment?**

No Impact. The proposed Project includes improvements to the existing athletic facilities at the school, including construction of a new gymnasium. The environmental effects of the construction and operation of these proposed changes to recreational facilities is considered throughout the environmental analysis. The proposed Project would not require the construction or expansion of additional recreational facilities that would have an adverse effect on the environment. No impacts related to recreational facilities would occur.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XVII. TRANSPORTATION AND CIRCULATION. Would the project:				
a. Conflict with an applicable plan, ordinance, or policy establishing measures of effectiveness for the performance of the circulation system, taking into account all modes of transportation, including mass transit and non-motorized travel, and relevant components of the circulation system, including, but not limited to, intersections, streets, highways and freeways, pedestrian and bicycle paths, and mass transit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Conflict with an applicable congestion management program, including, but not limited to, level of service standards and travel demand measures, or other standards established by the county congestion management agency for designated roads or highways?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Substantially increase hazards to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Result in inadequate emergency access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Conflict with adopted policies, plans, or programs regarding public transit, bicycle, or pedestrian facilities, or otherwise decrease the performance or safety of such facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

The following LAUSD Standard Condition of Approval applies to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-T-4	LAUSD shall require its contractors to submit a construction worksite traffic control plan to the local City or County jurisdiction for review prior to construction. The plan shall show the location of any haul routes, hours of operation, protective devices, warning signs, and access to abutting properties. LAUSD shall encourage its contractor to limit construction-related trucks to off-peak commute periods. As required by Caltrans, applicable transportation related safety measures shall be implemented during construction.

- a) **Conflict with an applicable plan, ordinance or policy establishing measures of effectiveness for the performance of the circulation system, taking into account all modes of transportation, including mass transit and non-motorized travel and relevant components of the circulation system, including but not limited to intersections, streets, highways and freeways, pedestrian and bicycle paths, and mass transit?**

Less Than Significant Impact.

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Existing Conditions

The school serves 4th through 12th grades. Students attend classes from August through June from approximately 8:00 AM to 3:20 PM. The school has after-school programs for the students that end later than 3:20 PM.

Roadways

Reseda Boulevard is a north-south road that is east of the school and is designated as a Major Highway Class II in the Reseda-West Van Nuys Community Plan. It has two lanes in each direction in the Project vicinity, and the posted speed limit is 35 mph. Striped Class I bike lanes are provided on both sides of the street.

Yolanda Avenue is a north-south local street that abuts the west side of the school. It has one lane in each direction and there is no posted speed limit.¹³⁵ Bus loading and unloading takes place in an off-street (on-campus) loading zone parallel to Yolanda Avenue. No stopping or parking is allowed along Yolanda Avenue on school days.

Victory Boulevard is an east-west road that abuts the north side of the school and is designated as a Major Highway Class II in the Reseda-West Van Nuys Community Plan. It has two westbound lanes, three eastbound lanes, and the posted the speed limit is 45 mph. A 25-mph school zone is designated along Victory Boulevard between Reseda Boulevard and Yolanda Avenue. No parking or stopping is allowed on the south side of Victory Boulevard along the north school frontage.

Erwin Street is an east-west local street that abuts the south side of the school. It has one lane in each direction and the posted the speed limit is 30 mph. A 25-mph school zone is designated along Erwin Street between Reseda Boulevard and Yolanda Avenue. The main entrance to the campus is along Erwin Street and the main student drop-off and pick-up takes place along the north side of Erwin Street. ‘No Stopping’ and ‘Passenger Loading’ signs limit the location and amount of time cars are allowed along the Erwin Street curb.

Intersection Controls

Reseda Boulevard at Victory Boulevard is controlled by traffic signals with white continental-style crosswalks (horizontal stripes are the same width as the spaces in between stripes) on all approaches and pedestrian signal buttons at each corner.

Reseda Boulevard at Erwin Street is controlled by traffic signals with white continental-style crosswalks on all approaches and pedestrian signal buttons at each corner.

Victory Boulevard at Yolanda Avenue is controlled by 4-way stop signs and has yellow basic school crosswalks on two of the four crossings, but not on the northbound or eastbound approaches.

¹³⁵ State of California 2015 Vehicle Code, Article 22352, page 437. Unless otherwise posted the Prima Facie Speed Limits is 25mph when approaching or passing a school building or the grounds.

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Erwin Street at Yolanda Avenue is controlled by 4-way stop signs and has yellow basic school crosswalks (solid lines marking both edges of the crosswalk) on three of the four crossings, but not on the northbound approach.

Public Transit, Pedestrian and Bicycle Facilities

Several public transit routes are located near the school. The Los Angeles County Metropolitan Transportation Authority (Metro) operates the Route 164 bus line on Victory Boulevard adjacent to the school and Routes 150, 240, and 744 bus lines on Reseda Boulevard near the school. The proposed Project would not adversely affect the performance of these transit facilities because the proposed Project would not change the number of students who attend the school or the travel patterns of the students.

Paved sidewalks are on both sides of all surrounding streets, and no midblock crosswalks are present. There are no existing bicycle facilities on the segments of roadways adjacent to the school.

Parking

The school has three on-campus parking lots: 72 spaces in Student and Staff Parking Lot #3 in the northwest campus with access from Yolanda Street; 40 spaces in Staff Parking Lot #2 in the southeast corner of the school with two access driveways from Erwin Street; and 12 spaces in Staff Parking Lot #1 on the south side of the school adjacent to Building H with access from Erwin Street. Curbside public parking is available along both sides of Erwin Street, Yolanda Avenue, and Reseda Boulevard and along the surrounding local streets.

Operational Phase Impacts

The Project proposes replacing the relocatable classrooms with a new two-story elementary school building; rebuilding the gymnasium in a new location on the northwest corner of the campus; replacing aging classrooms on the west campus; and replacing the lunch shelter. The existing school has 2,100 students. There would be no increase in capacity or enrollment with the Project, and therefore no net increase in vehicular trips. The Project would not change the existing access driveways to parking lots or student drop-off and pick-up areas, or alter any street configurations. The school would continue to function as a magnet school campus.

No changes to traditional school operations, school-related events, or community use would occur as the result of this Project. The levels of traffic that would be generated by the school and the geographical distribution of the school traffic on the public street network would remain unchanged compared to existing conditions. The proposed Project would not change enrollment or capacity, and thus would not change operational trip generation and traffic impacts. The following analysis focuses on construction traffic and the roadways and intersections that would be affected.

Construction Phase Impacts

The comprehensive modernization Project includes building demolition, new construction, remodel, modernizations, upgrades, and reconfiguration. It is anticipated that the Project would be built in two phases spanning approximately 36 months, from Q3-2018 to Q2-2022, and would generate construction-related trips from the work crew, haul trips, and equipment and materials delivery. According to Section 41.40 of the Los

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Angeles Municipal Code, construction or repair work is allowed between 7:00 AM and 9:00 PM, Monday through Friday, and between 9:00 AM and 6:00 PM on Saturdays.

Construction Staging Area

A Victory Boulevard driveway between Building 32 (Guidance Center) and the playfield would provide access for a construction staging area. Construction trucks would enter and exit the school campus via this exclusive driveway and would not affect the existing school driveways or parking lots. Construction staging (i.e., storage of equipment and materials) would be contained on the Project site. Parking for workers is anticipated to be provided in the staging area during all phases of construction. Construction workers would not be allowed to park on local streets and therefore would not affect street parking.

Construction Worker Trips

Throughout construction, the size of the work crew at the school each day would vary depending on the construction phase and the different construction activities taking place. The highest number of worker trips would occur during the overlapping building construction and modernization (i.e., building interiors) activities, with an anticipated maximum of 44 worker trips per day.¹³⁶,¹³⁷ 44 worker trips per day is a negligible increase compared to existing traffic.

Additionally, on most days the number of workers would be less. Based on the anticipated construction schedule, construction workers are expected to arrive at the school between 6:00 AM and 7:00 AM (before peak morning commute hours). Construction workers are not all likely to arrive at the construction site within the same hour, nor would they all leave the site at the same time. Importantly, construction worker trips and construction haul trips would not occur at the same time because workers would arrive before 7:00 AM and hauling cannot start until 7:00 AM. Typical construction hours end after 3:30 PM, after student dismissal times. Construction worker traffic would not significantly impact nearby roadways.

Truck Haul Trips and Deliveries

Construction activities would include the hauling of soil, asphalt demolition debris, building demolition debris, relocatable buildings, and equipment and materials. The highest number of haul trips per day would occur during the construction site preparation activity. Site Preparation and Modernization activities (see Table 3 in Chapter 3) would export approximately 10,780 cubic yards of soil, for a total of 770 truckloads.¹³⁸ The anticipated two-month schedule for soil haul would require an average of 35 truckloads per day, for a total of 18 trucks inbound and 17 trucks outbound from the construction site per day.¹³⁹

Compared to the traffic generated during the day by the school with an estimated 3,330 ADT, 35 construction-phase haul trips is negligible. Additionally, truck trips would be spread out throughout the workday and would occur during non-peak traffic periods in accordance with SC-T-4.

¹³⁶ Worker trips based on California Emissions Estimator Model (CalEEMod), version 2016.3.1.

¹³⁷ Based on the ITE Trip Generation Manual 9th Edition. Public school daily trip rates: Elementary School - 470 students at 1.29=606 trips, Middle School/Junior High School - 700 students at 1.62 = 1,134 trips, High School - 930 students at 1.71 = 1,590 trips. Total estimated trips for 2,100 students is 3,330.

¹³⁸ 14 cubic yards per truckload.

¹³⁹ Two months equates to 44 working days.

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Temporary delays in traffic may occur due to oversized vehicles traveling at lower speeds on streets. Such delays would be occasional and of short duration. The temporary traffic delays would only occur during a relatively short period of two months during phase 1 and two months during phase 2. During the 12-month building construction period, there would be traffic from an estimated 12 delivery trucks per day. Given the small number of trips per day and the duration of the construction phases, these temporary delays are considered less than significant.

To minimize potential conflicts between construction activity and street traffic, a truck haul permit would be submitted to the City for review and approval. Construction equipment, materials traffic, and haul trucks would be restricted to truck routes approved by the City of Los Angeles Department of Building and Safety. These do not include neighborhood streets. The truck trips would be spread out throughout the workday and would occur during nonpeak traffic periods in accordance with SC-T-4.

Construction vehicles would cause only temporary and intermittent increases in traffic on area roadways, and would not contribute to a significant increase in traffic volumes. Construction traffic would be less than significant.

Public Transit and Pedestrian and Bicycle Facilities

Project construction traffic would not impact public transit bus services on Miles Avenue or Slauson Avenue.

The construction worksite traffic control plan would include measures to prevent traffic and pedestrian hazards between trucks entering and exiting the staging area off Victory Boulevard and pedestrians on the sidewalk and bicyclists on Victory Boulevard. Impacts would be less than significant.

b) Conflict with an applicable congestion management program, including, but not limited to level of service standards and travel demand measures, or other standards established by the county congestion management agency for designated roads or highways?

Less Than Significant Impact. Metro implements the county's congestion management program (CMP). The CMP includes a system of arterial roadways and freeways. The CMP for Los Angeles County requires that the traffic impact of individual development projects of potential regional significance be analyzed. The nearest CMP intersection to SOCES is the intersection of Victory Boulevard at Reseda Boulevard, approximately 200 feet to the east of SOCES. The CMP guidelines require that freeway monitoring locations must be examined if the proposed Project would add 150 or more trips (in either direction) during either the AM or PM weekday peak hours or 50 or more trips at CMP intersections during the AM or PM weekday peak hour. The proposed Project would not meet this threshold for preparing a CMP facility traffic impact assessment.

The proposed Project would not increase the capacity or enrollment at the school and therefore would not directly contribute to increases in traffic at the CMP intersection during AM and PM peak hour traffic. The Project would not alter the traffic patterns in the vicinity of the school or cause a substantial increase in traffic volumes. In addition, traffic during construction would not result in a substantial amount of traffic to the vicinity of the school (see item [a]). No operational impacts would occur.

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c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?

No Impact. The nearest airport to the school campus is the Van Nuys Airport, which is approximately three miles to the northeast of the school campus. The school campus is not within the airport influence area and the airport land use planning area of the Van Nuys Airport. Project development would not result in a new use that would interfere with air traffic patterns or change traffic locations such that it would result in a safety risk. In addition, the Project would not increase demand for air travel or increase air traffic levels. No impact would occur.

d) Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?

Less Than Significant Impact. During construction of the Project, construction equipment, trucks, and workers would drive to and from the staging area via the temporary exclusive driveway on Victory Boulevard. The truck trips would be spread out throughout the workday and would occur during nonpeak traffic periods in accordance with SC-T-4. In compliance with SC-T-4, LAUSD's construction contractor would prepare a construction worksite traffic control plan prior to construction, which would be reviewed by the City of Los Angeles. This plan would establish methods to avoid conflicts between the construction traffic and the existing street, pedestrian, and bicycle traffic. LAUSD's construction BMPs, identified in the construction worksite traffic control plan, would include the location of haul routes, hours of operation, protective devices, warning signs, and access to abutting properties. Additionally, construction fencing would be used on campus to separate construction zones from students to ensure safety. Implementation and compliance with the construction worksite traffic control plan would address potential hazardous conditions. The proposed Project construction would not create new hazards or conflicts, and impacts related to vehicular or pedestrian and bike safety would be less than significant.

The proposed Project would not increase the capacity or enrollment at the school and would therefore not increase operational traffic on or around the campus. The Project would not alter the use of the school campus, and no new incompatible uses would be introduced. The streets in the school vicinity have sidewalks, and the signalized intersections are equipped with painted crosswalks, pedestrian signals, and pedestrian push buttons to activate the signals. Bicycle lanes exist on Reseda Boulevard in the school vicinity and would remain unchanged. The number of students and the geographical distribution of the students' residences would remain unchanged. No operational impacts would occur.

e) Result in inadequate emergency access?

No Impact. The proposed Project would not result in inadequate emergency access. The access and circulation features at the school would continue to accommodate emergency ingress and egress by fire trucks, police units, and ambulance/paramedic vehicles. In addition, new emergency access driveways and internal fire lanes would be provided through the campus to access the school buildings, hardcourts, and playground. All access features are subject to and must satisfy City of Los Angeles Fire Department design requirements. There would, therefore, be no adverse emergency access impacts.

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f) Conflict with adopted policies, plans, or programs regarding public transit, bicycle, or pedestrian facilities, or otherwise decrease the performance or safety of such facilities?

No Impact. The proposed Project would not conflict with adopted policies, plans, or programs supporting alternative transportation. Construction would not create new hazards or conflicts, and impacts related to vehicular or pedestrian and bike safety would be less than significant as discussed in item (d).

Following construction, the Project would be consistent with policies supporting public transit, bicycle, and pedestrian facilities because no changes would occur to bus loading/unloading zones, sidewalks along the streets in the school's vicinity, pedestrian crosswalks and signals in the school vicinity, bike lanes along Reseda Boulevard, or public transit. The proposed Project would not, therefore, conflict with policies, plans, or programs regarding transit, bicycle, or pedestrian facilities, and the Project would not decrease the performance or safety of such facilities. No operational impacts would occur.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XVIII. TRIBAL CULTURAL RESOURCES. Would the project cause a substantial adverse change in the significance of a tribal cultural resource, defined in Public Resources Code Section 21074 as either a site, feature, place, cultural landscape that is geographically defined in terms of the size and scope of the landscape, sacred place, or object with cultural value to a California Native American tribe, and that:				
a. Listed or eligible for listing in the California Register of Historical Resources, or in a local register of historical resources as defined in Public Resources Code Section 5020.1(k)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. A resource determined by the lead agency, in its discretion and supported by substantial evidence, to be significant pursuant to criteria set forth in subdivision (c) of Public Resources Code Section 5024.1. In applying the criteria set forth in subdivision (c) of Public Resource Code Section 5024.1, the lead agency shall consider the significance of the resource to a California Native American tribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

- a) **Cause a substantial adverse change in the significance of a tribal cultural resource that is listed or eligible for listing in the California Register of Historical Resources or in a local register of historical resources as defined in Public Resources Code Section 5020.1(k).**

No Impact. Assembly Bill 52 (AB 52) requires meaningful consultation with California Native American tribes on potential impacts to tribal cultural resources, as defined in PRC Section 21074. Tribal cultural resources are sites, features, places, cultural landscapes, sacred places, and objects with cultural value to a California Native American tribe that are either eligible or listed in the California Register of Historical Resources or local register of historical resources.¹⁴⁰

As part of the AB 52 process, Native American tribes must submit a written request to LAUSD (lead agency) to be notified of projects within their traditionally and culturally affiliated area. LAUSD must provide written, formal notification to those tribes within 14 days of deciding to undertake a Project. The tribe must respond to LAUSD within 30 days of receiving this notification if they want to engage in consultation on the Project, and LAUSD must begin the consultation process within 30 days of receiving the tribe's request. Consultation concludes when either 1): the parties agree to mitigation measures to avoid a significant effect on a tribal cultural resource, or 2) a party, acting in good faith and after reasonable effort, concludes mutual agreement cannot be reached.

To date the District has not received any tribal requests to be notified about Projects in the District. Additionally, although the school is eligible for listing on the National Register of Historic Places and the California State Register of Historic Places, no tribal cultural resources listed or eligible for listing in the California Register of Historical Resources or in a local register of historical resources as defined in Public

¹⁴⁰ California Natural Resources Agency. AB 52 Regulatory Update. <http://resources.ca.gov/ceqa/>.

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Resources Code Section 5020.1(k) are known on the campus. Known tribal cultural resources would not be impacted by the Project.

- b) Cause a substantial adverse change in the significance of a tribal cultural resource that is determined by the lead agency to be significant pursuant to criteria in Public Resources Code Section 5024.1(c).**

No Impact. To date, LAUSD has not received any requests for notification or consultation from California Native American tribes regarding resources defined by PRC Section 21074. Additionally, neither the school nor the surrounding area has been identified as having a high prehistoric or historic archaeological sensitivity.¹⁴¹ Therefore, the proposed Project would not be expected to result in an impact related to tribal cultural resources.

¹⁴¹ City of Los Angeles. Citywide General Plan Framework Final Environmental Impact Report. Certified August 8, 2001. Chapter 2.15 - Cultural Resources. http://cityplanning.lacity.org/HousingInitiatives/HousingElement/FrameworkEIR/GPF_DraftEIR/GPF_FEIR_DEIR2.15.pdf.

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	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XIX. UTILITIES AND SERVICE SYSTEMS. Would the project:				
a. Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Require or result in the construction of new stormwater drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Have sufficient water supplies available to serve the project from existing entitlements and resource, or are new or expanded entitlements needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Result in a determination by the wastewater treatment provider which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Comply with federal, state, and local statutes and regulations related to solid waste?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Explanation:

The following LAUSD Standard Conditions of Approval apply to the proposed Project:

LAUSD Standard Conditions of Approval	
SC-USS-1	School Design Guide. (Book Two General Criteria, Section 2.4. C.2.f.1) Construction and demolition waste shall be recycled to the maximum extent feasible. LAUSD has established a minimum non-hazardous construction and demolition debris recycling requirement of 75% by weight as defined in Specification 01340, Construction & Demolition Waste Management. Guide Specifications 2004 - Section 01340, Construction & Demolition Waste Management. This section of the LAUSD Specifications includes procedures for preparation and implementation, including reporting and documentation, of a Waste Management Plan for reusing, recycling, salvage or disposal of non-hazardous waste materials generated during demolition and/or new construction (Construction & Demolition (C&D) Waste), to foster material recovery and re-use and to minimize disposal in landfills. Requires the collection and separation of all C&D waste materials generated on-site, reuse or recycling on-site, transportation to approved recyclers or reuse organizations, or transportation to legally designated landfills, for the purpose of recycling salvaging and/or reusing a minimum of 75% of the C&D waste generated.
SC-USS-2	LAUSD shall coordinate with the City of Los Angeles Department of Water and Power or other appropriate jurisdiction and department prior to the relocation or upgrade of any water facilities to reduce the potential for disruptions in service.
SC-GHG-1	During school operation, LAUSD shall perform regular preventative maintenance on pumps, valves, piping, and tanks to minimize water loss.
SC-GHG-2	LAUSD shall set automatic sprinklers to irrigate landscaping during the early morning (overhead and drip) and evening (drip only) to reduce water loss from evaporation.

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SC-GHG-3	LAUSD shall reset automatic sprinkler timers to water less during cooler months and during the rainy season.
SC-GHG-4	LAUSD shall develop a water budget for landscape (both non-recreational and recreational) and ornamental water use to conform to the local water efficient landscape ordinance. If no local ordinance is applicable, then use the landscape and ornamental budget outlined by the California Department of Water Resources.
SC-GHG-5	LAUSD shall ensure that the time dependent valued energy of the proposed Project design is at least 10 percent, with a goal of 20 percent less than a standard design that is in minimum compliance with the California Title 24, Part 6 energy efficiency standards that are in force at the time the project is submitted to the Division of the State Architect.

a) Exceed waste water treatment requirements of the applicable Regional Water Quality Control Board?

Less than Significant Impact. The proposed Project would not exceed wastewater treatment requirements of the LARWQCB. The LARWQCB sets waste discharge requirements for discharges to municipal storm drains that would apply to the operation phase of the Project; construction impacts to stormwater are regulated by the SWRCB and are discussed above in Section IX, *Hydrology and Water Quality*. Impacts related to LARWQCB requirements would be less than significant.

b) Require or result in the construction of new water or waste water treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?

No Impact. Water treatment facilities filter and/or disinfect water before it is delivered to customers. The Los Angeles Department of Water and Power currently provides water to the existing school and would continue to supply water to the school. The proposed Project would serve existing and future students living in the region, and would not increase the student population or water treatment demands in the Project region. No impact would occur.

The proposed Project would not increase the student population or wastewater generation in the Project region. Development of the proposed Project would not require construction of new or expanded wastewater treatment facilities, and no impact would occur.

c) Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?

No Impact. Project development would include storm drainage improvements onsite discharging to the existing storm drainage infrastructure. Runoff from the proposed buildings would be conveyed by existing storm drains. LID stormwater management would be incorporated into the Project design pursuant to requirements of the Los Angeles LID Handbook and SC-HWQ-01. LID principles are described further in Section VI, *Geology and Soils*, of this Initial Study. Therefore, the campus drainage system would discharge a net decrease in runoff to municipal storm drains. Construction of the onsite stormwater management measures would not cause a significant impact on the environment. The proposed Project would not require the construction of new or expanded storm drains. No impact would occur.

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d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?

No Impact. The school currently serves students living in the region, and school modernizations would not increase the student population or long-term water demands in the Project region. Water would be used on site for dust suppression and similar activities. The small amount of water that would be used for Project construction would not result in the need for new or expanded water entitlements. Installation of landscape and irrigation improvements would comply with SC-USS-2, SC-USS-3, and SC-GHG-1 through SC-GHG-4 for water conservation. No impact would occur.

e) Result in a determination by the waste water treatment provider, which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?

No Impact. Project development would not impact wastewater treatment capacity, as substantiated in (a) and (b) above.

f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?

Less Than Significant Impact. Landfilled solid waste from the City of Los Angeles is disposed of at the Sunshine Canyon City/County Landfill in the Community of Sylmar in the City of Los Angeles. The proposed Project would be served by a landfill with sufficient permitted capacity to accommodate the Project's solid waste disposal needs. The proposed Project would not increase the student population and would not increase solid waste generation and therefore, impacts would be less than significant.

The proposed Project would generate some contaminated soil and material (see VIII, *Hazards and Hazardous Materials*). Contaminated soil and material would result in an incremental and intermittent increase in solid waste disposal at licensed landfills and other waste disposal facilities within Los Angeles and/or Orange counties. The District would be required to comply with the Sanitation Districts of Los Angeles County and/or Orange County Waste and Recycling programs for contaminated soil and material.

Demolition and construction waste would be generated and disposed of at one or both of the two landfills operated by the Sanitation Districts of Los Angeles County: Calabasas or Sholl Canyon Landfill. Section 5.408 (Construction Waste Reduction, Disposal, and Recycling) of the CALGreen Building Standards Code (Title 24, CCR, Part 11, Section 5.408.1.1) requires that at least 65 percent of the nonhazardous construction and demolition waste from nonresidential construction operations be recycled and/or salvaged for reuse. This is also required by CHPS criteria. Under SC-USS-1, LAUSD has established a minimum construction and demolition debris salvage, recycle, and reuse of 75 percent. Construction of the proposed Project would adhere to these established standards. Therefore, demolition of existing onsite improvements would not adversely impact such landfills. Impacts would be less than significant.

g) Comply with federal, state, and local statutes and regulations related to solid waste?

No Impact. The school administrators and the school district currently comply with federal, state, and local statutes and regulations related to solid waste, and would continue this practice. No impact would occur.

4. Environmental Checklist and Analysis

	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XX. MANDATORY FINDINGS OF SIGNIFICANCE.				
a. Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Does the project have impacts which are individually limited, but cumulatively considerable? (“Cumulatively considerable” means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Does the project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Explanation:

- a) **Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory?**

Potentially Significant Impact. As discussed in Sections I, *Aesthetics*; IV and *Biological Resources* the project would neither degrade the quality of the environment nor substantially impact any endangered fauna or flora. The Project would demolish and construct new buildings, and modernize others on an existing school campus and would not change the aesthetic appearance of the surrounding neighborhood. Because the school is fully developed and the surrounding area is highly urbanized, the Project would not impact the habitat or population level of a fish, plant, or animal community or the range of a rare or endangered plant or animal. Mandatory compliance with LAUSD Standard Condition SC-BIO-3 would reduce impacts to nesting birds.

As discussed under Section V, *Cultural Resources* impacts related to archaeological and paleontological resources and human remains would be less than significant levels with implementation of LAUSD Standard Conditions SC-CUL-13 through SC-CUL-18 and compliance with existing regulations. However, impacts related to historic resources would be potentially significant. Potential historic resource impacts will be fully analyzed in the EIR.

4. Environmental Checklist and Analysis

- b) **Does the project have impacts that are individually limited, but cumulatively considerable? (“Cumulatively considerable” means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)**

Less Than Significant Impact. Based on the preceding discussion, with implementation of LAUSD Standard Conditions of Approval and compliance with existing regulations, the proposed Project would not result in significant adverse impacts that could contribute to a cumulatively considerable impact.

- c) **Does the project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?**

Less Than Significant Impact. As discussed in the above analyses for the Project, with implementation of LAUSD Standard Conditions of Approval and compliance with existing regulations, the proposed Project would not result in significant direct or indirect adverse impacts. Thus, the Project would not have the potential to result in substantial adverse effect on human beings.

5. List of Preparers

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5. List of Preparers

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