February 2018 | **Draft Environmental Impact Report**
State Clearinghouse No. 2017111008

SHERMAN OAKS CENTER FOR ENRICHED STUDIES COMPREHENSIVE MODERNIZATION

Los Angeles Unified School District

Prepared for:

Los Angeles Unified School District
Office of Environmental Health and Safety
Contact: Eimon Smith, CEQA Project Manager
333 South Beaudry Avenue, 21st Floor
Los Angeles, California 90017
213.241.3417

Prepared by:

PlaceWorks
Contact: Alice Houseworth, AICP, LEED AP, Senior Associate
3 MacArthur Place, Suite 1100
Santa Ana, California 92707
714.966.9220
info@placeworks.com
www.placeworks.com

Table of Contents

Contents Page

Table of Contents

Contents Page

Table of Contents

Contents Page

APPENDICES

Table of Contents

Figure Page

Table of Contents

Abbreviations and Acronyms

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_2e	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

Abbreviations and Acronyms

HVAC	heating, ventilation and air conditioning
IPCC	Intergovernmental Panel on Climate Change
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

Abbreviations and Acronyms

SoCAB	South Coast Air Basin
SOCES	Sherman Oaks Center for Enriched Studies
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

1. Executive Summary

1.1 INTRODUCTION

This draft Environmental Impact Report (Draft EIR) addresses the environmental effects associated with the implementation of the proposed Sherman Oaks Center for Enriched Studies (SOCES) Comprehensive Modernization (Project). The California Environmental Quality Act (CEQA) requires that local government agencies consider the environmental consequences before taking action on projects over which they have discretionary approval authority. An environmental impact report (EIR) analyzes potential environmental consequences and is used to inform the public and support informed decisions by local and state governmental agency decision-makers. This document focuses on impacts determined to be potentially significant in the Initial Study completed for this Project (see Appendix A).

This Draft EIR has been prepared pursuant to the requirements of CEQA and the Los Angeles Unified School District (LAUSD or District) CEQA procedures. The LAUSD, as the lead agency, has reviewed and revised all submitted drafts, technical studies, and reports as necessary to reflect its own independent judgment, including reliance on District technical personnel and consultants.

Data in this Draft EIR is derived from onsite field observations, discussions with affected agencies, adopted plans and policies, review of available studies, reports, data and similar literature, and several specialized assessments (including but not limited to a Historic Resources Technical Report).

1.2 ENVIRONMENTAL PROCEDURES

This Draft EIR has been prepared pursuant to CEQA to assess the environmental effects associated with implementation of the proposed Project, as well as anticipated future discretionary actions and approvals. CEQA established six main objectives for an EIR:

1. Disclose to decision makers and the public the significant environmental effects of proposed activities.
2. Identify ways to avoid or reduce environmental damage.
3. Prevent environmental damage by requiring implementation of feasible alternatives or mitigation measures.
4. Disclose to the public reasons for agency approval of projects with significant environmental effects.
5. Foster interagency coordination in the review of projects.
6. Enhance public participation in the planning process.

1. Executive Summary

An EIR is the most comprehensive form of environmental documentation in CEQA and the CEQA Guidelines; it is intended to provide an objective, factually supported analysis and full disclosure of the environmental consequences of a proposed Project with the potential to result in significant, adverse environmental impacts.

An EIR is one of various decision-making tools used by a lead agency to consider the merits and disadvantages of a project that is subject to its discretionary authority. Before approving a proposed project, the lead agency must consider the information in the EIR; determine whether the EIR was prepared in accordance with CEQA and the CEQA Guidelines; determine that it reflects the independent judgment of the lead agency; adopt findings concerning the project's significant environmental impacts and alternatives; and adopt a statement of overriding considerations if significant impacts cannot be avoided.

1.2.1 EIR Format

Chapter 1. Executive Summary: Summarizes the background and description of the proposed Project, the format of this EIR, Project alternatives, any critical issues remaining to be resolved, and the potential environmental impacts and LAUSD Standard Conditions of Approval, mitigation measures, if any, identified for the Project.

Chapter 2. Introduction: Describes the purpose of this EIR, background on the Project, the notice of preparation, and Final EIR certification.

Chapter 3. Environmental Setting: Provides a description of the physical environmental conditions in the vicinity of the Project as they existed at the time the notice of preparation was published, from regional and local perspectives. These perspectives provide the baseline physical conditions from which the lead agency determines the significance of the Project's environmental impacts.

Chapter 4. Project Description: Presents a detailed description of the Project, including its objectives, its area and location, approvals anticipated to be required as part of the Project, necessary environmental clearances, and the intended uses of this EIR.

Chapter 5. Environmental Analysis: Summarizes the environmental topics (cultural resources and energy) the analysis includes the existing environmental setting; a description of the thresholds used to determine if a significant impact would occur; the methodology to identify and evaluate the potential impacts of the Project; the potential adverse effects of the Project; the level of impact before mitigation; the mitigation measures, if required; the level of significance of the adverse impacts after compliance with jurisdictional regulations, LAUSD Standard Conditions of Approval, and any mitigation. Bibliographical references for information sources and technical data are footnoted. A stand-alone bibliography is not required.

Chapter 6. Significant Unavoidable Adverse Impacts: Describes the significant unavoidable adverse impacts of the proposed Project.

Chapter 7. Alternatives to the Proposed Project: Describes the alternatives and compares their impacts to the impacts of the proposed Project.

Chapter 8. Impacts Found Not to Be Significant: Briefly describes the potential impacts of the Project that were determined not to be significant by the Initial Study and were, therefore, not discussed in detail in this EIR. An analysis of energy conservation is included in this chapter.

Chapter 9. Significant Irreversible Changes Due to the Proposed Project: Describes the significant irreversible environmental changes associated with the Project.

Chapter 10. Growth-Inducing Impacts of the Project: Describes the ways in which the proposed Project would cause increases in employment, or population, that could result in new physical, or environmental impacts.

Chapter 11. Persons Preparing this EIR: Lists the people who prepared this EIR for the proposed Project.

Appendices: The appendices for this document (in PDF format on a CD attached to the back cover) comprise these supporting documents:

- Appendix A Initial Study and Notice of Preparation
- Appendix B Initial Study and Notice of Preparation Comments
- Appendix C-1 2017 Historic Impact Analysis Report
- Appendix C-2 2017 Historic Resource Evaluation Report
- Appendix D Energy Calculation Worksheets
- Appendix E Standard Conditions of Approval
- Appendix F Mitigation Monitoring and Reporting Program

1.2.2 Type and Purpose of This Draft EIR

This Draft EIR has been prepared as a "Project EIR," defined by Section 15161 of the CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3). This type of EIR examines the environmental impacts of a specific development project and focuses primarily on the changes in the environment that would result from the development project. The EIR examines all phases of the Project including planning, construction, and operation.

This Project EIR is tiered off the 2015 School Upgrade Program (SUP) EIR. In compliance with CEQA Guidelines Section 15152, this EIR provides new Project-specific analysis for issue topics: (a) that were not addressed in sufficient detail in the 2015 SUP EIR to allow for an informed decision on the proposed Project; (b) for which there is new information that would assist in the decision-making process; and (c) for which substantial changes in circumstances involve new significant environmental effects, or a substantial increase in the severity of environmental effects.

1.3 PROJECT LOCATION

The Project would occur on the 21.5-acre SOCES campus, located at 18605 Erwin Street in the Community of Reseda, City of Los Angeles, Los Angeles County, California (Assessor's Parcel Number [APN] 2127-012-900).

1.4 STATEMENT OF OBJECTIVES

The following objectives have been established for the proposed Project, and will aid decision-makers in their review of the Project and Project alternatives.[1]

- Objective #1: Increase the safety and security of the staff and students through the campus modifications and configuration.
- Objective #2: Repair and seismically retrofit aging facilities while also bringing buildings to code to meet the Americans with Disabilities Act (ADA) programmatic access requirements.
- Objective #3: Upgrade buildings to include modern classroom spaces that can accommodate the California Department of Education's and District's standard classroom space of 960 square feet and modern technology and efficiencies including SOCES's priority and specialty campus programs such as multimedia computer technology, culinary arts, video/sound, and digital imaging, which are designed to meet educational needs of the students and operational needs of the campus.
- Objective #4: Promote a healthier environment through the use of green technology.
- Objective #5: Design buildings and facilities that align with the current programmatic and operational needs of the campus while retaining or enhancing opportunities for future planning.
- Objective #6: Respect the history of the campus through the rehabilitation, retention and reuse of features that have been established as character-defining or otherwise relevant to the school community (i.e., current and former students, alumni, staff, etc.) to the extent feasible, while modernizing the campus to address the current needs of the campus.
- Objective #7: Limit the disruption of the educational experience of students during construction of the Project by limiting the number and/or duration of phases.

1.5 PROJECT SUMMARY

The proposed Project would modernize SOCES to facilitate a safe and secure campus that better aligns with the current instructional program. The proposed Project would replace the existing portable classrooms with a new one-story elementary classroom complex with two offset wings on the southern edge of the

[1] The objectives are number for ease of reference; the order does not indicate any priority.

playground; demolish the existing gymnasium and replace it with a new gymnasium in the northwest corner of the campus; demolish the Transportation Building; replace aging classrooms with a two-story Science, Art, & Technology Classroom Complex with two offset buildings, and replacement of the lunch shelter. Specifically, the proposed Project would include the following changes to the campus:

- Demolition and Removal
  - Physical Education 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)
  - Classroom Building B (Building 9)
  - Classroom Building C (Building 10)
  - Transportation Building
- Remodel and Modernization
  - Auditorium Building (Building 1). The building will be seismically retrofitted and modernized.
  - Administrative 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.
  - Sanitary Building D (Building 14). ADA upgrades and new finishes
  - Classroom Building K (Building 20). Minor reconfiguration – Removal of existing cabinetry
  - Classroom Building L (Building 21). ADA upgrades and new finishes
- New Construction
  - Science, Art, & Technology Classroom Complex (48,000 square feet). Consists of two 2-story buildings with middle and high school (grades 7-12) science labs, a robotics lab, a media arts lab, a recording studio, an art studio, flex classrooms, optional culinary arts program, and band rehearsal space. The West building (29,000 sf) and the East building (19,000 sf) would be located along the north side of the central commons.
  - Elementary Classroom Complex (18,000 sf). Consists of two one-story buildings with 15 general classrooms, break-out spaces, a flex classroom, and a teacher collaboration space. The buildings would be a linear block forming the northern edge of the east campus core. The buildings would have wide covered walkways that overlook the play areas to the north.

- Gymnasium Building (40,000 sf). This building would be a single level high bay building with state-or-the-art facilities, including a large double court gymnasium with motorized bleachers, a practice gym, weight room, aerobics room, team rooms, and support facilities.[2]
- Lunch Shelter. The shelter would have an exposed steel wide-span structure to support a sloped metal butterfly roof, and a sound system and LED lighting for evening use.
- Field House/Toilet Building (20,000 sf). This new building would be located in the southeast corner of the playfield.

- SOCES Campus-Wide Upgrades
  - Infrastructure, including domestic water; irrigation; gas; sewer; fire, telephone, and data systems; electrical; storm drainage.
  - Voluntary programmatic access upgrades to comply with the ADA.
  - Landscape, hardscape, and exterior paint.
  - Parking area reconfiguration and the additional on-site parking.

1.6 SUMMARY OF PROJECT ALTERNATIVES

1.6.1 Alternative 1. No Project Alternative

Under the No Project Alternative, the Project would not occur at SOCES. The proposed modernization activities and campus-wide improvements would not be completed and the campus would remain in its current state. No physical changes would occur on the campus. Students would continue to attend classes in outdated portable buildings. Additionally, students would continue to attend classes in undersized classrooms in Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), and Instrumental Music (Building 5) that do not accommodate the needs of the educational programs at the campus. All buildings and facilities, including the Physical Education Building (Building 24), would remain in their current place on-site without any upgrades or modifications. Utilities and buildings would continue to operate in an inefficient manner (e.g., water and electricity). The No Project Alternative would not incorporate any of the structural seismic strengthening or ADA improvements, that are required for this campus.

1.6.2 Alternative 2. Retain 2 Buildings

Under Alternative 2, the District would retain the Physical Education Building (Building 24) and the Instrumental Music (Building 5), a character-defining building that contributes to the eligibility of the campus as a historic district. Instead of demolition and removal, Alternative 2 would modernize, seismically retrofit, and renovate this building. However, students would continue to attend classes in undersized classrooms in this building that do not accommodate the needs of the educational programs at the campus and do not meet the California Department of Education's or District's standard classroom space of 960 square feet, since the existing structural system does not allow the enlargement or combining of undersized classrooms in this

[2] The new construction building square footage shown in this section are estimates that are subject to slight variations. The refined design drawings show the total new construction for the Gymnasium may be approximately 1,427 square-feet more than the original estimates that were used for the impact analysis. This would not change the analysis findings in this document.

building.[3] All work would be completed in compliance with the SOI Standards and the LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under SC-CUL-1, -2, and -3.[4] Because Instrumental Music (Building 5) and the existing Physical Education Building (Building 24) would remain on the campus, space for the proposed Science/Industrial Arts Outdoor Social Space that would accommodate the proposed two-Story Science, Art & Technology Complex would not be available, and the new Gymnasium would not be constructed.

Similar to the proposed Project, Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7), all of which contribute to the historic district, would be demolished and replaced by the two-story Science, Art, & Technology Complex.

The least-contributing Physical Education Building (Building 24) would not be demolished, and the new Gymnasium would not be constructed. The Elementary Classroom Complex would be constructed similar to the proposed Project, including the removal of non-contributing Portable Buildings #30, 31, 33, 34, 35, and 36, and the construction of the Lunch Shelter. Additionally, other campus-wide improvements would be comparable to those of the proposed Project.

1.6.3 Alternative 3. Retain 3 Historic Buildings

Under Alternative 3, the District would retain Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7); all three are character-defining buildings that contribute to the eligibility of the campus as a historic district. Instead of demolition and removal, Alternative 3 would modernize, seismically retrofit, and renovate these buildings. However, students would continue to attend classes in undersized classrooms in these buildings that do not accommodate the needs of the educational programs at the campus and do not meet the California Department of Education's, or District's, standard classroom space of 960 square feet, since the existing structural system does not allow the enlargement or combining of undersized classrooms in these buildings.[5] All work would be completed in compliance with the SOI Standards and the LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under SC-CUL-1, -2, and -3.[6] Because Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7) would remain on the campus, space for a new building would not be available and the new Science, Art, & Technology Complex would not be constructed. Similar to the proposed Project, Instrumental Music (Building 5) would be demolished.

The least-contributing Physical Education Building (Building 24) would be demolished, and a new Gymnasium would be constructed as described in the Project. The Elementary Classroom Complex would be constructed similar to the proposed Project including the removal of non-contributing Portable Buildings

[3] California Department of Education. 2000. Guide to School Site Analysis and Development (2000 Edition). Available at: https://www.cde.ca.gov/ls/fa/sf/guideschoolsite.asp. Accessed December 2017.
[4] LAUSD (SWCA). 2015, January. Los Angeles Unified School District Design Guidelines and Treatment Approaches for Historic Schools. http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/135/pdf%20files/Final_Design_Guidelines.pdf
[5] California Department of Education. 2000. Guide to School Site Analysis and Development (2000 Edition). Available at: https://www.cde.ca.gov/ls/fa/sf/guideschoolsite.asp. Accessed December 2017.
[6] LAUSD (SWCA). 2015, January. Los Angeles Unified School District Design Guidelines and Treatment Approaches for Historic Schools. http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/135/pdf%20files/Final_Design_Guidelines.pdf

#30, 31, 33, 34, 35, and 36, and the construction of the Lunch Shelter. Additionally, other campus-wide improvements would be comparable to those of the proposed Project.

1.6.4 Alternative 4. Retain All Buildings

Under Alternative 4, the District would retain Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), and Instrumental Music (Building 5). All four are character-defining buildings that contribute to the eligibility of the campus as a historic district. This alternative would also retain the Physical Education Building (Building 24). Instead of demolition and removal, Alternative 4 would modernize and renovate these buildings. All work would be completed in compliance with the SOI Standards and the LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under SC-CUL-1, -2, and -3.[7] Because Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), Instrumental Music (Building 5), and Physical Education Building (Building 24) would remain on the campus, space for new buildings would not be available, and therefore, the Science, Art, & Technology Complex.

The interior of Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), and Instrumental Music (Building 5) would be redesigned, but would not provide the educational programming capabilities and classrooms would be undersized.

The least-contributing character-defining Physical Education Building (Building 24) would not be demolished, and the new Gymnasium would not be constructed.

The Elementary Classroom Complex would be constructed similar to the proposed Project including the removal of non-contributing Portable Buildings #30, 31, 33, 34, 35, and 36, and the construction of the Lunch Shelter. Additionally, other campus-wide improvements would be comparable to those of the proposed Project.

1.7 ISSUES TO BE RESOLVED

Section 15123(b)(3) of the CEQA Guidelines require that an EIR contain issues to be resolved, including the choice among alternatives and whether, or how, to mitigate significant impacts. The major issues to be resolved include decisions by LAUSD about:

1. Whether this Draft EIR adequately describes the environmental impacts of the Project.
2. Whether the benefits of the Project override those environmental impacts which cannot be feasibly avoided, or mitigated, to a level of less than significant.
3. Whether there are mitigation measures that should be applied to the Project.

[7] LAUSD (SWCA). 2015. January. Los Angeles Unified School District Design Guidelines and Treatment Approaches for Historic Schools. http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/135/pdf%20files/Final_Design_Guidelines.pdf

4. Whether there are any alternatives to the Project that would substantially lessen any of the significant impacts of the proposed Project and achieve most of the basic Project objectives.

1.8 AREAS OF CONTROVERSY

In accordance with the State CEQA Guidelines Section 15123(b)(2) the EIR summary must identify areas of controversy known to the lead agency, including issues raised by agencies and the public. The agencies and the public have submitted comments about Tribal cultural resources, utilities, air quality, historic buildings, parking, noise, traffic, hazards, hydrology, and building designs.

Prior to preparation of the EIR, the Notice of Preparation (NOP) was distributed for comment between November 3, 2017, and December 3, 2017. A summary of the NOP comment letters received are in Section 2.0, *Introduction* Table 2-1 and Table 2-2.

1.9 SUMMARY OF ENVIRONMENTAL IMPACTS

Table 1-1 summarizes the conclusions of the environmental analysis contained in this EIR.

Table 1-1 Summary of Environmental Impacts, Mitigation Measures, and Level of Significance After Mitigation

Environmental Impact	Level of Significance Before Mitigation	Mitigation Measures	Level of Significance After Mitigation
5.1 CULTURAL RESOURCES			
Impact 5.1-1 Proposed Project would cause a substantial adverse change in the significance of a historic resource as defined in CEQA Guidelines Section 15064.5.	Significant	MM-CUL-1 To reduce the impact of the removal of character-defining buildings and disruption of the Sherman Oaks Center for Enriched Studies (SOCES) campus, LAUSD shall install an interpretive exhibit at the school to provide historical and architectural information about the campus. The exhibit shall permit staff, students, and the public to understand what was historically on the campus before the comprehensive modernization Project. The District shall prepare an interpretive exhibit for the SOCES campus as part of the Project. The interpretive exhibit about the history of SOCES during the period of significance (1953–1955) shall be placed within a publicly accessible area on campus (such as the school library) following construction of the Project. The exhibit shall interpret the history of the campus through historical photographs, aerials, Sanborn maps, student photographs, yearbooks, newspapers, artifacts, and written narrative that visually demonstrate physical appearance, activities, and architecture styles of the school. A qualified architectural historian or historic preservation professional shall provide input and oversight to the contents, design, and installation of an interpretive exhibit.	Significant and Unavoidable

1. Executive Summary

Table 1-1 Summary of Environmental Impacts, Mitigation Measures, and Level of Significance After Mitigation

Environmental Impact	Level of Significance Before Mitigation	Mitigation Measures	Level of Significance After Mitigation
5.2 ENERGY CONSERVATION			
Impact 5.2-1 Proposed Project involves the wasteful, inefficient, and unnecessary consumption of energy, especially fossil fuels such as coal, natural gas, and petroleum, associated with Project design, Project location, the use of electricity and/or natural gas, and/or the use of fuel by vehicles anticipated to travel to and from the Project.	Less Than Significant	No mitigation required.	Less than Significant
TRIBAL CULTURAL RESOURCES			
No impacts were identified in the Initial Study or discussed in this EIR.	Less than Significant	No mitigation required. However, consistent with the District's SC-TCR-1 and following conversations with the Gabrieleño Band of Mission Indians Kizh –Nation regarding several of the District's recent projects, the District decided to incorporate MM-TCR-1 to further protect potential unanticipated discoveries associated with Tribal cultural resources. MM-TCR-1 LAUSD shall have a Native American monitor on-call during construction-related ground disturbance activities. The Native American monitor selected by the District must have at least one or more of the following qualifications: at least one year of experience providing Native American monitoring support during similar construction activities; be designated by the Tribe as capable of providing Native American monitoring support; and/or have a combination of education and experience with Tribal cultural resources. Prior to the start of the construction the construction crew(s) will be provided with a brief summary of the sensitivity of Tribal cultural resources, the rationale behind the need for protection of these resources, and information on the initial identification of Tribal cultural resources. Unanticipated Discovery of Tribal Cultural Resources: If unanticipated Tribal cultural resources are uncovered during construction, the on-call Native American monitor shall be notified to analyze the find(s). If the resources are Native American in origin, the District shall coordinate with the appropriate Tribal representative regarding the treatment and curation of these resources. Preservation in place (i.e., avoidance) is the preferred manner of treatment. If preservation in place is not feasible, a treatment plan shall be established by the District for the resources in accordance with CEQA Guidelines	Less than Significant

Table 1-1 Summary of Environmental Impacts, Mitigation Measures, and Level of Significance After Mitigation

Environmental Impact	Level of Significance Before Mitigation	Mitigation Measures	Level of Significance After Mitigation
		Section 15064.5(f) for historical resources and Public Resources Code Sections 21083.2(b) for unique archaeological resources. Subsequently, the monitor shall remain on-site for the duration of the ground disturbances at the site to ensure the protection of any other resources that may be in the area. The Native American Monitor will complete monitoring logs on a daily basis. The logs will provide descriptions of the daily activities, including construction activities, locations, soil, and any Tribal cultural resources identified.	

1. Executive Summary

This page intentionally left blank.

2. Introduction

2.1 PURPOSE OF THE ENVIRONMENTAL IMPACT REPORT

The California Environmental Quality Act (CEQA) requires that all state and local governmental agencies consider the environmental consequences of projects over which they have discretionary authority before taking action on those projects. This Draft EIR has been prepared to satisfy CEQA and the CEQA Guidelines. The EIR is the public document designed to provide decision-makers and the public with an analysis of the environmental effects of the proposed Project, to indicate possible ways to reduce, or avoid, environmental damage and to identify alternatives to the Project. The EIR must also disclose significant environmental impacts that cannot be avoided; growth inducing impacts; effects not found to be significant; and significant cumulative impacts of all past, present, and reasonably foreseeable future projects.

The lead agency means "the public agency which has the principal responsibility for carrying out or approving a Project which may have a significant effect upon the environment" (CEQA Guidelines § 21067). The LAUSD has the principal responsibility for approval of the Sherman Oaks Center for Enriched Studies Comprehensive Modernization project. For this reason, the LAUSD is the CEQA lead agency for this Project.

The intent of the Draft EIR is to provide sufficient information on the potential environmental impacts of the proposed Project to allow the LAUSD Board of Education (BOE) to make an informed decision regarding the Project. Specific discretionary actions to be reviewed by the LAUSD are described in Section 3.4, *Intended Uses of the EIR*.

This Draft EIR has been prepared in accordance with requirements of the:

- California Environmental Quality Act (CEQA) of 1970, as amended (Public Resources Code, §§ 21000 et seq.)
- State Guidelines for the Implementation of the CEQA of 1970 (CEQA Guidelines), as amended (California Code of Regulations, §§ 15000 et seq.)

The overall purpose of this Draft EIR is to inform the lead agency, responsible agencies, decision-makers, and the general public about the environmental effects of the development and operation of the proposed Project. This Draft EIR addresses effects that may be significant and adverse; evaluates alternatives to the Project; and identifies regulatory compliance and mitigation measures, where applicable.

2.2 NOTICE OF PREPARATION AND INITIAL STUDY

Per the CEQA Guidelines Section 15082, the LAUSD determined that an EIR would be required for this Project and issued a Notice of Preparation (NOP) and Initial Study on November 2, 2017 (see Appendix A). Comments received during the Initial Study's public review period, from November 3, 2017 to December 3, 2017, are in Appendix B.

The NOP process helps determine the scope of the environmental issues to be addressed in the Draft EIR. Based on this process and the Initial Study for the Project, certain environmental categories were identified as having the potential to result in significant impacts. Issues considered Potentially Significant are addressed in this Draft EIR, issues identified as Less Than Significant or No Impact are not. Refer to the Initial Study in Appendix A for discussion of how these initial determinations were made. Public outreach for the NOP and Initial Study included the following.

NOP distribution using the following methods:

- Published on November 3, 2017 in the Los Angeles Daily News (English) and La Opinion (Spanish) newspapers
- Posted at the Los Angeles County Clerk/Recorder's office
- Direct mail to Parents/Guardians of current SOCES students (2,082 notices)
- Direct mail to all addresses within a 0.25-mile (1,320 feet) radius of SOCES (2,169 notices)

NOP and Initial Study were distributed using the following methods:

- FedEx delivery 6 local agencies
- FedEx delivery to the Office of Planning and Research, State Clearinghouse for distribution to 15 State agencies

The NOP and Initial Study were also available for review at the following locations:

- LAUSD, Office of Environmental Health and Safety, 333 South Beaudry Avenue, 21st Floor, Los Angeles, CA 90017
- LAUSD, Local District - Northwest, 6621 Balboa Boulevard, Van Nuys, CA 91406
- West Valley Regional Branch Library, 19036 Vanowen Street, Reseda, CA 91335
- Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Reseda, CA 91335
- LAUSD Office of Environmental Health and Safety website at http://achieve.lausd.net/ceqa

Comments received during the NOP public review period are in Appendix B. There were a total of four agencies submitted comments to the NOP. Table 2-1 summarizes the issues identified by the commenting agencies, along with a reference to the sections of this EIR where the issues are addressed.

Table 2-1 NOP Comment Summary

Commenting Agency	Comment Type	Comment Summary	Issue Addressed In:
Gabrieleño Band of Mission Indians – Kizh Nation (11/06/2017)	Cultural Resources Tribal consultation	• Requested project-specific consultation[1] • Project lies within the tribe's ancestral tribal territory	Tribal consultation and tribal cultural resources impacts addressed in Appendix A. Initial Study, Chapter 4, Section XVIII, *Tribal Cultural Resources* and EIR Chapters 1, Executive Summary and 2, Introduction
Native American Heritage Commission (11/09/2017)	Cultural Resources Tribal consultation	• Summarized Assembly Bill 52 (AB 52) and Senate Bill 18 (SB 18) • Notes take Tribal Cultural Resources should be taken into consideration with or without consultation occurring • Mitigation for archaeological resources is not always appropriate for Tribal Cultural Resources	Tribal consultation and tribal cultural resources impacts addressed in Appendix A. Initial Study, Chapter 4, Section XVIII, *Tribal Cultural Resources* and EIR Chapters 1, Executive Summary and 2, Introduction
South Coast Air Quality Management District (11/17/2017)	Air quality	• Requested a copy of the Draft EIR and all air quality modeling files. • Summarized general air quality regulations, methodology, guidance documents, and data sources for preparation of analysis	Air quality analysis and all appendices were provided in Appendix A. Initial Study, Chapter 4 Section III, *Air Quality*
California Department of Transportation (Caltrans) (11/30/2017)	Traffic and parking	• Encouraged lead agency to include measures and site design elements to promote active transportation • Suggested transportation design elements follow initiatives from LAUSD Resolution 025-16/17 • The Initial Study states that bike lanes nearby Reseda Boulevard are Cass I bike lanes, when they are actually Class II bike lanes • Vehicles transporting construction materials require a permit and that the project needs to be designed to discharge clean run-off water	Traffic impacts, parking, and active transportation design elements addressed in Appendix A. Initial Study, Chapter 4, Section XVII, *Transportation and Circulation*, and EIR Chapters 1, *Executive Summary* and *Chapter 4, Project Description*

Written and verbal comments received during the November 8, 2017 scoping meeting are provided in Appendix B. A total of 19 individuals submitted comments, both written and verbally, during the scoping meeting. Table 2-2 summarizes the issues identified by individuals, along with a reference to the sections of this EIR where the issues are addressed.

[1] No Native American Tribes have requested notification or consultation through the PRC Section 21080.3.1 process.

2. Introduction

Table 2-2 Scoping Meeting Comment Summary

Name	Comment Type	Comment Summary[2]	Issue Addressed In:
Written Comments (comment cards)			
Jennifer Osono	-Project description	• Concerned that there are no energy-efficient improvements, such as solar panels, included as part of the Project	Comment was addressed at public meeting (see page 32 of the meeting transcript in Appendix B)
Jeffrey Mausner	-Air quality -Noise -Traffic and parking	• Requested minimizing dust	Dust addressed in Appendix A. Initial Study, Chapter 4 Section III, *Air Quality*
		• Requested minimizing traffic • Limited parking combined with student drop-off and pickup issues cause parents to have to arrive 30-45 minutes early to find parking	Traffic and parking impacts addressed in Appendix A. Initial Study, Chapter 4, Section XVII, *Transportation and Circulation* Comments were also addressed at public meeting (see page 49 of the meeting transcript in Appendix B).
		• Requested the use of noise barriers to minimize noise in surrounding neighborhood	Noise levels addressed in Appendix A. Initial Study, Chapter 4, Section XII, *Noise* Comment was also addressed at public meeting (see pages 57-58 of the meeting transcript in Appendix B)
Verbal Comments (Court Reporter Transcript)			
Jennifer Rosario	-Project description -Hazardous materials	• Asbestos testing and handling	Asbestos exposure addressed in Appendix A. Initial Study, Chapter 4, Section VIII, *Hazards and Hazardous Materials*
		• Energy improvements such as solar panels	Comment was addressed at public meeting (see page 32 of the meeting transcript in Appendix B)
Dean Brynildsen	-Traffic	• Concerned about traffic flows during busy periods in the morning and afternoon • Concerned about traffic around gymnasium on weekends and during sporting events	Traffic addressed in Appendix A. Initial Study, Chapter 4, Section XVII, *Transportation and Circulation* Comments also addressed at public meeting (see pages 33-34 of the meeting transcript in Appendix B).
Karla Serap	-Noise -Air quality -Hazardous materials	• Concerns about construction noise lasting until late in the evening	Noise levels addressed in Appendix A. Initial Study, Chapter 4, Section XII, *Noise* Comment also addressed at public meeting (see pages 35-36 of the meeting transcript in Appendix B)
		• What contaminates will be airborne during construction and how will it be handled	Airborne contaminates addressed in Appendix A. Initial Study, Chapter 4, Section III, *Air Quality*, and Section VIII, *Hazards and Hazardous Materials*

[2] All agency and public comments will be included as part of the administrative record and made available to the decision-makers prior to certification of the EIR and a final decision on the Project.

Table 2-2 Scoping Meeting Comment Summary

Name	Comment Type	Comment Summary[2]	Issue Addressed In:
Donna Marie Baker	-Noise -Historical resources -Hydrology	• Concerned about construction noise lasting until late in the evening	Noise levels addressed in Appendix A. Initial Study, Chapter 4, Section XII, *Noise* Comment also addressed at public meeting (see pages 37-39 of the meeting transcript in Appendix B)
		• Requested clarification historical resources	Historical information in EIR Chapter 5.2, *Cultural Resources*, and technical studies in Appendix C. Comment also addressed at public meeting (see pages 39-41 of the meeting transcript in Appendix B)
		• Requested checking if asbestos was removed during previous construction	Comment was addressed at public meeting (see page 42 of the meeting transcript in Appendix B)
		• Requested that the Project include a water catchment system	Comment addressed at public meeting (see page 42 of the meeting transcript in Appendix B)
Ralph Leon	-General -Noise	• Requested contact information for the contractors that will build the project	Comment was addressed at public meeting (see pages 43-44 of the meeting transcript in Appendix B)
		• How was the noise evaluation conducted and studied	Noise levels addressed in Appendix A. Initial Study, Chapter 4, Section XII, *Noise* Comment also addressed at public meeting (see pages 46-47 of the meeting transcript in Appendix B)
Abby Ross	-Project description	• Where are students going when buildings are demolished • Is a baseball field being included as part of the Project	Construction phasing outlined in EIR Chapter 4, Section 4.4.1.2 Comments also addressed at public meeting (see pages 44-48 of the meeting transcript in Appendix B)
Doreen	-Parking	• Are there any plans to improve parking	Traffic addressed in Appendix A. Initial Study, Chapter 4, Section XVII, *Transportation and Circulation* Comment also addressed at public meeting (see page 49 of the meeting transcript in Appendix B).
Anthony	-General -Noise	• Requested clarification of the areas of concern	Comment addressed at public meeting (see pages 49-50 of the meeting transcript in Appendix B)
		• Who should be contacted if an alarm is going off at the school • Who holds students responsible for not remaining on campus after-hours and creating excessive noise	Comments addressed at public meeting (see pages 51-53 of the meeting transcript in Appendix B)

2. Introduction

Table 2-2 Scoping Meeting Comment Summary

Name	Comment Type	Comment Summary[2]	Issue Addressed In:
Debra Rice	-Traffic and parking	• Concerned about where workers will park during construction of the Project	Traffic and parking addressed in Appendix A. Initial Study, Chapter 4, Section XVII, *Transportation and Circulation* Comment also addressed at public meeting (see page 53 of the meeting transcript in Appendix B).
Sean Como	-General	• Stated approval of the project from a student perspective	Comment noted
Ashley Como	-General	• Stated approval of the project from a student perspective	Comment noted
Ted Warner	-Water quality -Noise	• Is there something that could be done to improve drinking water quality on campus	Comment addressed at public meeting (see pages 55-56 of the meeting transcript in Appendix B)
		• Will construction noise disrupt or eliminate school activities	Noise levels addressed in Appendix A. Initial Study, Chapter 4, Section XII, *Noise* Comment also addressed at public meeting (see page 56 of the meeting transcript in Appendix B)
Jeff Bannister	-Noise -Traffic	• Suggested that noise barriers be constructed	Noise levels addressed in Appendix A. Initial Study, Chapter 4, Section XII, *Noise* Comment also addressed at public meeting (see pages 57-58 of the meeting transcript in Appendix B)
		• Suggested adding a second lane on Erwin that could be used for drop off	Traffic addressed in Appendix A. Initial Study, Chapter 4, Section XVII, *Transportation and Circulation* Comment also addressed at public meeting (see pages 58-59 of the meeting transcript in Appendix B).
Lubar Rosenthal	-Project description	• How will students attend school while construction activities are taking place	Construction phasing outlined in EIR Chapter 4, Section 4.4.1.2 Comments also addressed at public meeting (see pages 60-61 of the meeting transcript in Appendix B)
Leanne	-Air quality -Hazardous materials	• Is there a plan to protect students from dust released during construction	Airborne contaminates addressed in Appendix A. Initial Study, Chapter 4, Section III, *Air Quality*, and Section VIII, *Hazards and Hazardous Materials* Comment also addressed at public meeting (see pages 61-63 of the meeting transcript in Appendix B).

Table 2-2 Scoping Meeting Comment Summary

Name	Comment Type	Comment Summary[2]	Issue Addressed In:
Jacob Rovani	-Noise -Traffic	• Who should be contacted if construction noise is exceeding limits provided	Comment addressed at public meeting (see page 64 of the meeting transcript in Appendix B)
		• Concerned that additional parking will create a safety issue for residents	Parking addressed in Appendix A. Initial Study, Chapter 4, Section XVII, *Transportation and Circulation*
Mario Masvero	-Project description	• When will construction start as part of the current construction schedule • Is there an incentive to get the Project completed quickly	Construction phasing outlined in EIR Chapter 4, Section 4.4.1.2 Comments also addressed at public meeting (see page 66 of the meeting transcript in Appendix B)

2.3 SCOPE OF THIS DRAFT EIR

The scope of the Draft EIR was determined based on the LAUSD's Initial Study, comments received in response to the NOP, and comments received at the November 8, 2017 scoping meeting conducted by the LAUSD. The information in Chapter 3, *Environmental Setting*, establishes the baseline for analyzing future, Project-related environmental impacts. Pursuant to Sections 15126.2 and 15126.4 of the CEQA Guidelines, this Draft EIR identifies potentially significant adverse impacts and measures that would reduce or eliminate these impacts.

2.3.1 Impacts Considered Less Than Significant

During preparation of the Initial Study, LAUSD determined that 18 environmental impact categories were not significantly affected by the proposed Project. These categories are not discussed in this Draft EIR.

- Aesthetics
- Agriculture & Forestry Resources
- Air Quality
- Biological Resources
- Geology & Soils
- Greenhouse Gas Emissions
- Hazards & Hazardous Materials
- Hydrology & Water Quality
- Land Use & Planning
- Mineral Resources
- Noise
- Pedestrian Safety
- Population & Housing
- Public Services
- Recreation
- Transportation & Traffic
- Tribal Cultural Resources
- Utilities & Service Systems

While impacts to Tribal cultural resources were determined to be less than significant in the Initial Study, the following mitigation measure is provided to supplement the District's implementation of SC-TCR-1, Government Code Sections 27460 et seq., and California Health and Safety Code Section 7050.5 for the Project. Although discoveries during construction are not anticipated because the site was extensively disturbed for construction of the existing campus, to further protect potential unanticipated discoveries associated with Tribal cultural resources the District will incorporate mitigation measure (MM-TCR-1).

MM-TCR-1. LAUSD shall have a Native American monitor on-call during construction-related ground disturbance activities. The Native American monitor selected by the District must have at least one or more of the following qualifications: at least one year of experience providing Native American monitoring support during similar construction activities; be designated by the Tribe as capable of providing Native American monitoring support; and/or have a combination of education and experience with Tribal cultural resources. Prior to the start of the construction, the construction crew(s) will be provided a brief summary of the sensitivity of Tribal cultural resources, the rationale behind the need for protection of these resources, and information on the initial identification of Tribal cultural resources.

Unanticipated Discovery of Tribal Cultural Resources: If unanticipated Tribal cultural resources are uncovered during construction, the on-call Native American monitor shall be notified to analyze the find(s). If the resources are Native American in origin, the District shall coordinate with the appropriate Tribal representative regarding the treatment and curation of these resources. Preservation in place (i.e., avoidance) is the preferred manner of treatment. If preservation in place is not feasible, a treatment plan shall be established by the District for the resources in accordance with CEQA Guidelines Section 15064.5(f) for historical resources and Public Resources Code Sections 21083.2(b) for unique archaeological resources.

Subsequently, the monitor shall remain on-site for the duration of ground disturbance to ensure the protection of any other resources that may be in the area.

The Native American Monitor will complete monitoring logs on a daily basis. The logs will provide descriptions of the daily activities, including construction activities, locations, soil, and any Tribal cultural resources identified.

2.3.2 Potentially Significant Adverse Impacts

The LAUSD determined that one environmental topic has the potential for significant impacts if the proposed Project is implemented: Cultural Resources (specifically historic resources as defined in CEQA Guidelines Section 15064.5).

2.3.3 Unavoidable Significant Adverse Impacts

This Draft EIR identifies one significant and unavoidable adverse impact that would result from implementation of the proposed Project: historic resources. Unavoidable adverse impacts may be considered significant on a project-specific basis and/or cumulatively. The LAUSD must prepare a "statement of overriding considerations" before it can approve the Project, attesting that the Board of Education, as the decision-making body, has balanced the benefits of the proposed Project against its unavoidable significant environmental effects and has determined that the benefits outweigh the adverse effects, and therefore, the adverse effects are considered acceptable.

2.4 FINAL EIR CERTIFICATION

This Draft EIR is being circulated for public review for 45 days. Interested agencies and members of the public are invited to provide written comments on the Draft EIR to the LAUSD address shown on the title page of this document and on the Notice of Availability (NOA) of a Draft EIR. Upon completion of the 45-day review period, the LAUSD will review all written comments received, and will prepare written responses for each. A Final EIR will incorporate the received comments, responses to the comments, and any changes to the Draft EIR that result from comments. The Final EIR will be reviewed by the LAUSD Board of Education. All persons who comment on the Draft EIR will be notified of the availability of the Final EIR and the date of the public hearing before the LAUSD Board of Education. The Draft EIR is available to the general public for review at the following locations:

- LAUSD, Office of Environmental Health and Safety, 333 South Beaudry Avenue, 21st Floor, Los Angeles, CA 90017 (by appointment)
- LAUSD, Local District - Northwest, 6621 Balboa Boulevard, Van Nuys, CA 91406
- West Valley Regional Branch Library, 19036 Vanowen Street, Reseda, CA 91335
- Sherman Oaks Center For Enriched Studies, 18605 Erwin Street, Reseda, CA 91335
- LAUSD Office of Environmental Health and Safety website at http://achieve.lausd.net/ceqa

LAUSD Standard Conditions of Approval have been incorporated into the proposed Project along with two mitigation measures. Compliance with the Standard Conditions of Approval and Mitigation Monitoring and Reporting Program commit the District to compliance tracking and follow-up on this Project. The LAUSD Standard Conditions of Approval are provided in Appendix E and the Mitigation Monitoring and Reporting Program is provided in Appendix F.

2. Introduction

This page intentionally left blank.

3. Environmental Setting

3.1 INTRODUCTION

The purpose of this chapter is to provide, pursuant to provisions of the CEQA and the State CEQA Guidelines, a "description of the physical environmental conditions in the vicinity of the Project, as they exist at the time the NOP is published, from both a local and a regional perspective." The environmental setting provides a set of baseline physical conditions that serves as a tool that the lead agency will use to determine the significance of Project-related environmental impacts. All figures are located at the end of this chapter.

3.2 REGIONAL ENVIRONMENTAL SETTING

The Project site is on a portion of the SOCES campus in Community of Reseda, City of Los Angeles in the West San Fernando Valley. Reseda is in the northwest portion of the City, in the west-central portion of Los Angeles County. Reseda is bound by the communities of Tarzana to the south, Winnetka to the west, Northridge to the north and Lake Balboa to the east. Regional access to the campus is from the Ventura Freeway (U.S. Route 101) to Reseda Boulevard (see Figure 3-1, *Regional Location*).

3.3 LOCAL ENVIRONMENTAL SETTING

3.3.1 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 (see Figure 3-2, *Local Vicinity*).

3.3.2 Surrounding Land Use

The SOCES campus is in an urbanized area surrounded by residential and commercial uses. The campus is bordered on the north by Victory Boulevard and single-family residential (see Figure 3-3, *Surrounding Land Use*). 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. The concrete-lined Los Angeles River flood control channel is approximately 0.25 mile north of the campus. The Ventura Freeway is

approximately 0.75 mile south of the campus, and the Orange Line Bike Path (Class I off-street) is 0.25 mile south.[1]

3.4 CAMPUS HISTORY

The SOCES campus 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 1920s and 1940s. Between 1947 and 1952, one dwelling occupied the northwestern corner of the future campus (Building 32, currently a transportation office). Contemporarily, four single-family dwellings occupied the southern portion of the campus property. These four dwellings were removed from the site between 1953 and 1954. All of the campus buildings, with the exception of the portable classrooms and pre-existing northwestern building were constructed in 1954.[2]

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 was operated as the SOCES magnet school. SOCES campus property was determined to be eligible for listing in the California Register of Historical Resources.[3]

3.5 EXISTING CONDITIONS

The 21.5-acre SOCES school campus is a largely intact example of a 1950s California school complex; it has 2,100 students in grades 4 to 12. The campus has one-story buildings, including classroom, physical education, 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 3-4a and 3-4b, *Site Photographs*, show some of the existing campus.

The school campus elevation is between 735 and 740 feet above mean sea level. The campus and vicinity slope very gently to the north-northwest.[4] The main entrance is on Erwin Street and has a deep, 70-foot turf setback from the Erwin Street.

[1] 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.traillink.com/trail/orange-line-bike-path.aspx.

[2] 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.

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

[4] 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.

3.5.1 Existing Facilities

The layout of the campus is known as "campus type," where 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 3-1 and Figure 3-5, *Existing Campus,* show existing campus facilities.

Table 3-1 Existing Facilities

Bldg. No.	Building	Classrooms	Total Square Footage
1	Auditorium Building		15,365
2	Cafeteria Building		8,365
3	Student Store Building		962
4	Choral Music Building		3,150
5	Instrumental Music Building		2,156
6	Industrial Arts Building #1		6,908
7	Industrial Arts Building #2		6,046
8	Classroom Building A	4	4,973
9	Classroom Building B	4	5,416
10	Classroom Building C	3	3,258
11	Library Building		5,852
12	Counseling Building		4,874
13	Administration Building		3,228
14	Sanitary Building D		2,789
15	Arts & Crafts Building E	4	6,009
16	Classroom Building F	4	5,953
17	Homemaking Building G	3	4,860
18	Classroom Building H	3	2,507
19	Classroom Building J	3	4,764
20	Classroom Building K	4	6,615
21	Classroom Building L	4	5,515
22	Classroom Building M	3	3,008
23	Classroom Building	3	3,979
24	Physical Education Building		24,076
25	Lath House		1,344
26	Agriculture Building	1	1,504
27	Utility Building		2,195
28	Gardener's Building		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

Table 3-1 Existing Facilities

Bldg. No.	Building	Classrooms	Total Square Footage
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		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.

3.5.2 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 anytime along the south side of Victory Boulevard along the north campus frontage.

3.5.3 Parking

The campus 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 campus, with two access driveways from Erwin Street; and 12 spaces in Staff Parking Lot #1 on the south side of the campus adjacent to Building H, with access from Erwin Street. Guest parking is available along the surrounding streets.

3.5.4 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 7:55 AM to 3:03 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 3:03 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.[5]

3.6 GENERAL PLAN AND EXISTING ZONING

The zoning designation for the school property is [Q]PF-1XL-RIO.6 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.[7]

'RIO' designates that the property is within the River Improvement Overlay District that was established for areas around the Los Angeles River.[8] 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 General Plan Land Use designation is Public Facilities.[9] The school campus is also within the Reseda-West Van Nuys Community Plan Area and the Tarzana Neighborhood Council District.[10]

---

5 CA Education Code Sections 38130–38139.

6 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.

7 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.

8 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.

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

10 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.

3.7 ASSUMPTIONS REGARDING CUMULATIVE IMPACTS

Cumulative impacts are defined as "two or more individual effects which, when considered together, are considerable or which compound or increase other environmental impacts."[11] Cumulative impacts are the change caused by the incremental impact of the Project evaluated in the EIR together with the incremental impacts from closely related past, present, and reasonably foreseeable probable future projects. Cumulative impacts can result from individually minor but collectively significant projects taking place over a period of time.

Section 15130 of the CEQA Guidelines states that cumulative impacts shall be discussed when the Project's incremental effect is cumulatively considerable. It further states that this discussion shall reflect the level and severity of the impact and the likelihood of occurrence, but not in as great a level of detail as that necessary for the Project alone.

The information used in an analysis of cumulative impacts is to come from one of two sources:[12]

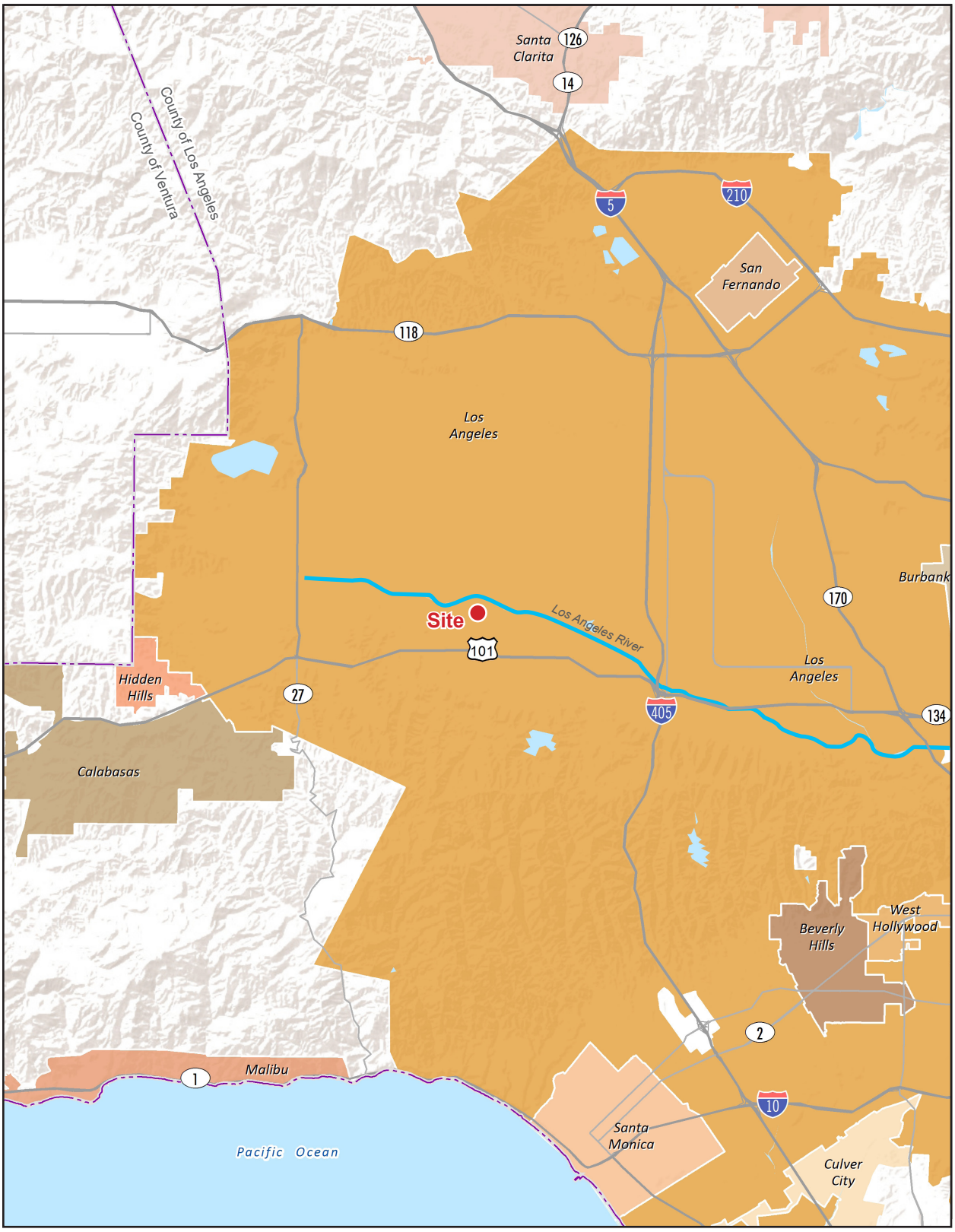
A. A list of past, present, and probable future projects producing related cumulative impacts, including, if necessary, those projects outside the control of the agency.

B. A summary of projections contained in an adopted general plan or related planning document, or in a prior environmental document which has been adopted or certified, which described or evaluated regional or area-wide conditions contributing to the cumulative impact.

Following this Project, there are no known or reasonably foreseeable projects identified for this campus. It would be anticipated that minor maintenance activities may occur on the campus following construction however, no other projects of the same type or scale are planned for the campus at this time. As such, the cumulative impact analysis for historic resources in this EIR uses source B. Historic resources are generally site specific by definition and are unique in that impacts at another location within a jurisdiction may not broadly be assumed to contribute to, or alter to, the impacts associated with the SOCES campus. Historic resources for LAUSD were analyzed in a prior environmental document which has been certified. The SOCES Comprehensive Modernization Project is one of many projects that are part of the LAUSD SUP. The SUP was analyzed in a program EIR. On November 10, 2015, the BOE certified the Final SUP EIR.[13]

[11] CEQA Guidelines Section 15355.
[12] CEQA Guidelines Section 15130(b)(1)(A) and (B)
[13] 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).

Figure 3-1 - Regional Location
3. Environmental Setting



Note: Unincorporated county areas are shown in white.

0 3
Scale (Miles)

Base Map Source: ESRI, 2017

3. Environmental Setting

This page intentionally left blank.

Figure 3-2 - Local Vicinity
3. Environmental Setting

School Boundary

0 2,000
Scale (Feet)

Base Map Source: ESRI, 2017

3. Environmental Setting

This page intentionally left blank.

Figure 3-3 - Surrounding Land Use

3. Environmental Setting

Base Map Source: Google Earth Pro, 2017

3. Environmental Setting

This page intentionally left blank.

Figure 3-4a - Site Photographs
3. 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.

Photo Source: PCR, 2015

3. Environmental Setting

This page intentionally left blank.

Figure 3-4b - Site Photographs
3. Environmental Setting

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

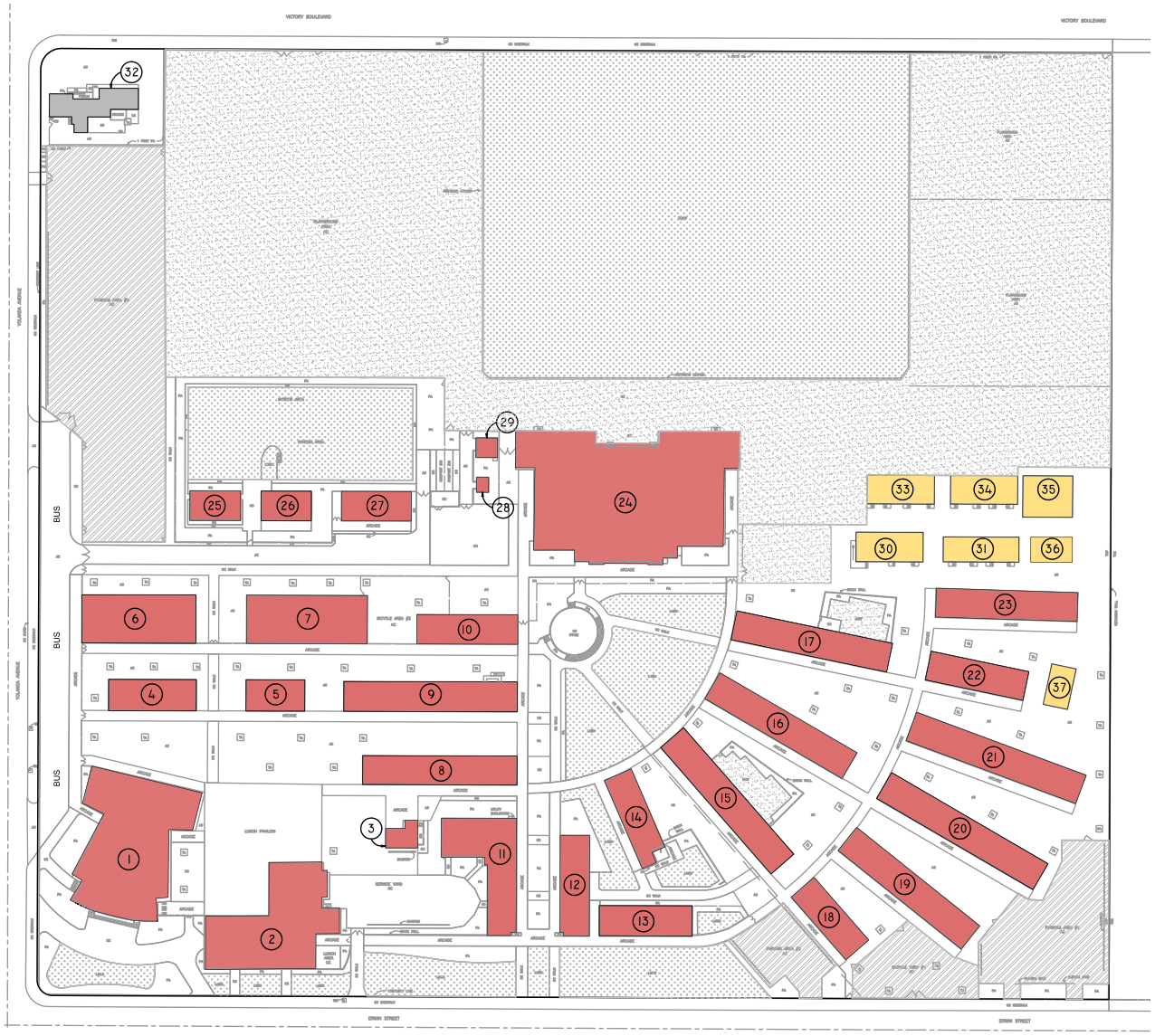
Photo 4. View looking Northeast toward Bauer Auditorium, Primary Elevation.

Photo Source: PCR, 2015

3. Environmental Setting

This page intentionally left blank.

Figure 3-5 - Existing Campus
3. 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)

Base Map Source: HED, 2015

3. Environmental Setting

This page intentionally left blank.

4. Project Description

4.1 BACKGROUND

On July 31, 2008, the BOE adopted a Resolution Ordering an Election and Establishing Specifications of the Election Order for the purpose of placing Bond 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 authorized the issuance of bond funds.[1]

On December 10, 2013, the District refined their SUP to reflect the intent and objectives of Measure Q as well as the updated needs of District school facilities and educational goals.[2] Between July 2013 and November 2015, the SUP was analyzed under CEQA criteria in an EIR.[3] 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 the SOCES proposed Project.[5] On December 8, 2015, the BOE approved the project definition for the proposed Project. The proposed Project is designed to address the most critical physical concerns of the buildings and grounds at the campus while upgrading, renovating, modernizing, and reconfiguring the campus to provide facilities that are safe, secure, and better aligned with the current instructional program.[6]

4.2 PROJECT LOCATION

The 21.5-acre SOCES campus is located at 18605 Erwin Street in the Community of Reseda, City of Los Angeles, 91335 (APN 2127-012-900), in the West San Fernando Valley. Regional access to the site is from the Ventura Freeway (U.S. Route 101) to Reseda Boulevard (see Figure 3-1, *Regional Location*).

---

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

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

3 LAUSD OEHS. "School Upgrade Program Final Environmental Impact Report." http://achieve.lausd.net/ceqa. Adopted by the Board of Education on November 10, 2015.

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.

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.

4.3 STATEMENT OF OBJECTIVES

The following objectives have been established for the Project and will aid decision-makers in their review of the Project and Project alternatives.[7]

- Objective #1: Increase the safety and security of the staff and students through the campus modifications and configuration.

- Objective #2: Repair and seismically retrofit aging facilities while also bringing buildings to code to meet the Americans with Disabilities Act (ADA) programmatic access requirements.

- Objective #3: Upgrade buildings to include modern classroom spaces that can accommodate the California Department of Education's and District's standard classroom space of 960 square feet and modern technology and efficiencies including SOCES's priority and specialty campus programs such as multimedia computer technology, culinary arts, video/sound, and digital imaging which are designed to meet educational needs of the students and operational needs of the campus.

- Objective #4: Promote a healthier environment through the use of green technology.

- Objective #5: Design buildings and facilities that align with the current programmatic and operational needs of the campus while retaining or enhancing opportunities for future planning.

- Objective #6: Respect the history of the campus through the rehabilitation, retention and reuse of features that have been established as character-defining or otherwise relevant to the school community (i.e., current and former students, alumni, staff, etc.) to the extent feasible, while modernizing the campus to address the current needs of the campus.

- Objective #7: Limit the disruption of the educational experience of students during construction of the Project by limiting the number and/or duration of phases.

4.4 PROJECT CHARACTERISTICS

"Project," as defined by the CEQA Guidelines, means:

> ... the whole of an action, which 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: (1)…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. (14 Cal. Code of Reg. § 15378[a])

[7] The objectives are number for ease of reference; the order does not indicate any priority.

4.4.1 Description of the Project

4.4.1.1 CAMPUS IMPROVEMENTS

The proposed Project encompasses most of the SOCES school campus and consists of the comprehensive modernization of the school, including demolition, construction, and renovation activities. The 21.5-acre SOCES campus at 18605 Erwin Street is a 4th through 12th grade magnet school (see Figure 4-1, *Conceptual Site Plan*). The proposed Project would include the following changes to the campus, as shown in Table 4-1 and Figure 4-2, *Proposed Campus Improvements*.

- **Demolition and Removal**
  - Physical Education 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)
  - Classroom Building B (Building 9)
  - Classroom Building C (Building 10)
  - Transportation Building

- **Remodel and Modernization**
  - Auditorium Building (Building 1). The building will be seismically retrofitted and modernized.
  - Administrative 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.
  - Sanitary Building D (Building 14). ADA upgrades and new finishes
  - Classroom Building K (Building 20). Minor reconfiguration – Removal of existing cabinetry
  - Classroom Building L (Building 21). ADA upgrades and new finishes

- **New Construction**
  - Science, Art, & Technology Classroom Complex (48,000 square feet). Consists of two 2-story buildings with middle and high school (grades 7-12) science labs, a robotics lab, a media arts lab, a recording studio, an art studio, flex classrooms, optional culinary arts program, and band rehearsal space. The West building (29,000 sf) and the East building (19,000 sf) would be located along the north side of the central commons.
  - Elementary Classroom Complex (18,000 sf). Consists of two one-story buildings with 15 general classrooms, break-out spaces, a flex classroom, and a teacher collaboration space. The buildings

would be a linear block forming the northern edge of the east campus core. The buildings would have wide covered walkways that overlook the play areas to the north.

- Gymnasium Building (40,000 sf). This building would be a single level high bay building with state-or-the-art facilities, including a large double court gymnasium with motorized bleachers, a practice gym, weight room, aerobics room, team rooms, and support facilities.[8]
- Lunch Shelter. The shelter would have an exposed steel wide-span structure to support a sloped metal butterfly roof, and a sound system and LED lighting for evening use.
- Field House/Toilet Building (20,000 sf). This ne building would be located in the southeast corner of the playfield.

■ **SOCES Campus-Wide Upgrades**

- Infrastructure, including domestic water; irrigation; gas; sewer; fire, telephone, and data systems; electrical; storm drainage.
- Voluntary programmatic access upgrades to comply with the ADA.
- Landscape, hardscape, and exterior paint.
- Parking area reconfiguration and the additional on-site parking.

Table 4-1 Proposed Project (Demolition, Construction, Remodel)

Bldg. No.	Building	Classrooms	Demolition/ Removal (sf)	Remodel (sf)	New Construction (sf)	Existing to Remain (sf)	Campus Total (sf)
1	Auditorium Building			15,365			15,365
2	Cafeteria Building					8,365	8,365
3	Student Store Building					962	962
4	Choral Music Building					3,150	3,150
5	Instrumental Music Building		2,156				0
6	Industrial Arts Building #1					6,908	6,908
7	Industrial Arts Building #2		6,046				0
8	Classroom Building A	4				4,973	4,973
9	Classroom Building B	4	5,416				0
10	Classroom Building C	3	3,258				0
11	Library Building					5,852	5,852
12	Counseling Building			4,874			4,874
13	Administrative Building			3,138	90		3,228
14	Sanitary Building D			700		2,089	2,789

[8] The new construction building square footage shown in this section are estimates that are subject to slight variations. The refined design drawings show the total new construction for the Gymnasium may be approximately 1,427 square-feet more than the original estimates that were used for the impact analysis. This would not change the analysis findings in this document.

Table 4-1 Proposed Project (Demolition, Construction, Remodel)

Bldg. No.	Building	Classrooms	Demolition/ Removal (sf)	Remodel (sf)	New Construction (sf)	Existing to Remain (sf)	Campus Total (sf)
15	Arts & Crafts Building E	4				6,009	6,009
16	Classroom Building F	4				5,953	5,953
17	Homemaking Building G	3				4,860	4,860
18	Classroom Building H	3				2,507	2,507
19	Classroom Building J	3				4,764	4,764
20	Classroom Building K	4		4,249		2,366	6,615
21	Classroom Building L	4		931		4,584	5,515
22	Classroom Building M	3				3,008	3,008
23	Classroom Building N	3				3,979	3,979
24	Physical Education Building		24,076				0
25	Lath House					1,344	1,344
26	Agriculture Classroom Building	1				1,504	1,504
27	Utility Building					2,195	2,195
28	Gardener's Building					104	104
29	Storage Unit					360	360
30	Relocatable Building Aa-2742 (Classrooms & Storage)	2	1,833				0
31	Relocatable Building Aa-1508 (Classrooms & Storage)	2	1,728				0
32	Transportation Building K112	0				1,988	1,988
33	Relocatable Building Aa-2198 (Classrooms)	2	1,792				0
34	Relocatable Building Aa-2197 (Classrooms)	2	1,792				0
35	Modular Building X3947 (Classrooms)	2	1,900				0
36	Modular Building X2220 (Computer Lab)	1	950				0
37	Modular Building X2207 (Classroom)	1	950				0
	Lunch Shelter		3,567				0
	Two -Story Science, Art, & Technology Complex (two buildings) (grades 7–12)	15			48,000		48,000
	One-Story Elementary Classroom Complex (two buildings) (grades 4–6)	13			18,000		18,000
	Gymnasium				40,000		40,573
	Lunch Shelter				3,567		3,567
	Field House/Toilet Building				2,000		0

Table 4-1 Proposed Project (Demolition, Construction, Remodel)

Bldg. No.	Building	Classrooms	Demolition/ Removal (sf)	Remodel (sf)	New Construction (sf)	Existing to Remain (sf)	Campus Total (sf)
	Outdoor Spaces			90,600			90,600
	Campus Total* (does not include outdoor space)	62**	50,105 (23 classrooms)	30,181 (4 classrooms)	111,657 (28 classrooms)	76,936 (35 classrooms)	188,593

Note:
sf = Square footage
* 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 new construction building square footage shown in this section are estimates that are subject to slight variations. The refined design drawings show the total new construction may be slightly different than the original estimates that were used for the impact analysis. These square footage changes would not significantly change the environmental analysis or findings in this Initial Study.

The architectural style of the new buildings would have elements of "Mid-Century Modern Style" that would complement the original architecture of the campus (see Figure 4-3, *Conceptual Illustration – Aerial View;* Figure 4-4, *Conceptual Illustration – Central Plaza;* Figure 4-5, *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 modernization 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.

Parking: As part of the Project, 46 parking spaces would be added to the existing 164 spaces. A total of 210 spaces would be provided on campus.[9] Additional bike racks, skateboard towers, and other storage facilities would be installed to provide more opportunities for alternative means of transportation. The exact amount will be finalized as the design is refined and finalized.

Temporary Student Housing: Prior to the start of demolition and construction, interim student housing would be installed on the campus away from the construction zone. The District would install new temporary portable classrooms and facilities. As buildings are completed and ready for occupancy, the portables would be removed from the campus after completion of the Project.

[9] The parking counts are approximate and are subject to modifications as the Project design is refined.

4.4.1.2 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 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.

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,*[10] and relevant provisions of South Coast Air Quality Management District Rule 1466. These measures specify the requirements for the excavation, sampling, testing, transportation, and certification of imported fill materials or exported fill materials from school sites. On-site concrete and asphalt crushing would occur in the staging area next to the athletic field. Non-hazardous debris and soil would be exported to available disposal locations.

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

4. Project Description

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 Q2/Q3-2018 and completed in Q2-2022.

The entire demolition, construction, and modernization activities are expected to take approximately 55 months. 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 4-2.

Table 4-2 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.

4.4.2 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 4-3 and Figure 4-6, *Construction Phasing*.

Table 4-3 Project Phasing

STAGE 1
• Create construction staging area with exclusive driveway on north side of campus • Demolish and remove 6 tennis courts and playcourts • Install utilities for portables • Install new classroom portables on existing east playcourts • Establish temporary main entrance driveway; close existing driveway • Construct new gymnasium • Install portables
STAGE 2
• 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
• 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
• Install 5 fire access gates along perimeter of campus • Construct new lunch shelter • Construct new art and science technology classroom buildings (2)
STAGE 4A
• 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
• 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.

4.5 INTENDED USES OF THE EIR

It is the intent of this Draft EIR to evaluate the environmental impacts of the proposed Project, thereby enabling the District, other responsible agencies, and interested parties to make informed decisions with respect to the requested actions. The anticipated approvals and reviewing agencies required for this Project are:

Table 4-4 Anticipated Agency Actions

Lead Agency	Discretionary Action
LAUSD Board of Education	Certification of the EIR
	Adoption of Mitigation Monitoring and Reporting Program
	Adoption of the Findings of Fact and Statement of Overriding Considerations
	Approval of the Project
Reviewing Agency[11]	**Action**
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.
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 (RWQCB)	Issue National Pollution Discharge Elimination System (NPDES) permit; Clean Water Act Section 401 Water Quality Certification
South Coast Air Quality Management District (SCAQMD)	Review and file submittals for Rule 403-Fugitive Dust; Rule 1403-Asbestos Emissions from Demolition/Renovation Activities; Rule 1166-Volatile Organic Compound Emissions from Decontamination of Soil; Rule 1401-Toxic Emissions from Equipment Used for On-Site Remediation; Rule 1466-Control of Toxic Air Contaminant Emissions from Soil
State Office of Historic Preservation (OHP)	May review the EIR and Historic Resources Technical Report
California Department of Transportation (Caltrans)	Transportation permit for oversized vehicles on State highways
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, Public Works Department	Permit for curb, gutter, and other offsite improvements. Approval of drainage improvements and grading plans as they relate to drainage; approval of offsite improvements permit or "B-Permit"[12]
City of Los Angeles, Traffic Engineering Department	Approval of haul route

[11] Reviewing Agencies include those agencies that do not have discretionary powers over the proposed Project, but may 1) review the EIR for adequacy and accuracy; 2) issue ministerial approvals or permits.

[12] A "B" Permit is typically issued for extensive public works improvements including the widening of streets and alleys, changing existing street grade, construction of bridges, retaining walls, and the installation of sewer, storm drains, street lighting, and traffic signals.

Figure 4-1 - Conceptual Site Plan

4. Project Description

0 170
Scale (Feet)

Base Map Source: *Sinanian/TSK 2018*

4. Project Description

This page intentionally left blank.

Figure 4-2 - Proposed Campus Improvements

4. Project Description

Base Map Source: HED, 2016

4. Project Description

This page intentionally left blank.

Figure 4-3 - Conceptual Illustration - Aerial View
4. Project Description

Base Map Source: ***Sinanian/TSK 2018***

4. Project Description

This page intentionally left blank.

Figure 4-4 - Conceptual Illustration - Central Plaza

Base Map Source: ***Sinanian/TSK 2018***

4. Project Description

This page intentionally left blank.

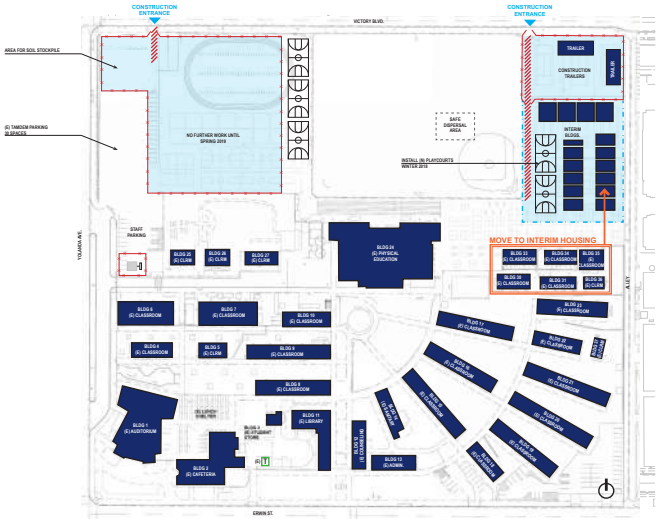
Figure 4-5 - Conceptual Illustration - Elementary Building
4. Project Description

Base Map Source: ***Sinanian/TSK 2018***

4. Project Description

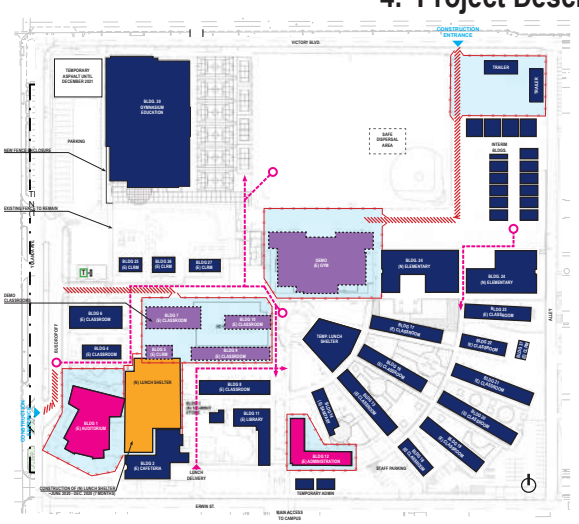
This page intentionally left blank.

Figure 4-6 - Construction Phasing



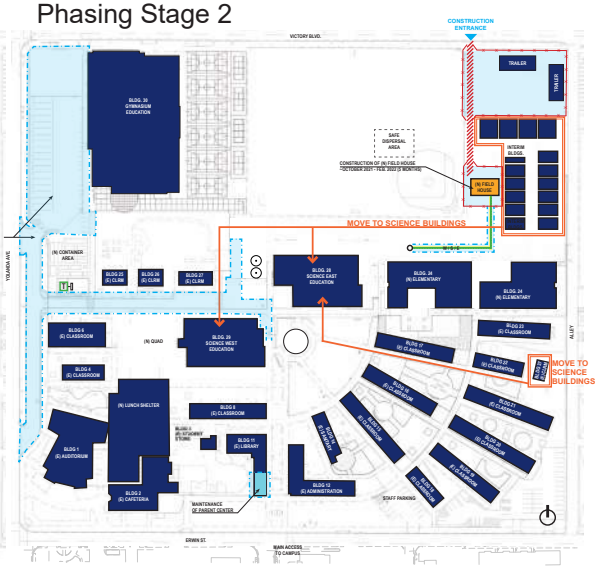
Phasing Stage 1

Phasing Stage 2

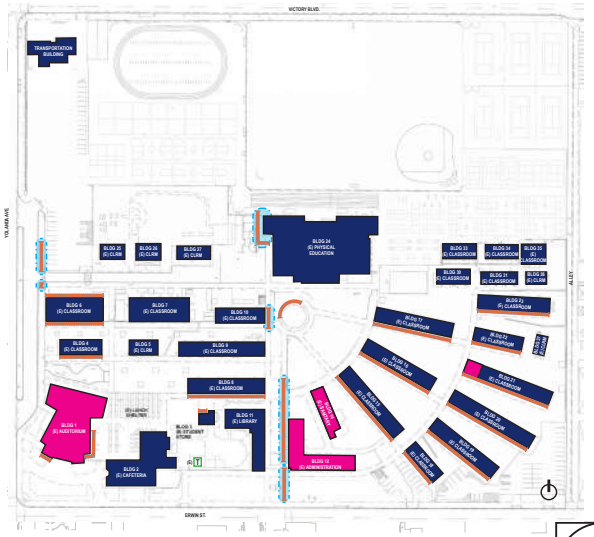


Phasing Stage 3A

Phasing Stage 3B



Phasing Stage 4A



Phasing Stage 4B

0 400
Scale (Feet)

Base Map Source: ***Sinanian/TSK 2018***

4. Project Description

This page intentionally left blank.

5. Environmental Analysis

Chapter 5 examines the environmental setting and impacts associated with the proposed Project. This chapter has two sections, Cultural Resources, which was determined to need further study in the EIR and Energy Conservation. This scope was determined in the Initial Study and NOP, which were published November 1, 2017 (see Appendix A), and through public and agency comments received during the NOP comment period from November 3, 2017, to December 3, 2017 (see Appendix B).

The Initial Study also determined that certain issues under an environmental topic would not be significantly affected by implementation of the Project; these issues are not discussed further in this EIR.

Organization of Environmental Analysis

To assist the reader in reviewing information about the environmental issues, this section is organized as follows:

- Environmental Setting
- Thresholds of Significance
- Environmental Impacts
- Applicable Regulations and Standard Conditions
- Level of Significance Before Mitigation
- Mitigation Measures
- Level of Significance After Mitigation

In addition, Chapter 1,. *Executive Summary,* includes a table summarizing all the impacts along with any required mitigation.

Terminology Used in This EIR

For each impact identified in this EIR, a statement of the level of significance of the impact is provided. Classification of the impacts is based on the following definitions consistent with CEQA and the CEQA Guidelines:

- A designation of **no impact** is given when no changes in the environment would occur.

- A **less than significant impact** would cause no substantial adverse change in the environment.

- A **less than significant impact with mitigation incorporated** avoids substantial adverse impacts on the environment through mitigation measures that are required after consideration of any project design

features (PDFs), implementation of Standard Conditions of Approval (SCs) and compliance with federal, state and local laws and regulations.

- A **significant unavoidable impact** would cause a substantial adverse effect on the environment, and there are no feasible mitigation measures, or mitigation measures would reduce impacts but not to less than significant levels, the remaining impacts are considered significant and unavoidable.

5.1 CULTURAL RESOURCES

Cultural resources comprise paleontological, archaeological, and historical resources. Paleontological resources are the fossilized remains of plants and animals. Archaeology is the branch of paleontology that studies human artifacts, such as places, objects, and settlements that reflect group or individual religious, cultural, or everyday activities. Historical resources include sites, structures, objects, or places that are generally at least 50 years old and are significant for their engineering, architecture, cultural use, or association. Project-related impacts to archaeological resources, paleontological resources, and human remains were determined to be less than significant in the Initial Study, included as Appendix A to this Draft EIR.

This section of the Draft EIR evaluates the potential for implementation of the proposed Project to impact historical resources. The analysis in this section is based in part on the following technical studies:

- *Impact Analysis Report for Sherman Oaks Center for Enriched Studies, 18605 Erwin Street, Tarzana, California 91355*. Sapphos Environmental Inc., April 6, 2017.

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

Complete copies of these studies are in Appendix C of this Draft EIR.

Terminology

Cultural Resources include places, objects, and settlements that reflect group or individual religious, archaeological, or architectural activities, or paleontological resources. Such resources provide information on scientific progress, environmental adaptations, group ideology, or human advancements. Cultural resources analyzed in this section include resources located within the Project site and, for purposes of assessing potential cumulative impacts, resources within a minimum of a one-mile radius beyond the boundaries of the Project site. Throughout this section, historical and archaeological resources are separated from paleontological resources due to the large difference in the types of resources they entail.

Architectural Resources include buildings, structures, objects, and sites of the built environment.

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 are 50 years old or older, resources that have achieved significance in less than 50 years may also be considered historic,[1] provided that a sufficient time has passed to understand their historical importance.[2]

[1] The District generally acknowledges a 45-year threshold for its historic resources to be evaluated for historic significance.
[2] 14 CCR, Chapter 11.5, Section 4852(d)(2)

Historic Districts are a concentration of historic buildings, structures, objects, or sites within precise boundaries that share a common historical, cultural, or architectural background and meet one of the criteria for significance.[3]

Historical Context consists of "those patterns or trends in history by which a specific occurrence, property, or site is understood and its meaning (and ultimately its significance) is made clear."[4] A context may be organized by theme, geographic area, or chronology. Regardless of the frame of reference, a historical context is associated with a defined area and an identified period of significance. A historical context, therefore, provides a framework for the evaluation of the significance of a potential historic resource.

Property Types are "a grouping of individual properties characterized by common physical and/or associative attributes."[5]

Physical Attributes "include style, structural type, size, scale, proportions, design, architectural details, method of construction, orientation, spatial arrangement or plan, materials, workmanship, artistry, and environmental relationships."[6]

5.1.1 Environmental Setting

5.1.1.1 REGULATORY FRAMEWORK

National, state, regional, and local laws, regulations, plans, and guidelines are summarized below. Compliance with applicable LAUSD Standard Conditions of Approval are also required.

Federal

United States Code, Title 16, Sections 470 et seq.

The **National Historic Preservation Act of 1966** (16 United Stated Code [U.S.C.] 470 et seq.) authorized the National Register of Historic Places (NRHP) and coordinates public and private efforts to identify, evaluate, and protect the nation's historic and archaeological resources.

Section 106 (Protection of Historic Properties) of the National Historic Preservation Act of 1966 requires federal agencies to take into account the effects of their undertakings on historic properties. Section 106 Review refers to the federal review process designed to ensure that historic properties are considered during federal project planning and implementation. The Advisory Council on Historic Preservation, an independent federal agency, administers the review process to add resources to the National Register of Historic Places with assistance from state historic preservation offices.

[3] 14 CCR, Chapter 11.5, Section 4852(b).
[4] U.S. Department of the Interior, National Park Service. https://www.nps.gov/nr/publications/bulletins/nrb15/nrb15_5.htm
[5] U.S. Department of the Interior, National Park Service. https://www.nps.gov/nr/publications/bulletins/nrb16b/nrb16b_iii.completeing.htm
[6] U.S. Department of the Interior, National Park Service. https://www.nps.gov/nr/publications/bulletins/nrb16b/nrb16b_iii.completeing.htm

Code of Federal Regulations, Title 36, Chapter I, Part 60

The **National Register of Historic Places** (NRHP) is the nation's official list of buildings, structures, objects, sites, and districts worthy of preservation because of their significance in American history, architecture, archeology, engineering, and culture.[7] The NRHP recognizes resources of local, state and national significance which have been documented and evaluated according to uniform standards and criteria.

The NRHP includes districts, sites, buildings, structures, and objects that are significant in American history, architecture, archaeology, engineering, and culture. The NRHP is administered by the National Park Service. Currently there are more than 76,000 listings that make up the NRHP, including all historic areas in the National Park System, over 2,300 National Historic Landmarks, and properties that have been listed because they are significant to the nation, a state, or a community.

Properties are nominated to the NRHP by the State Historic Preservation Officer (SHPO) of the state in which the property is located, by the Federal Preservation Officer for properties under federal ownership or control, or by the Tribal Historic Preservation Officer if a property is on tribal lands.

Any individual or group may prepare a NRHP nomination. Thorough documentation of physical appearance and historic significance of the property is required. In California, completed nominations are submitted to the Office of Historic Preservation (OHP). After an application has been reviewed by OHP staff, it is submitted to the State Historical Resources Commission (SHRC) to determine whether or not the property meets criteria for evaluation, and the SHRC makes a recommendation to the SHPO to approve or disapprove the designation. Nominations recommended by the SHRC and approved by the SHPO are forwarded for consideration to the Keeper of the National Register at the National Park Service in Washington, D.C.

During the time the proposed nomination is reviewed by the SHPO, property owners and local officials are notified of the intent to nominate. Local officials and property owners are given the opportunity to comment on the nomination, and owners of private property are given an opportunity to object to or concur with the nomination. If the owner of a private property objects or the majority of owners object to the nomination, the SHPO may forward the nomination to the National Park Service only for a determination of eligibility. Without formally listing the property in the NRHP, the National Park Service then determines whether the property is eligible for listing.

Properties may qualify for the NRHP when they meet any of four basic criteria:

1. Are associated with events that have made a significant contribution to the broad patterns of history.

2. Are associated with the lives of persons significant in our past.

3. Embody the distinctive characteristics of a type, period, or method of construction; represent the work of a master; possess high artistic values; or represent a significant and distinguishable entity whose components may lack individual distinction.

[7] National Register Federal Program Regulations. Title 36–Parks, Forests, and Public Property, Chapter I–National Park Service, Department of the Interior, Part 60–National Register of Historic Places is authorized by National Historic Preservation Act of 1966, as amended, 16 U.S.C. 470 et seq., and E.O. 11593.

4. Have yielded, or may be likely to yield, information important in prehistory or history.

A final critical component of eligibility is "integrity." Integrity refers to the ability of a property to convey its significance and the degree to which the property retains the identity, including physical and visual attributes, for which it is significant under the four basic criteria. The NRHP criteria recognize seven aspects or qualities of integrity: location, design, setting, materials, workmanship, feeling, and association.

State

California Public Resources Code, Sections 5020–5029.5

This code continued the former Historical Landmarks Advisory Committee as the **State Historical Resources Commission**. The commission oversees the administration of the California Register of Historical Resources (CRHR) and is responsible for the designation of State Historical Landmarks and Historical Points of Interest.

California Public Resources Code, Sections 5079–5079.65

This code defines the functions and duties of the OHP. The OHP is responsible for the administration of federal- and state-mandated historic preservation programs in California and the California Heritage Fund.

California Public Resources Code, Section 5024.1

The CRHR is the state version of the NRHP program. The CRHR was enacted in 1992 and became official January 1, 1993. The CRHR was established to serve as an authoritative guide to the state's significant historical and archaeological resources.[8] The program may involve resources listed or eligible for listing in the CRHR. These resources may include properties already under the ownership of the District and properties considered for implementation of the SUP.

Resources that may be eligible for listing include buildings, sites, structures, objects, and historic districts. CEQA identifies a historic resource as a property that is listed on—or eligible for listing on—the CRHR or local registers. NRHP-listed properties are automatically included on the CRHR. The criteria for both are similar and described below with the NRHP letter (A, B, C, and D) followed by the corresponding CRHR number (1, 2, 3, and 4)

- **A/1:** For an association with events that have made a significant contribution to the broad patterns of local or regional history, or the cultural heritage of California or the United States;
- **B/2:** For an association with the lives of persons important to local, California, or national history;
- **C/3:** As an embodiment of the distinctive characteristics of a type, period, region, or method of construction, representative of the work of a master or high artistic values; or

[8] Public Resource Code (PRC) Section 5024.1.

- **D/4:** Has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California, or the nation.

Resources eligible for listing in the CRHR must retain enough of their historic character or appearance to be "recognizable as historic resources and to convey the reasons for their significance."[9] Under CRHR regulations, "it is possible that historical resources may not retain sufficient integrity to meet the criteria for listing in the NRHP, but they may still be eligible for listing in the California Register."[10] OHP has consistently interpreted this to mean that a property eligible for the California Register must retain "substantial" integrity. Because CRHR regulations do not provide substantial written guidance on evaluating integrity, the NRHP bulletin, "How to Apply the National Register Criteria for Evaluation," is used.

California Historical Landmarks are buildings, structures, sites, or places that have been determined to have statewide historical significance. The resource must be approved for designation by the county board of supervisors or the city/town council in whose jurisdiction it is located; be recommended by the SHRC; and be officially designated by the Director of California State Parks. A resource must meet at least one of these criteria:

- Be the first, last, only, or most significant of its type in the state or within a large geographic region (Northern, Central, or Southern California).
- Be associated with an individual or group having a profound influence on the history of California.
- Be a prototype of, or an outstanding example of, a period, style, architectural movement or construction or is one of the more notable works or the best surviving work in a region of a pioneer architect, designer or master builder.

California Points of Historical Interest are sites, buildings, features, or events that are of local (city or county) significance and have anthropological, cultural, military, political, architectural, economic, scientific or technical, religious, experimental, or other value. Points of Historical Interest designated after December 1997 and recommended by the SHRC are also listed in the CRHR. No historical resource may be designated as both a California Historical Landmark and a Point of Historical Interest. If a Point of Historical Interest is subsequently granted status as a California Historical Landmark, the Point of Historical Interest designation is retired.

To be eligible for designation as a Point of Historical Interest, a resource must meet at least one of the following criteria:

- The first, last, only, or most significant of its type within the local geographic region (city or county).
- Associated with an individual or group having a profound influence on the history of the local area.

[9] State of California – The Resources Agency. Office of Historic Preservation. Department of Parks and Recreation. California Office of Historic Preservation Technical Assistance Series #3. http://ohp.parks.ca.gov/pages/1069/files/03%20cal_%20reg_%20q_and_a.pdf

[10] 14 CCR Section 4852(c).

- A prototype of outstanding example of a period, style, architectural movement, or construction or is one of the more notable works or the best surviving work in the local region of a pioneer architect, designer, or master builder.

California Code of Regulations, Title 24, Part 8

The **California Historical Building Code** (CHBC) provides regulations and standards for the rehabilitation, preservation, restoration (including related reconstruction) or relocation of historical buildings. The standards are intended to allow the restoration or change of occupancy to preserve the historical building's original or restored elements and features. The CHBC also encourages energy conservation and a cost-effective approach to preservation; provides for reasonable safety from fire, seismic forces or other hazards for occupants and users of historical buildings; and provides reasonable availability and usability by the physically disabled. In general, the CHBC provides flexibility in meeting code requirements. Many older buildings do not meet today's building code standards and may have to conform to new codes when doing major renovation or repair, if they are not historically designated. A historically designated building would be exempt from some current building code requirements and/or may be able to meet code requirements using alternative means and methods. The CHBC is updated on a three-year cycle; the 2016 CHBC took effect on January 1, 2017.

California State Historical Building Safety Board

The California State Historical Building Safety Board, a unit of the Division of the State Architect in the State Department of General Services, adopts rules and regulations pursuant to the CHBC; adopts and submits alternative building standards for approval by the Building Standards Commission; and is the appeal and review body respecting the CHBC to state and local agencies, or any affected party.

California Public Resources Code Sections 21000 et seq. and California Code of Regulations, Title 14 Sections 15000 et seq.

The **California Environmental Quality Act** and the **CEQA Guidelines** have specific provisions relating to the evaluation of a project's impact on historical resources.

PRC Section 21084.1 of CEQA and Section 15064.5 of the CEQA Guidelines together establish the prevailing test for determining whether a resource can or must be considered a historical resource under CEQA. First, a resource is considered a historical resource for purposes of CEQA if it is listed or "deemed eligible for listing" in the CRHR by the SHRC.[11] Second, it will be considered a historical resource, based on a presumption of significance, if it is either (1) listed in a local register of historic resources as defined in PRC Section 5010.1[12] or (2) identified in a local survey of historic resources meeting the criteria set forth in PRC Section 5024.1.[13] If a resource meets either of these criteria, the lead agency must treat the resource as historically significant unless the "preponderance of the evidence" indicates that the resource is not historically significant.

[11] PRC Section 21084.1; 14 CCR Section 15064.5(a)(1).
[12] PRC Section 21084.1; 14 CCR Section 15064.5(a)(2).
[13] PRC Section 21084.1; 14 CCR Section 15064.5(a)(2).

Third, a lead agency may find a resource to be a historical resource even though it is not formally listed in the CRHR, listed in a local register, or identified in a local survey.[14] Any such determination must be based on substantial evidence in light of the whole record.[15]

According to the CEQA Guidelines Section 15064.5(b): "A project with an effect that may cause a substantial adverse change in the significance of a historical resource is a project that may have a significant effect on the environment."

A substantial adverse change is defined in the CEQA Guidelines Section 15064.5(4)(b)(1), as "physical demolition, destruction, relocation, or alteration of the resource, or its immediate surroundings such that the significance of an historical resource would be materially impaired." The significance of a historical resource is materially impaired, according to the CEQA Guidelines Section 15064.5(4)(b)(2), when a project:

> (A) Demolishes or materially alters in an adverse manner those physical characteristics of an historical resource that convey its historical significance and that justify its inclusion in, or eligibility for, inclusion in the California Register of Historical Resources; or
>
> (B) Demolishes or materially alters in an adverse manner those physical characteristics that account for its inclusion in a local register of historical resources pursuant to Section 5020.1(k) of the Public Resources Code or its identification in an historical resources survey meeting the requirements of Section 5024.1(g) of the Public Resources Code, unless the public agency reviewing the effects of the project establishes by a preponderance of the evidence that the resource is not historically or culturally significant; or
>
> (C) Demolishes or materially alters in an adverse manner those physical characteristics of an historical resource that convey its historical significance and that justify its eligibility for inclusion in the California Register of Historical Resources as determined by a lead agency for purposes of CEQA.

The CEQA Guidelines provide that "generally" a project that follows the Secretary of the Interior's Standards "shall be considered as mitigated to a level of less than a significant impact on the historical resource."[16]

At the same time, however, a failure to precisely conform to the Secretary of the Interior's Standards in all respects does not necessarily mean that a project has a significant adverse impact on historical resources. There are circumstances where a project impacting historical resources may fail to conform to the Secretary of the Interior's Standards, and yet the lead agency can conclude based on substantial evidence that the overall impact is not a significant adverse impact because the project does not "materially impair" the historical resource within the meaning of Section 15064.5(b).

[14] PRC Sections 21084.1 and 15064.5(a)(3)(4).
[15] 14 CCR Section 15064.5(a)(3).
[16] 14 CCR Sections 15064.5(b)(3) and 15126.4(b).

Local

City of Los Angeles

The City of Los Angeles Cultural Heritage Department is authorized under Administrative Code Title 22 Chapter 7 (Sections 22.101 et seq.), and the City Cultural Heritage Commission is authorized under Administrative Code Title 22 Chapter 9 Article 1 (Sections 22.171 et seq.).

In the City of Los Angeles, properties may be designated Historic-Cultural Monuments (HCMs) and/or may be included in Historic Preservation Overlay Zones (HPOZ). The HCM designation is reserved for individual historically significant properties. Historic Preservation Overlay Zones apply to areas of historical or cultural significance.

Los Angeles Historic-Cultural Monuments

In the City of Los Angeles, an HCM is defined in Cultural Heritage Ordinance Section 22.130 as "…any site (including significant trees or other plant life located thereon), building, or structure of particular historical or cultural significance to the City of Los Angeles, such as historic structures or sites in which broad cultural, political, economic, or social history of the nation, State, or community is reflected or exemplified or which are identified with historic personages or with important events within the main currents of national, State or history, or which embodies the distinguishing characteristics of an architectural-type specimen, inherently valuable for a study of a period, style or method of construction, or a notable work of a master builder, designer, or architect whose individual genius influenced his age." Listing of a site as an HCM is subject to review by the Cultural Heritage Commission and the Arts, Health, and Humanities Committee of the city council, and requires approval by the city council. The City currently has over 1,000 historic-cultural monuments, providing official recognition and protection for Los Angeles' most significant historic resources.[17]

Historic Preservation Overlay Zone

The Historic Preservation Overlay Zone (HPOZ) Ordinance was adopted by the City of Los Angeles in 1979 and revised in 1997. As defined in the Cultural Heritage Masterplan Review Draft (March 7, 2000), an HPOZ is "…a planning tool which recognizes the special qualities of areas of historic, cultural, or architectural significance. An HPOZ does not change the underlying zoning, rather it lays an added level of protection over a zone through local board oversight." There are 29 designated HPOZs in Los Angeles. The Cultural Heritage Masterplan identifies the criteria for evaluating HPOZ applications.

Because HPOZs have "special character or special historical, cultural, architectural, archeological, community or aesthetic value," they are "presumed to be historically or culturally significant" and are therefore considered eligible for listing in the California Register.

[17] City of Los Angeles Office of Historic Resources. 2014, March 11. Historic-Cultural Monuments and the Cultural Heritage Commission. http://www.preservation.lacity.org/commission.

Los Angeles Unified School District

Standard Conditions of Approval

The following table lists the standard conditions related to cultural resources that are required for this Project.

LAUSD Standard Conditions of Approval	
SC-CUL-1	Design Team to Include Qualified Historic Architect 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). 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. 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.
SC-CUL-2	Role of Historic Architect on Design Team The tasks of the Historic Architect on the Design team shall include (but not necessarily be limited to) the following: 1. 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. 2. 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. 3. 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. 4. The Historic Architect shall participate in design team meetings through all phases of the project through 100 percent construction drawings, pre-construction, and construction phases. 5. 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. 6. 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. 7. 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. 8. The Design team and Historic Architect shall be responsible for incorporating LAUSD's recommended updates and revisions during the design development and review process.

LAUSD Standard Conditions of Approval	
SC-CUL-3	School Design Guide and LAUSD Design Guidelines and Treatment Approaches for Historic Schools 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. 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: • 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	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. 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: 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. 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. 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 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. 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.

LAUSD Standard Conditions of Approval	
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.

5.1.1.2 HISTORICAL SETTING

The concept of integrating indoor and outdoor spaces at public schools increased during the 20th century, resulting in classroom buildings designed with better natural light and direct access to the outdoors. Post-war American schools continued developing practical applications of the idea, especially in California. Canopied outdoor corridors supported by steel post and beam; cross-lighting using larger windows employed on northern elevations balanced by bands of high windows on south elevations; and modular site planning and design were all incorporated in school designs to take advantage of the state's warm climate.

There were two main school site plan types that developed in the 1940s and 1950s; the finger-plan and the cluster-plan. A hybrid of both the finger-plan and cluster-plan also became popular during the time. By the early 1950s, the popularity of the finger-plan had begun to decline. The design required large swaths of land and more walking for the spread out site plan, so the cluster-plan became popular. The cluster-plan retained the low massing and indoor-outdoor access and views for all classrooms. But rather than extending wings along an axis, the plan called for grouping them as modular, standalone units around a shared central courtyard.

SOCES, originally constructed as South Reseda Junior High School, was constructed in 1954, during a period theme characterized by the District as "Educating the Baby Boom: The Postwar Modern Functionalist School Plan, 1945–1969." The layout of the school was known as 'campus type,' where all buildings are one-story and open to outdoor hallways, the campus is a combination of both the finger-plan (1940s–1950s) and the cluster-plan (1950s).

Originally South Reseda Junior High School, then changed in 1956 to Sequoia Junior High School, now referred to as SOCES, was designed by the architectural firm of Parkinson, Powelson, Briney, Bernard, and Woodford in 1953 and the first building constructed was the Physical Education Building. The main campus core was completed between 1954 and 1955. In 1980, the Sherman Oaks Center for Enriched Studies, a popular magnet school, was moved to the campus of Sequoia Junior High School. In 1983, Sequoia Junior High School was ordered to close, with its students being phased into other schools over a period of two years. The campus then became solely for magnet schools, with both the SOCES and the West Valley Center for Enriched Studies operating in the old public school buildings. It is unclear whether West Valley moved, or was ultimately absorbed into SOCES.[18]

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

The school was opened in January of 1955, although construction was still ongoing. Its capacity when complete was 1,600 students. It appears that around 1956 the name of the school was changed to Sequoia Junior High School.[19] It appears that the school campus has undergone very few major alterations since its initial construction.

Historical Resources

Site Plan

The SOCES campus was designed and constructed between 1953 and 1955. The design is defined by a hybrid finger- and cluster-plan. A south-north central entry axis divides the campus into two halves and is the main access for students. The eastern side consists of covered and uncovered concrete pathway spokes or fingers leading to individual classroom buildings that radiate southeast from a central concrete stage and across a large greenscaped open courtyard. The western half of the plan encompasses covered pathways for clustered classroom buildings that project to the west from the central walkway. This circulation and building plan dominates the entire southern half of the campus and forms the basis of the campus core; the Physical Education Building and athletic fields are in the north half of the campus and do not continue the 1953–1955 circulation design pattern of the campus core.

Except for some outward-facing elements along the southwest corner of the campus (Auditorium Building and Cafeteria), the entire main campus core is one-story design that provides consistent massing and rhythm to the classroom buildings and open spatial relationships. The consistent landscaping design, with its wide, smooth-concrete pathways topped by covered roofs supported by steel pipe columns, unifies the campus.[20]

Buildings

The classroom buildings that are repeated throughout the hybrid finger- and cluster-plan feature Mid-Century Modern inspired architectural design and materials. The form of all classroom buildings is linear, with tall and short long sides defined by shed-roofs that run the full width of the buildings; the effect is to create white-stuccoed, wedge-shaped modules within the campus design. Typical classrooms come in two lengths: Classroom Buildings A, B, F, J, K, L, and the Arts and Crafts Building are the longer classrooms, while Buildings C, D, M, and the Counseling Building are the shorter classrooms. Both lengths of these typical classroom buildings feature entrances and high windows on their tall "front" pathway sides*;* and grouped strips of 4-over-4 double hung window sash on their short back sides. Atypical buildings include Industrial Arts Buildings 1 and 2, and the Choral and Instrumental Music Buildings. These buildings are at 1.5 stories and wider. They are the only classroom buildings to feature front entrances on their short sides, with their strips of clerestory windows atop otherwise blank, tall, back walls. Industrial Arts Building 2 also includes a low flat-roofed portion behind its canopied pathways that houses groups of student lockers.

[19] Architectural Resources Group, Inc. 2015, July 31. Survey LA Historic Resources Survey Report: Reseda-West Van Nuys Community Plan Area. http://preservation.lacity.org/sites/default/files/Reseda-West%20Van%20Nuys%20Report%20FINAL.pdf.

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

The Physical Education Building is, along with the school's 1954 Bauer Auditorium, one of the two large anchor buildings at the campus that balance campus compatibility with individual identities. Despite being erected during the same period as the rest of the campus, the massing and aesthetics of both buildings differ somewhat with the low-massed campus core. The Physical Education Building and Auditorium are higher than the other campus buildings to accommodate their uses – indoor sports such as basketball and volleyball for the Physical Education building, and performing arts and assemblies for the Auditorium. While the two buildings share the brick trim of some of the public exterior areas of the largely-white-stuccoed campus core, both are constructed of different materials (concrete and steel) than the rest of the campus.

Overall, the main campus core portrays a unified face of open and canopied pathways and white classroom modules that offers an intriguing rhythm and balance of building placement and open space, especially at the radiating portion of the plan.

Character-defining features of historical buildings are described in detail in Appendix C-2. SOCES appears to meet the criteria for listing in the CRHR.[21]

5.1.2 Thresholds of Significance

CEQA Guidelines Section 15064.5 provides direction on determining significance of impacts to archaeological and historical resources. Generally, a resource shall be considered "historically significant" if the resource meets the criteria for listing on the CRHR:

- Is associated with events that have made a significant contribution to the broad patterns of California's history and cultural heritage;
- Is associated the with lives of persons important in our past;
- Embodies the distinctive characteristics of a type, period, region or method of construction, or represents the work of an important creative individual, or possesses high artistic values; or
- Has yielded, or may be likely to yield, information important in prehistory or history. (PRC § 5024.1; 14 CCR § 4852)

The fact that a resource is not listed in the CRHR, not determined to be eligible for listing, or not included in a local register of historical resources does not preclude a lead agency from determining that it may be a historical resource.

According to Appendix G of the CEQA Guidelines, a project would normally have a significant effect on the environment if the project would:

C-1 Cause a substantial adverse change in the significance of an historical resource pursuant to Section 15064.5.

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

C-2 Cause a substantial adverse change in the significance of an archaeological resource pursuant to Section 15064.5.

C-3 Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature.

C-4 Disturb any human remains, including those interred outside of dedicated cemeteries.

The Initial Study, included as Appendix A, substantiates that impacts associated with the following thresholds would be less than significant: Thresholds C-2, C-3, and C-4. These impacts will not be addressed in the following analysis.

5.1.2.1 HISTORICAL RESOURCE THRESHOLDS

According to the State CEQA Guidelines, Section 15064.5(b), a significant effect under CEQA would occur if a project results in a substantial adverse change in the significance of a historical resource as defined in CEQA Guidelines Section 15064.5(a). Substantial adverse change is defined as "physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of a historical resource would be materially impaired".[22] The significance of a historical resource is materially impaired when a project demolishes or materially alters in an adverse manner those physical characteristics that:[23]

A. Demolishes or materially alters in an adverse manner those physical characteristics of an historical resource that convey its historical significance and that justify its inclusion in, or eligibility for inclusion in, the California Register of Historical Resources; or

B. Demolishes or materially alters in an adverse manner those physical characteristics that account for its inclusion in a local register of historical resources pursuant to Section 5020.1(k) of the PRC or its identification in a historical resources survey meeting the requirements of Section 5024.1(g) of the PRC, unless the public agency reviewing the effects of the project establishes by a preponderance of evidence that the resource is not historically or culturally significant; or

C. Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its eligibility for inclusion in the California Register of Historical Resources as determined by a lead agency for purposes of CEQA.

Under CEQA, a proposed development must be evaluated to determine how it may impact the potential eligibility of a structure(s) or a site for designation as a historic resource. In general, a project that complies with the Secretary of the Interior's Standards for the Treatment of Historic Properties (SOI Standards) is considered to have mitigated its impacts to historical resources to a less-than-significant level.[24] The Standards under the Treatment of Historic Properties offer four distinct approaches to the treatment of historic properties—preservation, rehabilitation, restoration, and reconstruction, with Guidelines for each. The SOI Standards are a series of concepts about maintaining, repairing, and replacing historic materials, as

[22] CEQA Guidelines Section 15064.5(b)(1)
[23] CEQA Guidelines Section 15064.5(b)(2)
[24] CEQA Guidelines Section 15064.5(b)(3)

well as designing new additions or making alterations. The Guidelines offer general design and technical recommendations to assist in applying the SOI Standards to a specific property. Together, they provide a framework and guidance for decision-making about work on or changes to a historic property.

5.1.3 Environmental Impacts

The following impact analysis addresses thresholds of significance for which the Initial Study identified potentially significant impacts.

Impact 5.1-1: The proposed Project would cause a substantial adverse change in the significance of a historic resource as defined in CEQA Guidelines Section 15064.5. [Threshold C-1]

Impact Analysis: The original landscaping; concrete stage; brick walls; surviving pipe rails; and all contributing buildings (Administrative Building, Counseling Building; Library; Auditorium Building; Cafeteria; Student Store; Choral Music Building; Instrumental Music Building; Industrial Arts Buildings 1 and 2; Classroom Buildings A, B, and C; Sanitary Building D; Arts and Craft Building; Classroom F; Homemaking Building G; Classroom Buildings H, J, L, and M; the Physical Education Building; the Lath House; Agricultural Building; and Utility Building) are an intact 1954-1955 campus core design eligible for listing on the CRHR (see Figure 5.1-1, *Historic Resources*).

Character-defining exterior features of the campus include, but are not limited to:

- Low-massing (one-story)
- Decentralized hybrid cluster- and finger-plan site design
- Asymmetrical plan with radiating paths and concentric arcs
- Rhythm of building placement and spatial relationships
- Primary south-north entrance axis
- Indoor-outdoor connections and relationships
- Wide concrete pathways
- Round, low concrete podium "hub"
- Canopied outdoor corridors and pathways supported by metal pipe columns
- Original pipe railings in some locations
- Spatial relationships between buildings
- Automobile drop-off separate but linked
- Primary perimeter buildings turned inward
- Stuccoed exteriors
- Shed roof configurations
- Original entrances
- Original fenestration with grouped and varied window sizes

- Courtyards and green space
- Use of partial brick walls for anchor buildings and at campus exterior locations.

As an intact, primarily one-story, post-war, indoor-outdoor, hybrid finger-and-cluster plan school, significant for its hub-centric radiating southeast portion linked by concentric circles, the campus exemplifies District design ideal and principles of the era and also reflects the continuing post-war suburban expansion of the San Fernando Valley. The main campus core of SOCES is eligible for listing under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles and theme of Educating the Baby Boom: Postwar Expansion and the Modern Functionalist School Plant, 1945-1969. The SOCES campus was determined to be eligible for listing in the CRHR under Criterion 1, based on the integrity of the historic material as an example of an intact, low-massed, post-war, indoor-outdoor, hybrid finger-and-cluster plan. Therefore, the property is an historical resource per CEQA Guidelines Section 15064.5(a).[25]

Substantial adverse change in the significance of a historical resource is defined as physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of a historical resource would be materially impaired. The significance of a historical resource would be materially impaired when a project demolishes the resource or materially alters the resource to the extent that the character-defining features of the resource that justify eligibility for the CRHR are adversely altered.

The Project would involve the demolition of five permanent buildings and the lunch shelter, and removal of seven relocatable buildings; construction of five buildings (four of them 2-story); and remodeling and modernization of several buildings. Project development would involve demolition of the Physical Education Building (Building 24) and buildings identified as significant elements of the SOCES Historic District: Industrial Arts Building 2 (Building 7); Classroom Building C (Building 10); the Instrumental Music Building (Building 10); and Classroom Building B (Building 9). The proposed Project would also remove covered concrete pathways considered fundamental to the campus plan.

Demolition

Physical Education Building (Building 24)

The Physical Education Building has a marginal contribution to the historic district of the SOCES campus due to its design and minimal level of character-defining elements. The building is not individually eligible for CRHR and is not a central repeating feature of the historic hybrid finger- and cluster-plan site design. Its form and scale do not make it a principal element of the historic main campus core. The building does not contribute to the character-defining features that resulted in the qualification of SOCES as a historic district.[26] The historically significant area to the south is known as the primary historic campus core. Therefore, the proposed new gymnasium location to the north of the primary historic campus core would impose minimal impact on the SOCES historic district. The building was not found to be individually eligible

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

for listing on the CRHR. The demolition of the 1953 Physical Education Building would be a less than significant impact because the building sits at the edge of the historic circulation plan, contributes less to the plan, and is of limited architectural merit as an individual component.[27]

Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), and Instrumental Music Building (Building 5)

Construction of the west wing of the Science, Art, and Technology Complex would require demolition of the four 1954 classroom buildings, Classroom B (Building 9), Classroom C (Building 10), Industrial Arts #2 (Building 7), and Instrumental Music (Building 5). These buildings are considered contributing elements to the SOCES historic district. Loss of the buildings and covered walkways represents a significant reduction of historic resources; therefore, would constitute a substantial adverse change pursuant to CEQA.[28]

Construction

Science, Art, and Technology Complex

Science, Art, and Technology Complex would include 2 two-story buildings. The location, scale, and massing of the planned West Building of the Science, Art, and Technology Complex and accompanying landscape elements would be a significant intrusion into the historic campus hybrid finger- and-cluster plan. A central entry axis divides the plan into two halves and both sides rely on the central entry axis as the point of departure for students and staff. The western half of the plan encompasses three pathway fingers with associated classroom buildings that project west. The Project would result in the partial loss of two fingers of the plan along with their canopied walkways, thereby resulting in an adverse impact on the finger-plan site design. The L-shape building would disrupt the flow of the building placement and spatial relationships and the wide straight concrete pathways as character-defining features of the historic district.

East Building of the Science, Art, and Technology Complex would be outside the historic core and would not affect historic campus hybrid finger-and-cluster plan. The two-story classroom building that would run along the northern border between the athletic fields and the historic main campus core. This building would be sited at the current Physical Education Building.

Both two-story East and West Buildings would disrupt the low-massing (one-story), and the direct indoor-outdoor relationships as character-defining features of the historic district. The historical significance of the campus as a historic district would be materially impaired, and the Project would result in a significant and unavoidable impact to SOCES.

Gymnasium

Construction of the new Gymnasium would not adversely affect the historic District because of the distance and removal from the historic district.

[27] Sapphos Environmental Inc. 2017, April 6. Impact Analysis Report for Sherman Oaks Center for Enriched Studies, 18605 Erwin Street, Tarzana, California, 91355.
[28] Sapphos Environmental Inc. 2017, April 6. Impact Analysis Report for Sherman Oaks Center for Enriched Studies, 18605 Erwin Street, Tarzana, California, 91355.

Elementary Classroom Complex

The Elementary Classroom Complex (two buildings) would be a one-story classroom block that would run along the northern border between the athletic fields and the historic main campus core.[29] These buildings would replace the portable buildings in the same location. The one-story buildings would complement the low-massing (one-story), the flow of the building placement and spatial relationships, and the direct indoor-outdoor relationships as character-defining features of the historic district. Removal of the portable buildings and construction of the complex would not significantly impact the historic district.

Conclusion

Due to the substantial adverse change in the significance of the school resulting from the demolition of four buildings: Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), and Instrumental Music Building (Building 5), and the construction of 2 two-story buildings would result in a significant impact to the SOCES historic district. The following LAUSD Standard Conditions of Approval are incorporated to reduce adverse impacts: SC-CUL-1 (Historic Architect input), SC-CUL-2 (design and implementation historic preservation standards), and SC-CUL-3 (compliance with LAUSD and SOI standards), SC-CUL-4 (Recordation), SC-CUL-5 (Salvage of Features), and SC-CUL-6 (Salvage of Building Materials). These SCs will ensure that the history and significance of the buildings to be demolished and their relationship with the larger campus will be fully documented and that the character-defining features and materials of demolished buildings (as well as memorabilia and relevant items outlined by the school community that is capable of being preserved) will be salvaged and made available to the public for sale, or reuse. To further document the history of the school, implementation of Mitigation Measure MM-CUL-1 would provide information to the public through a permanent interpretive exhibit. However, even with the incorporation of the SCs and MM-CUL-1, impacts to the historical resources at the school would remain significant and unavoidable.

5.1.4 Cumulative Impacts

"A cumulative impact consists of an impact which is created as a result of the combination of the project evaluated in the EIR together with other projects causing related impacts."[30] A project would have a cumulatively considerable impact on cultural resources if it contributes to the cumulative loss of historical resources.

The proposed Project would have a significant and unavoidable impact on historical resources and after Project completion; SOCES would not remain eligible for listing as a historic district in the CRHR. However, many eligible buildings and landscapes would remain intact after Project completion and would remain eligible for listing in the CRHR. Following this Project, there are no known or reasonably foreseeable projects identified for this campus. It would be anticipated that minor maintenance activities may occur on the campus

[29] Following the NOP/Initial Study public review period, the District modified the Project to reduce potential impacts to the SOCES historic district. The proposed two-story elementary school complex was changed to one-story. This alternation reduces the impact associated with the mass and scale difference and the relationship of the new buildings to the adjacent one-story historic district buildings. However, as discussed in Chapter 5.1 of this EIR, significant impacts to the SOCES historic district would remain.

[30] CEQA Guidelines 15130. Discussion of Cumulative Impacts

following construction however, no other projects of the same type or scale are planned for the campus at this time.

5.1.5 Applicable Standard Conditions

LAUSD Standard Conditions of Approval

- LAUSD Standard Conditions of Approval SC-CUL-4 through SC-CUL-6.

5.1.6 Level of Significance Before Mitigation

Impact 5.1-1 would be potentially significant: the proposed Project would impact historic resources.

5.1.7 Mitigation Measures

MM-CUL-1. To reduce the impact of the removal of character-defining buildings and disruption of the Sherman Oaks Center for Enriched Studies (SOCES) campus, LAUSD shall install an interpretive exhibit at the school to provide historical and architectural information about the campus. The exhibit shall permit staff, students, and the public to understand what was historically on the campus before the comprehensive modernization Project.

The District shall prepare an interpretive exhibit for the SOCES campus as part of the Project. The interpretive exhibit about the history of SOCES during the period of significance (1953–1955) shall be placed within a publicly accessible area on campus (such as the school library) following construction of the Project. The exhibit shall interpret the history of the campus through historical photographs, aerials, Sanborn maps, student photographs, yearbooks, newspapers, artifacts, and written narrative that visually demonstrate physical appearance, activities, and architecture styles of the school. A qualified architectural historian or historic preservation professional, shall provide input and oversight to the contents, design, and installation of an interpretive exhibit.

5.1.8 Level of Significance After Mitigation

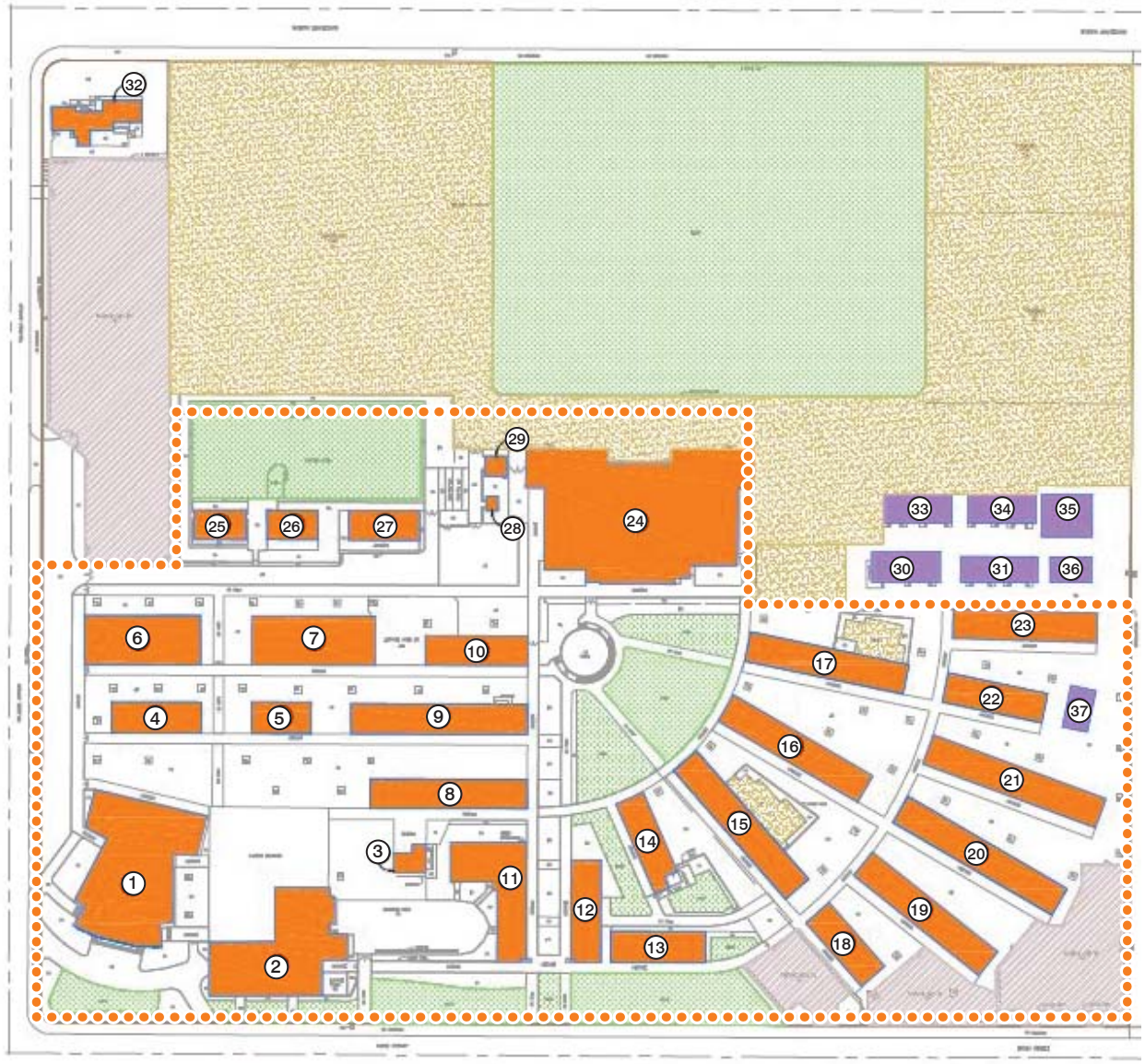
Impacts to historical resources would remain significant and unavoidable.

5. Environmental Analysis
CULTURAL RESOURCES

This page intentionally left blank.

Figure 5.1-1 - Historic Resources

5. Environmental Analysis



① Building Number

Permanent and Contributing

Portable and Non-contributing

Historic District

Note: Project-related demolition and removal: Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24).

0 170
Scale (Feet)

Source: Sapphos Environmental, Inc., 2017

5. Environmental Analysis
CULTURAL RESOURCES

This page intentionally left blank.

5.2 ENERGY CONSERVATION

This section evaluates potential impacts associated with the consumption of energy that would result from implementation of the proposed Project. The section follows the guidance for the evaluation of energy impacts provided in Appendix F, Energy Conservation, of the State CEQA Guidelines.

The directives in Appendix F are advisory and state: "[p]otentially significant energy implications of a project shall be considered in an EIR to the extent relevant and applicable to the project. The following list of energy impact possibilities and potential conservation measures is designed to assist in the preparation of an EIR. In many instances specific items may not apply or additional items may be needed. Where items listed below are applicable or relevant to the project, they should be considered in the EIR." Therefore, the evaluation provided in this section does not address every directive in Appendix F. As directed by CEQA, the focus of the analysis is whether the Project would result in a wasteful or inefficient consumption of energy, and whether mitigation is required to avoid or reduce wasteful or inefficient consumption of energy.

5.2.1 Environmental Setting

5.2.1.1 REGULATORY FRAMEWORK

State, regional, and local laws, regulations, plans, and guidelines are summarized below. Compliance with applicable LAUSD Standard Conditions of Approval are also required.

Federal

Energy Independence and Security Act of 2007

The Energy Independence and Security Act of 2007 (Public Law 110-140) seeks to provide greater energy independence and security to the nation by increasing the production of clean renewable fuels; improving vehicle fuel economy; and increasing the efficiency of products, buildings, and vehicles. It also seeks to improve the energy performance of the federal government. The Act sets increased Corporate Average Fuel Economy Standards; the Renewable Fuel Standard; appliance energy efficiency standards; building energy efficiency standards; and accelerated research and development tasks on renewable energy sources (e.g., solar energy, geothermal energy, and marine and hydrokinetic renewable energy technologies), carbon capture, and sequestration.[1]

State

Renewables Portfolio Standard

The California Renewables Portfolio Standard (RPS) was established in 2002 under Senate Bill (SB) 1078 and was amended in 2006 and 2011. The RPS program requires investor-owned utilities, electric service providers, and community choice aggregators to increase the use of eligible renewable energy resources to 33 percent of total procurement by 2020. The California Public Utilities Commission is required to provide quarterly

[1] Energy Independence and Security Act of 2007. 42 USC 17001https://www.gpo.gov/fdsys/pkg/PLAW-110publ140/pdf/PLAW-110publ140.pdf

progress reports on progress toward RPS goals. This has accelerated the development of renewable energy projects throughout the State. Based on the 3rd quarter 2014 report, the three largest retail energy utilities provided an average of 20.9 percent of their respective supplies from renewable energy sources. Since 2003, 8,248 megawatts (MW) of renewable energy projects have started operations. SB 350 (de Leon) was signed into law September 2015 and establishes tiered increases to the RPS—40 percent by 2024, 45 percent by 2027, and 50 percent by 2030. SB 350 also set a new goal to double the energy-efficiency savings in electricity and natural gas through energy efficiency and conservation measures.

State Alternative Fuels Plan

Assembly Bill (AB) 1007 requires the California Energy Commission (CEC) to prepare a plan to increase the use of alternative fuels in California.[2] The State Alternative Fuels Plan was prepared by the CEC with CARB and in consultation with other federal, state, and local agencies to reduce petroleum consumption; increase use of alternative fuels (e.g., ethanol, natural gas, liquefied petroleum gas, electricity, and hydrogen); reduce greenhouse gas (GHG) emissions; and increase in-state production of biofuels. The State Alternative Fuels Plan recommends a strategy that combines private capital investment, financial incentives, and advanced technology that will increase the use of alternative fuels; result in significant improvements in the energy efficiency of vehicles; and reduce trips and vehicle miles traveled through changes in travel habits and land management policies. The Alternative Fuels and Vehicle Technologies Funding Program legislation (AB 118, Statutes of 2007) proactively implements this plan.[3]

Appliance Efficiency Regulations

California's Appliance Efficiency Regulations (California Code of Regulations [CCR], Title 20, Parts 1600–1608) contain energy performance, energy design, water performance, and water design standards for appliances (including refrigerators, ice makers, vending machines, freezers, water heaters, fans, boilers, washing machines, dryers, air conditioners, pool equipment, and plumbing fittings) that are sold or offered for sale in California. These standards are updated regularly to allow consideration of new energy efficiency technologies and methods.

Title 24, Part 6, Energy Efficiency Standards

The Energy Efficiency Standards for Residential and Nonresidential Buildings (24 CCR Part 6) were established in 1978 in response to a legislative mandate to reduce California's energy consumption. The CEC adopted the 2008 changes to the Building Energy Efficiency Standards in order to (1) "Provide California with an adequate, reasonably-priced, and environmentally-sound supply of energy" and (2) "Respond to Assembly Bill 32, the Global Warming Solutions Act of 2006, which mandates that California must reduce its greenhouse gas emissions to 1990 levels by 2020." Title 24 Part 6 of the 2013 California Building Standards Code, the 2013 California Energy Code, went into effect on July 1, 2014, and includes energy efficiency updates.[4] Buildings that are constructed in accordance with the 2013 Building and Energy Efficiency

[2] California Air Resources Board. State Alternative Fuels Plan. https://www.arb.ca.gov/fuels/ab1007/ab1007.htm
[3] California Energy Commission. http://www.energy.ca.gov/altfuels/
[4] The 2016 California Building Standards Code (Cal. Code Regs., Title 24) was published July 1, 2016, with an effective date of January 1, 2017. http://www.bsc.ca.gov/codes.aspx

Standards are 25 percent (residential) to 30 percent (nonresidential) more energy efficient than the 2008 standards as a result of better windows, insulation, lighting, ventilation systems, and other features.

Most recently, the CEC adopted the 2016 Building and Energy Efficiency Standards. The 2016 Standards will continue to improve upon the current 2013 Standards for new construction of, and additions and alterations to, residential and nonresidential buildings. These standards will go into effect on January 1, 2017. Under the 2016 Standards, residential buildings are 28 percent more energy efficient than the 2013 Standards, and nonresidential buildings are 5 percent more energy efficient than the 2013 Standards.[5]

The 2016 standards will not achieve zero net energy. However, they do get very close to the state's goal and make important steps toward changing residential building practices in California. The 2019 standards will take the final step to achieve zero net energy for newly constructed residential buildings throughout California.[6]

Title 24, Part 11, Green Building Standards

The California Green Building Standards Code (24 CCR Part 11), also known as CALGreen, is a code with mandatory requirements for new residential and nonresidential buildings throughout California. CALGreen is intended to (1) reduce GHG emissions from buildings; (2) promote environmentally responsible, cost-effective, healthier places to live and work; (3) reduce energy and water consumption; and (4) respond to the directives by the Governor. In short, the code is established to reduce construction waste, make buildings more efficient in the use of materials and energy, and reduce environmental impact during and after construction. CALGreen contains requirements for construction site selection; storm water control during construction; construction waste reduction; indoor water use reduction; material selection; natural resource conservation; site irrigation conservation; and more. The code provides for design options allowing the designer to determine how best to achieve compliance for a given site or building condition. The code also requires building commissioning, which is a process for verifying that all building systems (e.g., heating and cooling equipment and lighting systems) are functioning at their maximum efficiency.[7]

Assembly Bill 1493

California vehicle GHG emission standards were enacted under AB 1493 (Pavley I). Pavley I is a clean-car standard that reduces GHG emissions from new passenger vehicles (light-duty auto to medium-duty vehicles) from 2009 through 2016 and is anticipated to reduce GHG emissions from new passenger vehicles by 30 percent in 2016. California implements the Pavley I standards through a waiver granted to California by the EPA. In 2012, the EPA issued a Final Rulemaking that sets even more stringent fuel economy and GHG emissions standards for model year 2017 through 2025 light-duty vehicles (see also the discussion on the update to the Corporate Average Fuel Economy standards under *Federal*, above). In January 2012, CARB approved the Pavley Advanced Clean Cars program (formerly known as Pavley II) for model years 2017

[5] California Energy Commission (CEC). 2016 Building Energy Efficiency Standards, Adoption Hearing Presentation. http://www.energy.ca.gov/title24/2016standards/rulemaking/documents/

[6] California Energy Commission (CEC). 2016 Building Energy and Efficiency Standards Frequently Asked Questions. http://www.energy.ca.gov/title24/2016standards/rulemaking/documents/2016_Building_Energy_Efficiency_Standards_FAQ.pdf

[7] The 2016 California Building Standards Code (Cal. Code Regs., Title 24). http://www.bsc.ca.gov/codes.aspx

through 2025. The program combines the control of smog, soot, and global warming gases and requirements for greater numbers of zero-emission vehicles into a single package of standards. Under California's Advanced Clean Car program, by 2025, new automobiles will emit 34 percent fewer global warming gases and 75 percent fewer smog-forming emissions.

Local

Countywide Energy and Environmental Policy

The Los Angeles Countywide Energy and Environmental Policy (Policy) was adopted by the County Board of Supervisors on January 16, 2007, to provide guidelines for the development and enhancement of energy conservation and environmental programs within County departments. The Policy was also the County's response for the need for energy conservation and reduction in GHG emissions. It directs the County to track its GHG emissions with the California Climate Action Registry, and to reduce its facilities' energy consumption by 20 percent by the year 2015.

In addition, the County has implemented various internal programs on energy conservation; water conservation; waste reduction and recycling; green purchasing and contracting; and alternative fuel vehicle purchasing. On January 13, 2009, the County created an action plan for developing a Comprehensive Renewable Energy Program to develop renewable energy projects on existing County facilities and properties.

County Renewable Energy Ordinance

The County adopted the Renewable Energy Ordinance and certified the associated Final EIR on July 14, 2015.[8] This Countywide ordinance amends Title 22 (Planning and Zoning) of the County Code to provide a set of definitions, procedures and standards for review and permitting of solar and wind energy projects. These include solar and wind projects generating energy for on-site (small-scale) or off-site (utility-scale) use as well as temporary meteorological towers.

Los Angeles Unified School District

Standard Conditions of Approval

LAUSD Standard Conditions of Approval are uniformly applied development standards and were adopted by the LAUSD Board of Education in November 2015.[9] This table lists the energy-related standard conditions that will be included as part of 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-4	LAUSD shall prepare an air quality assessment. 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

[8] County of Los Angeles. Renewable Energy. Department of Regional Planning. http://planning.lacounty.gov/energy.
[9] LAUSD OEHS. "School Upgrade Program Final Environmental Impact Report." Adopted by the Board of Education on November 10, 2015. http://achieve.lausd.net/ceqa.

LAUSD Standard Conditions of Approval	
	Coast Air Quality Management District's (SCAQMD) regional and localized significance thresholds. 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: Exhaust Emissions • Schedule construction activities that affect traffic flow to off-peak hours (e.g. between 10:00 AM and 3:00 PM). • 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 road 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.

LAUSD Standard Conditions of Approval	
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.

5.2.1.2 EXISTING SETTING

Electricity

Southern California Edison (SCE) provides electrical power to business and residents in the City of Los Angeles. The service area for SCE is 50,000 square miles and includes 180 cities across 15 counties, which serve over 15 million people in central, coastal, and Southern California.[10] SCE's service territory ranges from Mono County in the northeast to San Bernardino County in the southeast and Orange County in the southwest. As of this writing, SCE is currently generating 22,965 megawatts (MW) of power, and is approved for another 2,054 MW.[11] SCE delivered approximately 87 billion kWh of electricity in 2015.[12] SCE currently maintains 12,782 miles of transmission lines, 90,401 miles of distribution lines, 1,433,336 electric poles, 720,800 distribution transformers, and 2,959 substation transformers. SCE continues to expand their service territory (within their existing service area) on a project-by-project basis. Power lines are located along the streets surrounding SOCES.

Natural Gas

Natural gas provides the source of more electricity generation than any energy source in California. According to the CEC, data gathered as of September 10, 2015 indicates that 60 percent of all electric generation in California comes from natural gas.[13] In 2012, natural gas was used in California to produce electricity (45.6 percent), in residential uses (20.8 percent), in industrial uses (14.5 percent), in oil and gas industry operations (9.4 percent), in commercial uses and for transportation (8.6 percent), agriculture (0.5 percent), and other unspecified uses (0.6 percent). The total natural gas usage in 2012 was 23,323 million

[10] Southern California Edison – Our service territory. https://www.sce.com/wps/portal/home/about-us/who-weare/leadership/
[11] California Energy Commission - Energy Facility Status Power Plant Projects Since 1996. http://www.energy.ca.gov/sitingcases/all_projects.html.
[12] Southern California Edison 'Who We Are'. https://www.sce.com/wps/portal/home/about-us/who-we-are/
[13] SoCalGas. https://www.socalgas.com/smart-energy/reliable-natural-gas-for-the-future

therms.[14] Natural gas is provided and distributed to residents and businesses in the City of Los Angeles by the Southern California Gas Company (SoCalGas). More than 101,000 miles of transmission and distribution pipes and four natural gas storage facilities make up the natural gas infrastructure needed to provide natural gas throughout the SoCalGas service territory.[15] According to the 2016 California Gas Report, SoCalGas is expected to provide an average of 25 therms per day by 2021.[16] In addition, due to modest economic growth, energy efficiency standards and programs, renewable electricity goals and the decline in commercial and industrial demand, natural gas demands are projected to decline at an annual rate of 0.6 percent throughout the SoCalGas service area.[17] SoCalGas purchases gas supplies on a daily, monthly and longer-term basis from producers and marketers in California, Canada, the Rockies, and elsewhere in the U.S. Southwest.

Petroleum Based Fuel

In 2016, 15.5 billion gallons of gasoline (non-diesel)[18] and 3 billion gallons of diesel fuel[19] were sold statewide. The estimated 2015 gasoline sales for Los Angeles County were approximately 3.47 billion gallons (non-diesel), and 313 million gallons of diesel fuel.[20]

5.2.2 Thresholds of Significance

Neither Appendix F of the ***State CEQA Guidelines*** nor PRC Section 21100(b)(3) provide a threshold of significance that might be used to evaluate the potential significance of energy consumption of a project. Rather, the emphasis is on reducing "the wasteful, inefficient, and unnecessary consumption of energy." Based on this focus of the State CEQA Guidelines, for purposes of this Draft EIR, the proposed Project would have a significant impact related to energy consumption if it would:

ENE-1 Involve the wasteful, inefficient, and unnecessary consumption of energy, especially fossil fuels such as coal, natural gas, and petroleum, associated with Project design, Project location, the use of electricity and/or natural gas, and/or the use of fuel by vehicles anticipated to travel to and from the Project.

[14] The therm is a unit of heat energy equal to 100,000 British thermal units (BTU). It is approximately the energy equivalent of burning 100 cubic feet of natural gas. Since natural gas meters measure volume and not energy content, a therm factor is used by natural gas companies to convert the volume of gas used to its heat equivalent, and thus calculate the actual energy use. California Energy Commission, Energy Almanac, Overview of Natural Gas in California, Natural Gas Supply. http://www.energy.ca.gov/almanac/naturalgas_data/

[15] SoCalGas. https://www.socalgas.com/smart-energy/reliable-natural-gas-for-the-future

[16] 2016 California Gas Report, prepared by the California Gas and Electric Utilities, Table 1-SCG. https://www.socalgas.com/regulatory/documents/cgr/2016-cgr.pdf.

[17] 2016 California Gas Report, prepared by the California Gas and Electric Utilities, pg. 64. https://www.socalgas.com/regulatory/documents/cgr/2016-cgr.pdf.

[18] California Energy Commission, California Gasoline Data, Facts, and Statistics. http://www.boe.ca.gov/sptaxprog/reports/MVF_10_Year_Report.pdf

[19] California Energy Commission, Diesel Fuel Data, Facts, and Statistics. http://www.boe.ca.gov/sptaxprog/reports/Diesel_10_Year_Report.pdf.

[20] California Energy Commission, California Annual Retail Fuel Outlet Report Results (CEC-A15) Spreadsheets. http://www.energy.ca.gov/almanac/transportation_data/gasoline/2015_A15_Results.xlsx.

5.2.3 Environmental Impacts

The following impact analysis addresses thresholds of significance for energy conservation.

Impact 5.2-1: **Involve the wasteful, inefficient, and unnecessary consumption of energy, especially fossil fuels such as coal, natural gas, and petroleum, associated with Project design, Project location, the use of electricity and/or natural gas, and/or the use of fuel by vehicles anticipated to travel to and from the Project. [Threshold ENE-1]**

Construction Impacts

Project construction would require minor demolition, grading, utility installation, foundation construction, building construction, paving, and landscaping installation. All construction would be typical for the region and building type. During construction, energy would be consumed in the form of petroleum-based fuels (i.e., gasoline and diesel) used to power off-road construction vehicles and equipment on the Project site, for construction worker travel to and from the Project site, as well as for delivery truck trips; and to operate generators to provide temporary power for lighting and electronic equipment. The manufacturing of construction materials used by the proposed Project would also involve energy use. Due to the large number of materials and manufacturers involved in the production of the construction materials that may be used for the Project, upstream energy use cannot be reasonably estimated. However, it is reasonable to assume that manufacturers of building materials such as concrete, steel, etc., would employ all reasonable energy conservation practices in the interest of minimizing the cost of doing business and to support the District's design and energy efficiency standards.[21] Furthermore, neither the City of Los Angeles nor the District has control over or the ability to influence energy resource use by the manufacturers of construction materials. Therefore, this analysis does not evaluate upstream energy use.

The average annual and total consumption of gasoline and diesel fuel during Project construction was estimated using the same assumptions and factors from CalEEMod that were used in estimating construction air emissions in the Initial Study (see Appendix A). A total of approximately 297,155 gallons of fuel would be consumed by construction equipment during construction of the Project. Additionally, 18,196 gallons of fuel for workers and 12,479 gallons of fuel for soil haul trucks traveling to and from the school (see Appendix D of this EIR for calculations).

Construction activities would not consume measurable amounts of electricity or natural gas. Although construction would consume fuel energy resources, construction activities would be temporary and would cease at the end of construction. Therefore, there would be no long-term energy impacts associated with construction activities.

Required compliance with Collaborative for High Performance Schools (CHPS) criteria and LAUSD Standard Conditions of Approval the Project would incorporate energy efficiency measures during construction.

[21] LAUSD (Facilities Services Division). 2016. School Design Guide. Available at: http://www.laschools.org/new-site/asset-management/school-design-guide.

- SC-AQ-2: Requires properly tuned and maintained construction equipment; these use less fuel than unmaintained equipment.

- SC-AQ-3: Requires the use of Tier 3 (model year 2006 or newer) and Tier 4 (model year 2008 or newer) emission limits for engines between 50 and 750 horsepower; these engines are more fuel efficient than older models. It also requires restricting non-essential diesel engine idle time; using construction equipment with the minimum engine size uses less gas than larger engines; a trip reduction plan for construction employees to encourage carpooling, and shuttle service to and from retail services and food establishments during lunch hours thereby reducing the number of cars and amount of gas used by construction workers.

Diesel motor vehicle idling limits and construction equipment maintenance is also required under the Air Resources Board's Airborne Toxic Control Measures.[22]

For the reasons discussed above, the proposed Project would not involve the inefficient, wasteful, and unnecessary use of energy during construction and the construction-phase impact related to energy consumption would be less than significant.

Operational Impacts

The existing school has 2,100 students in grades 4 to 12. The proposed Project would replace the portable classrooms with a new two-story elementary school building; rebuild the gymnasium; replace aging classroom buildings; and replace the lunch shelter. There would be no increase in capacity or enrollment with the Project, and therefore no net increase in vehicular trips. The proposed Project includes infrastructure improvements but the improvements would not change existing operations at the school. The school would continue to house the existing school programs and continue to serve the same current and future students after Project completion. No changes to operations including 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 and no Project-related impacts would occur.

The proposed Project would reduce the fuel and energy consumption on campus by incorporating the current building codes. The new buildings are required to comply with California Code of Regulations (CCR) Title 24, which establishes Building Energy Efficiency Standards (Part 6) and CALGreen (Part 11). Compliance with these standards ensures a 35 percent increase in building energy efficiency compared to 2008 standards. Additionally, implementation of the CHPS Prerequisite Criteria and other criteria; buildings that are solar ready, automatic shut-off controls for indoor lighting, reduced water use with low-flow fixtures, and restrictions on bus idling, will further reduce energy consumption at the campus. LAUSD Standard Conditions of Approval that would be incorporated into the proposed Project include:

- SC-GHG-1, SC-GHG-2, SC-GHG-3, and SC-GHG-4: Requires water conservation at the school through 1) regular preventative maintenance, 2) watering during early morning hours to reduce water loss

[22] 13 CCR Chapter 10 § 2485

from evaporation, 3) reset automatic sprinkler timers to water less during cooler months and rainy season, and 4) development of a water budget for landscape. Water conservation reduces the amount of energy required to process and deliver the water.

- SC-GHG-5: Requires that project design use at least 10 percent less energy than a standard design that is in minimum compliance with the CCR, Title 24, Part 6 (Building Energy Efficiency Standards).

Therefore, replacement of older buildings with new buildings that comply with CCR Title 24, CHPS criteria, and LAUSD Standard Conditions of Approval would reduce long-term energy use on the campus, which would have a beneficial impact on the environment.

For the reasons discussed above, the proposed Project would not involve the inefficient, wasteful, and unnecessary use of energy during the operation-phase of the Project, and impacts related to energy consumption would be less than significant.

5.2.4 Cumulative Impacts

"A cumulative impact consists of an impact which is created as a result of the combination of the project evaluated in the EIR together with other projects causing related impacts."[23]

The Proposed Project would not result wasteful, inefficient, or unnecessary use of energy during construction. The proposed Project consists of new construction which would reduce wasteful energy consumption at the existing campus by replacing the existing old utility systems with improved systems that achieve the current California Building Energy and Efficiency Standards (Title 24, Part 6) and CALGreen (Title 24, Part 11). Energy use from other related projects is unknown. Because this Project would not result in an inefficient, wasteful and unnecessary consumption of energy, its contribution would be less than significant and cumulative impacts would be less than significant.

5.2.5 Applicable Standard Conditions

LAUSD Standard Conditions of Approval

- LAUSD Standard Conditions of Approval SC-AQ-2, SC-AQ-4, and SC-GHG-1 through SC-GHG-5.

5.2.6 Level of Significance Before Mitigation

Impact 5.2 would be less than significant.

5.2.7 Mitigation Measures

No mitigation measures are required.

[23] CEQA Guidelines 15130. Discussion of Cumulative Impacts

5.2.8 Level of Significance After Mitigation

Impacts to energy conservation would be less than significant.

5. Environmental Analysis
ENERGY CONSERVATION

This page intentionally left blank.

6. Significant Unavoidable Adverse Impacts

As concluded in the individual topical sections of the Initial Study attached as Appendix A to this Draft EIR, with the exception of historic resources, no significant impacts would be anticipated as a result of the proposed Project. Chapter 5.1 of this Draft EIR found a significant impact related to historic resources.

CEQA Guidelines Section 15126.2(b) requires a discussion of any significant impacts that cannot be reduced to levels of insignificance. Although a mitigation measure has been identified, the Project would result in one impact (historic resource) that is significant and unavoidable even after implementation of the available, feasible mitigation measure as discussed in Chapter 5.1, *Cultural Resources*.

The SOCES campus, its 1954 era classroom buildings, and its original landscaping circulation features all retain integrity and are eligible for listing in the CRHR as a historic district. Therefore, the property is an historical resource for the purposes of Section 15064.5 of the California Environmental Quality Act Guidelines. The historic district appears to meet the criteria for listing in the CRHR.[1]

The original landscaping; concrete stage; brick walls; surviving pipe rails; and all contributing buildings (Administrative Building, Counseling Building; Library; Auditorium Building; Cafeteria; Student Store; Choral Music Building; Instrumental Music Building; Industrial Arts Buildings 1 and 2; Classroom Buildings A, B, and C; Sanitary Building D; Arts and Craft Building; Classroom F; Homemaking Building G; Classroom Buildings H, J, L, and M; the Physical Education Building; the Lath House; Agricultural Building; and Utility Building) is an intact 1954-1955 campus core design eligible for listing on the CRHR.

Project development would involve demolition of the Physical Education Building (Building 24) and buildings identified as significant elements of the SOCES Historic District: Industrial Arts Building 2 (Building 7), Classroom Building C (Building 10), the Instrumental Music Building (Building 10), and Classroom Building B (Building 9). The proposed Project would also remove covered concrete pathways considered fundamental to the campus plan.

The loss of the buildings and covered walkways represents a significant reduction of historic resources; therefore, would constitute a substantial adverse change pursuant to CEQA. Additionally, the construction of two-story buildings would disrupt the low-massing (one-story), the flow of the building placement and spatial relationships, the direct indoor-outdoor relationships as character-defining features of the historic district.

The historical significance of the campus as a historic district would be materially impaired, and the Project would result in a significant and unavoidable impact to SOCES. Due to the substantial adverse change in the significance of the school resulting from the demolition of the four historic buildings and changes to the historic hybrid finger- and cluster-plan site design, the following LAUSD Standard Conditions of Approval

[1] Sapphos Environmental Inc. 2017, April 6. Impact Analysis Report for Sherman Oaks Center for Enriched Studies, 18605 Erwin Street, Tarzana, California, 91355.

6. Significant Unavoidable Adverse Impacts

are incorporated to reduce adverse impacts: Due to the substantial adverse change in the significance of the school resulting from the demolition of four buildings and the construction of 2 two-story buildings and 2 one-story buildings, the following LAUSD Standard Conditions of Approval are incorporated to reduce adverse impacts: SC-CUL-1 (Historic Architect input), SC-CUL-2 (design and implementation historic preservation standards), and SC-CUL-3 (compliance with LAUSD and SOI standards), SC-CUL-4 (Recordation), SC-CUL-5 (Salvage of Features), and SC-CUL-6 (Salvage of Building Materials). These SCs will ensure that the history and significance of the buildings to be demolished and their relationship with the larger campus will be fully documented and that the character-defining features and materials of demolished buildings (as well as memorabilia and relevant items outlined by the school community that is capable of being preserved) will be salvaged and made available to the public for sale or reuse. To further document the history of the school, implementation of Mitigation Measure MM-CUL-1 would provide information to the public through a permanent interpretive exhibit. However, even with the incorporation of the SCs and MM-CUL-1, impacts to the historical resources at the school would remain significant and unavoidable.

7. Alternatives to the Project

7.1 INTRODUCTION

The CEQA requires that an EIR include a discussion of reasonable project alternatives that would "feasibly attain most of the basic objectives of the project, but which would avoid or substantially lessen any significant effects of the project, and evaluate the comparative merits of the alternatives."[1] This chapter identifies potential alternatives to the proposed Project and evaluates them, as required by CEQA.

Key provisions of the CEQA Guidelines on alternatives are summarized below to explain the foundation and legal requirements for the alternatives analysis in the EIR.[2]

- "The discussion of alternatives shall focus on alternatives to the project or its location which are capable of avoiding or substantially lessening any significant effects of the project, even if these alternatives would impede to some degree the attainment of the project objectives, or would be more costly."[3]

- "The specific alternative of 'no project' shall also be evaluated along with its impact."[4]

- "The no project analysis shall discuss the existing conditions at the time the Notice of Preparation (NOP) is published, and at the time the environmental analysis is commenced, as well as what would reasonably be expected to occur in the foreseeable future if the project were not approved, based on current plans and consistent with available infrastructure and community services. If the environmentally superior alternative is the 'no project' alternative, the EIR shall also identify an environmentally superior alternative among the other alternatives."[5]

- "The range of alternatives required in an EIR is governed by a 'rule of reason' that requires the EIR to set forth only those alternatives necessary to permit a reasoned choice. The alternatives shall be limited to ones that would avoid or substantially lessen any of the significant effects of the project."[6]

- "Among the factors that may be taken into account when addressing the feasibility of alternatives are site suitability, economic viability, availability of infrastructure, general plan consistency, other plans or regulatory limitations, jurisdictional boundaries, and whether the proponent can reasonably acquire,

[1] CEQA Guidelines Section 15126.6
[2] CEQA Guidelines Sections 15126.6(a) through (f)
[3] CEQA Guidelines Section 15126.6(b)
[4] CEQA Guidelines Section 15126.6(e)(1)
[5] CEQA Guidelines Section 15126.6(e)(2)
[6] CEQA Guidelines Section 15126.6(f)

control or otherwise have access to the alternative site (or the site is already owned by the proponent)."[7] The District also considers "educational programming" in the identification of a feasible project and alternatives on its campuses.

- "For alternative locations, "only locations that would avoid or substantially lessen any of the significant effects of the project need be considered for inclusion in the EIR."[8]

- "An EIR need not consider an alternative whose effect cannot be reasonably ascertained and whose implementation is remote and speculative."[9]

For each alternative to the Project, this analysis:

- Describes the alternative
- Analyzes the impact of the alternative compared to the proposed Project
- Identifies the impacts of the Project that would be avoided or lessened by the alternative
- Assesses whether the alternative would meet most of the basic Project objectives
- Evaluates the comparative merits of the alternative and the Project

Per the CEQA Guidelines Section 15126.6(d), additional significant effects of the alternatives are discussed in less detail than the significant effects of the Project as proposed.

7.2 STATEMENT OF OBJECTIVES

The following objectives have been established for the Project and will aid decision-makers in their review of the Project and Project alternatives.[10]

- Objective #1: Increase the safety and security of the staff and students through the campus modifications and configuration.

- Objective #2: Repair and seismically retrofit aging facilities while also bringing buildings to code to meet the Americans with Disabilities Act (ADA) programmatic access requirements.

- Objective #3: Upgrade buildings to include modern classroom spaces that can accommodate the California Department of Education's and District's standard classroom space of 960 square feet and modern technology and efficiencies including SOCES' priority and specialty campus programs such as multimedia computer technology, culinary arts, video/sound, and digital imaging which are designed to meet the educational needs of the students and operational needs of the campus.

[7] CEQA Guidelines Section 15126.6(f)(1)
[8] CEQA Guidelines Section 15126.6(f)(2)(A)
[9] CEQA Guidelines Section 15126.6(f)(3)
[10] The objectives are number for ease of reference; the order does not indicate any priority.

- Objective #4: Promote a healthier environment through the use of green technology.
- Objective #5: Design buildings and facilities that align with the current programmatic and operational needs of the campus while retaining or enhancing opportunities for future planning.
- Objective #6: Respect the history of the campus through the rehabilitation, retention and reuse of features that have been established as character-defining or otherwise relevant to the school community (i.e., current and former students, alumni, staff, etc.) to the extent feasible, while modernizing the campus to address the current needs of the campus.
- Objective #7: Limit the disruption of the educational experience of students during construction of the Project by limiting the number and/or duration of phases.

7.3 POTENTIALLY SIGNIFICANT IMPACTS OF THE PROJECT

A primary consideration in defining project alternatives is their potential to reduce or eliminate significant impacts and to meet most of the objectives. Pursuant to CEQA Guidelines Section 15126.6[b], alternatives to the proposed Project include those that are capable of avoiding or substantially lessening any significant effects of the Project, even if these alternatives would impede to some degree attainment of the Project objectives, or would be more costly.

- Due to the demolition of four contributing buildings (Buildings 5, 7, 9, and 10) to the Historic District, and the construction of 4 two-story buildings, SOCES's integrity of design, materials, workmanship, setting and feeling would be impacted and the Historic District would no longer be comprised of an intact, primarily one-story, post-war, indoor-outdoor, finger-and-cluster hybrid plan school (period of significance 1953–1955).[11] Therefore, following completion of the Project, SOCES would be ineligible for listing as a historic district on the CRHR due to the substantial loss of integrity. Removal of the Historic District would be a significant and unavoidable impact. Therefore, alternatives to the proposed Project analyzed in this chapter include those that are capable of avoiding or substantially lessening the impact to the Historic District.

7.4 ALTERNATIVES CONSIDERED AND REJECTED DURING THE PLANNING PROCESS

The following is a discussion of the alternatives considered during the scoping and planning process and the reasons why they were not selected for analysis in this EIR.

[11] Sapphos Environmental Inc. 2017, April 6. Impact Analysis Report for Sherman Oaks Center for Enriched Studies, 18605 Erwin Street, Tarzana, California, 91355.

7.4.1 Alternative Site

CEQA requires that the discussion of alternatives focus on alternatives to the Project or its location that are capable of avoiding or substantially lessening any significant effects of the Project. The key question and first step in the analysis is whether any of the significant effects of the Project would be avoided or substantially lessened by putting the Project in another location. Only locations that would avoid or substantially lessen any of the significant effects of the Project need be considered for inclusion in the EIR.[12]

Off-Site Alternative: As a campus modernization Project for an existing campus, an alternative off-site location is not a feasible option. The Project by design is intended to occur on the SOCES campus. Consequently, an alternative off-site site location was not a feasible alternative and would not meet the Project objectives. For these reasons, this alternative was not considered.

On-Site Alternatives: During the Project planning and design review process, various alternative building configurations were explored and presented to the school administration, staff, students, and parents; stakeholders; and the community as conceptual designs during meetings. These options included the construction of a new 3-story building and alternative setbacks and locations for one or two new buildings and the reconfiguration of the classrooms and undersized classrooms (some less than 700 square feet) in Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), and Instrumental Music Building (Building 5). However, due to site constraints and the constraints of the buildings (i.e., the existing structural systems in these buildings does not allow the enlargement or combining of the existing classrooms).

As an existing campus, the available spaces identified for new construction on the campus are limited. All alternate on-site locations would require the removal of permanent buildings or spaces on the campus that were comparable to, or the same as, the proposed Project without providing the same benefits (e.g. enhanced security, classrooms designed to accommodate the programmatic needs of the campus, sensitivity to the remaining historic resources). Through this process, it was determined that the proposed Project most closely aligned with the school's programmatic needs and Project objectives.

7.5 ALTERNATIVES SELECTED FOR FURTHER ANALYSIS

The following four options were determined to represent a reasonable range of alternatives, have the potential to feasibly attain most of the Project objectives, and may substantially lessen the significant effect of the Project.

- Alternative 1. No Project
- Alternative 2. Retain 2 Buildings: Physical Education Building (Building 24) and Instrumental Music Building (Building 5)

[12] CEQA Guidelines Section 15126(5)(B)(1).

- Alternative 3. Retain 3 Buildings: Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts Building #2 (Building 7)

- Alternative 4. Retain All 5 Buildings: Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24)

An EIR must identify an "environmentally superior" alternative and where the No Project Alternative is identified as environmentally superior, the EIR is then required to identify as environmentally superior an alternative from among the others evaluated. Each alternative's environmental impacts are compared to the proposed Project and determined to be environmentally superior, neutral, or inferior. Only those impacts found significant and unavoidable are used in making the determination of whether an alternative is environmentally superior or inferior to the proposed Project. Only the impacts involving cultural resources were found to be significant and unavoidable, as outlined in Section 7.3, *Potentially Significant Impacts of the Project*. Section 7.7, *Environmentally Superior Alternative*, identifies the alternative that was determined to be environmentally superior. The proposed Project is analyzed in detail in Chapter 5, *Environmental Analysis*, of this Draft EIR.

7.5.1 Comparison of Project Alternatives

Table 7-1 provides a comparison of the key campus facilities associated with each alternative and the proposed Project.

Table 7-1 Project Alternatives Description

Bldg No.	Project Components	Building Area (square feet)	Proposed Project	Alternative 1. No Project	Alternative 2. Retain 2 Buildings Physical Education Building (Building 24) and Instrumental Music Building (Building 5)	Alternative 3. Retain 3 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts Building #2 (Building 7)	Alternative 4. Retain All 5 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24)
1	Auditorium Building[1]	15,365	Remodel[3]	Not remodeled	Same as Project	Same as Project	Same as Project
2	Cafeteria Building[1]	8,365	No change	Same as Project	Same as Project	Same as Project	Same as Project
3	Student Store Building[1]	962	No change	Same as Project	Same as Project	Same as Project	Same as Project
4	Choral Music Building[1]	3,150	No change	Same as Project	Same as Project	Same as Project	Same as Project

7. Alternatives to the Project

Table 7-1 Project Alternatives Description

Bldg No.	Project Components	Building Area (square feet)	Proposed Project	Alternative 1. No Project	Alternative 2. Retain 2 Buildings Physical Education Building (Building 24) and Instrumental Music Building (Building 5)	Alternative 3. Retain 3 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts Building #2 (Building 7)	Alternative 4. Retain All 5 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24)
5	Instrumental Music Building [1]	2,156	Remove & Replace with 2-Story Classroom Complex – Science, Art, & Technology	Not removed	Not removed; Science / Industrial Arts Outdoor Social Space would not be constructed	Same as Project	Not removed
6	Industrial Arts Building #1[1]	6,908	No change	Same as Project	Same as Project	Same as Project	Same as Project
7	Industrial Arts Building #2[1]	6,046	Remove & Replace with 2-Story Classroom Complex – Science, Art, & Technology	Not removed	Same as Project	Not removed	Not removed
8	Classroom Building A[1]	4,973	No change	Same as Project	Same as Project	Same as Project	Same as Project
9	Classroom Building B[1]	5,416	Remove & Replace with 2-Story Classroom Complex – Science, Art, & Technology	Not removed	Same as Project	Not removed	Not removed
10	Classroom Building C[1]	3,258	Remove & Replace with 2-Story Classroom Complex – Science, Art, & Technology	Not removed	Same as Project	Not removed	Not removed
11	Library Building[1]	5,852	No change	Same as Project	Same as Project	Same as Project	Same as Project
12	Counseling Building[1]	4,874	Remodel[3]	Not remodeled	Same as Project	Same as Project	Same as Project
13	Administrative Building[1]	3,228	Remodel and 90 sf of new construction[3]	Not remodeled and no new construction	Same as Project	Same as Project	Same as Project

Table 7-1 Project Alternatives Description

Bldg No.	Project Components	Building Area (square feet)	Proposed Project	Alternative 1. No Project	Alternative 2. Retain 2 Buildings Physical Education Building (Building 24) and Instrumental Music Building (Building 5)	Alternative 3. Retain 3 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts Building #2 (Building 7)	Alternative 4. Retain All 5 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24)
14	Sanitary Building D[1]	2,789	Remodel[3]	Not remodeled	Same as Project	Same as Project	Same as Project
15	Arts & Crafts Building E[1]	6,009	No change	Same as Project	Same as Project	Same as Project	Same as Project
16	Classroom Building F[1]	5,953	No change	Same as Project	Same as Project	Same as Project	Same as Project
17	Homemaking Building G[1]	4,860	No change	Same as Project	Same as Project	Same as Project	Same as Project
18	Classroom Building H[1]	2,507	No change	Same as Project	Same as Project	Same as Project	Same as Project
19	Classroom Building J[1]	4,764	No change	Same as Project	Same as Project	Same as Project	Same as Project
20	Classroom Building K[1]	6,615	Remodel[3]	Not remodeled	Same as Project	Same as Project	Same as Project
21	Classroom Building L[1]	5,515	Remodel[3]	Not remodeled	Same as Project	Same as Project	Same as Project
22	Classroom Building M[1]	3,008	No change	Same as Project	Same as Project	Same as Project	Same as Project
23	Classroom Building N	3,979	No change	Same as Project	Same as Project	Same as Project	Same as Project
24	Physical Education Building[2]	24,076	Remove & Replace with Science Classroom Complex East Wing	Not removed	Not removed	Same as Project	Not removed
25	Lath House[2]	1,344	No change	Same as Project	Same as Project	Same as Project	Same as Project
26	Agriculture Classroom Building[2]	1,504	No change	Same as Project	Same as Project	Same as Project	Same as Project
27	Utility Building[2]	2,195	No change	Same as Project	Same as Project	Same as Project	Same as Project
28	Gardener's Building	104	No change	Same as Project	Same as Project	Same as Project	Same as Project
29	Storage Unit	360	No change	Same as Project	Same as Project	Same as Project	Same as Project

7. Alternatives to the Project

Table 7-1 Project Alternatives Description

Bldg No.	Project Components	Building Area (square feet)	Proposed Project	Alternative 1. No Project	Alternative 2. Retain 2 Buildings Physical Education Building (Building 24) and Instrumental Music Building (Building 5)	Alternative 3. Retain 3 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts Building #2 (Building 7)	Alternative 4. Retain All 5 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24)
30	Relocatable Building Aa-2742 (Classrooms & Storage)	1,833	Removed	Not removed	Same as Project	Same as Project	Same as Project
31	Relocatable Building Aa-1508 (Classrooms & Storage)	1,728	Removed	Not removed	Same as Project	Same as Project	Same as Project
32	Transportation Building K112	1,988	No change	Same as Project	Same as Project	Same as Project	Same as Project
33	Relocatable Building Aa-2198 (Classrooms)	1,792	Removed	Not removed	Same as Project	Same as Project	Same as Project
34	Relocatable Building Aa-2197 (Classrooms)	1,792	Removed	Not removed	Same as Project	Same as Project	Same as Project
35	Modular Building X3947 (Classrooms)	1,900	Removed	Not removed	Same as Project	Same as Project	Same as Project
36	Modular Building X2220 (Computer Lab)	950	Removed	Not removed	Same as Project	Same as Project	Same as Project
37	Modular Building X2207 (Classroom)	950	Removed	Not removed	Same as Project	Same as Project	Same as Project
	Lunch Shelter	3,567	Demolished	Not demolished	Same as Project	Same as Project	Same as Project
	Outdoor Spaces	90,600	Remodel[3]	Not constructed	Same as Project	Same as Project	Same as Project

Table 7-1 Project Alternatives Description

Bldg No.	Project Components	Building Area (square feet)	Proposed Project	Alternative 1. No Project	Alternative 2. Retain 2 Buildings Physical Education Building (Building 24) and Instrumental Music Building (Building 5)	Alternative 3. Retain 3 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts Building #2 (Building 7)	Alternative 4. Retain All 5 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24)
New Construction							
	Two -Story Science, Art, & Technology Complex (two buildings) (grades 7–12)[3]	48,000	West building replaces Classroom B (Building 9), Classroom C (Building 10), Industrial Arts #2 (Building 7), & Instrumental Music (Building 5)	Not constructed	Same as Project	Not constructed	Not constructed
	One-Story Elementary Classroom Complex (two buildings) (grades 4–6)[3]	18,000	Replaces portable buildings	Not constructed	Same as Project	Same as Project	Same as Project
	Gymnasium[3]	40,000	Replaces asphalt play yard	Not constructed	Not constructed	Same as Project	Not constructed
	Lunch Shelter[3]	3,567	Replaces Lunch Shelter	Not constructed	Same as Project	Same as Project	Same as Project
	Filed House/Toilet Building	2,000	Replaces storage in Gymnasium	Not constructed	Same as Project	Same as Project	Same as Project

Note:
sf = Square footage
[1] Contributing character-defining building
[2] Least-contributing character-defining building
[3] Full description is in Chapter 4, *Project Description* of this EIR.

Table 7-2 provides a comparison of which Project objectives are met by the proposed Project and the alternatives.

7. Alternatives to the Project

Table 7-2 Project Objectives Assessment

Project Objective	Proposed Project	Alternative 1. No Project	Alternative 2. Retain 2 Buildings Physical Education Building (Building 24) and Instrumental Music Building (Building 5)	Alternative 3. Retain 3 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts Building #2 (Building 7)	Alternative 4. Retain All 5 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24)
Objective #1: Increase the safety and security of the staff and students through the campus modifications and configuration.	Yes	No	Yes	No	No
Objective #2: Repair and seismically retrofit aging facilities while also bringing buildings to code to meet the ADA programmatic access requirements.	Yes	No	Yes	No	No
Objective #3: Upgrade buildings to include classroom spaces that can accommodate the District's standard classroom space of 960 square feet and modern technology and efficiencies including SOCES's priority and specialty campus programs such as multimedia computer technology, culinary arts, video/sound, and digital imaging which are designed to meet educational needs of the students and campus.	Yes	No	No	No	No
Objective #4: Promote a healthier environment through the use of green technology.	Yes	No	Yes	No	No
Objective #5: Design buildings and facilities that align with the current programmatic and operational needs of the campus while retaining or enhancing opportunities for future planning.	Yes	No	No	No	No
Objective #6: Respect the history of the campus through the rehabilitation, retention and reuse of features that have been established as character-defining or otherwise relevant to the school community (i.e., current and former students, alumni, staff, etc.) to the extent feasible, while modernizing the campus to address the current needs of the campus.	Yes	Yes	Yes	Yes	Yes

Table 7-2 Project Objectives Assessment

Project Objective	Proposed Project	Alternative 1. No Project	Alternative 2. Retain 2 Buildings Physical Education Building (Building 24) and Instrumental Music Building (Building 5)	Alternative 3. Retain 3 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts Building #2 (Building 7)	Alternative 4. Retain All 5 Buildings Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24)
Objective #7: Limit the disruption of the educational experience of students during construction of the Project by limiting the number and/or duration of phases.	Yes	Yes	Yes	Yes	Yes

7.5.2 Alternative 1. No Project Alternative

CEQA Guidelines require the analysis of a No Project Alternative. This analysis must discuss the existing site conditions as well as what would be reasonably expected to occur in the foreseeable future based on any current plans if the Project were not approved. The No Project Alternative must be consistent with available infrastructure and community services. This discussion compares the environmental effects of the campus and school program remaining in their existing states against the environmental effects that would occur if the Project were approved.

Under the No Project Alternative, the Project would not occur at SOCES. The proposed modernization activities and campus-wide improvements would not be completed and the campus would remain in its current state. No physical changes would occur on the campus. Students would continue to attend classes in outdated portable buildings. Additionally, students would continue to attend classes in undersized classrooms in Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), and Instrumental Music (Building 5) that do not accommodate the needs of the educational programs at the campus and do not comply with the California Department of Education's or District's standard classroom space of 960 square feet. All buildings and facilities, including the Physical Education Building (Building 24), would remain in their current place on-site without any upgrades or modifications. Utilities and buildings would continue to operate in an inefficient manner (e.g., water and electricity). The No Project Alternative would not incorporate any of the structural seismic strengthening or ADA improvements that are required for this campus.

7.5.3 Alternative 2. Retain 2 Buildings: Physical Education Building (Building 24) and Instrumental Music Building (Building 5)

Under Alternative 2, the District would retain the least-contributing Physical Education Building (Building 24) and the Instrumental Music (Building 5), a character-defining building that contributes to the eligibility of the campus as a historic district. Instead of demolition and removal, Alternative 2 would modernize, seismically

retrofit, and renovate these buildings in a manner that is consistent with the Secretary of the Interior's (SOI) Standards. The significant and unavoidable impact to historic resources associated with loss of these buildings would be avoided. However, students would continue to attend classes in undersized classrooms in Building 5 that do not accommodate the needs of the educational programs at the campus and do not meet the California Department of Education's or District's standard classroom space of 960 square feet, since the existing structural system does not allow the enlargement or combining of undersized classrooms in Building 5.[13] In addition, the Physical Education Building was originally designed for a middle school and is undersized for high school use. All work would be completed in compliance with the SOI Standards and the LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under SC-CUL-1, -2, and -3.[14] Also, because Instrumental Music (Building 5) would be retained; space for the proposed Science/Industrial Arts Outdoor Social Space would not be available.

Similar to the proposed Project, Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7), all of which contribute to the historic district, would be demolished and replaced by the West Building of the two-story Science, Art, & Technology Complex would be constructed. Because the Physical Education Building would be retained, the East Building of the Science, Art, & Technology Complex would not be constructed.

The Elementary Classroom Complex would be constructed similar to the proposed Project including the removal of non-contributing Portable Buildings #30, 31, 33, 34, 35, and 36, and the construction of the Lunch Shelter. Additionally, other campus-wide improvements would be comparable to those of the proposed Project.

7.5.4 Alternative 3. Retain 3 Buildings: Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts Building #2 (Building 7)

Under Alternative 3, the District would retain Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7); all three are character-defining buildings that contribute to the eligibility of the campus as a historic district. Instead of demolition and removal, Alternative 3 would modernize, seismically retrofit, and renovate these buildings in a manner that is consistent with the Secretary of the Interior's (SOI) Standards. The significant and unavoidable impact to historic resources associated with loss of these buildings would be avoided. However, students would continue to attend classes in undersized classrooms in these buildings that do not accommodate the needs of the educational programs at the campus and do not meet the California Department of Education's or District's standard classroom space of 960 square feet, since the existing structural system does not allow the enlargement or combining of undersized

[13] California Department of Education. 2000. Guide to School Site Analysis and Development (2000 Edition). Available at: https://www.cde.ca.gov/ls/fa/sf/guideschoolsite.asp. Accessed December 2017.

[14] LAUSD (SWCA). 2015, January. Los Angeles Unified School District Design Guidelines and Treatment Approaches for Historic Schools. http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/135/pdf%20files/Final_Design_Guidelines.pdf

classrooms in these buildings.[15] All work would be completed in compliance with the SOI Standards and the LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under SC-CUL-1, -2, and -3.[16] Because Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7) would remain on the campus, space for new buildings would not be available and the new Science, Art, & Technology Complex would not be constructed. Similar to the proposed Project, Instrumental Music (Building 5) would be demolished.

The least-contributing Physical Education Building (Building 24) would be demolished, and a new Gymnasium would be constructed as described in the proposed Project. The Elementary Classroom Complex would be constructed similar to the proposed Project including the removal of non-contributing Portable Buildings #30, 31, 33, 34, 35, and 36, and the construction of the Lunch Shelter. Additionally, other campus-wide improvements would be comparable to those of the proposed Project.

7.5.5 Alternative 4. Retain All 5 Buildings: Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), Instrumental Music Building (Building 5), and Physical Education Building (Building 24)

Under Alternative 4, the District would retain Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), and Instrumental Music (Building 5). All four are character-defining buildings that contribute to the eligibility of the campus as a historic district. Alternative 4 would also retain the Physical Education Building (Building 24). Instead of demolition and removal, Alternative 4 would modernize and renovate these buildings. All work would be completed in compliance with the SOI Standards and the LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under SC-CUL-1, -2, and -3.[17] The significant and unavoidable impact to historic resources associated with loss of these buildings would be avoided. Because Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), Instrumental Music (Building 5), and Physical Education Building (Building 24) would remain on the campus, space for new buildings would not be available, and therefore, the Science, Art, & Technology Complex.

The interior of Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), and Instrumental Music (Building 5) would be redesigned, but would not provide the educational programming capabilities and classrooms would be undersized.

The least-contributing character-defining Physical Education Building (Building 24) would not be demolished, and the new Gymnasium would not be constructed. The Physical Education Building would remain undersized for high school use.

[15] California Department of Education. 2000. Guide to School Site Analysis and Development (2000 Edition). Available at: https://www.cde.ca.gov/ls/fa/sf/guideschoolsite.asp. Accessed December 2017.

[16] LAUSD (SWCA). 2015, January. Los Angeles Unified School District Design Guidelines and Treatment Approaches for Historic Schools. http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/135/pdf%20files/Final_Design_Guidelines.pdf

[17] LAUSD (SWCA). 2015, January. Los Angeles Unified School District Design Guidelines and Treatment Approaches for Historic Schools. http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/135/pdf%20files/Final_Design_Guidelines.pdf

The Elementary Classroom Complex would be constructed similar to the proposed Project including the removal of non-contributing Portable Buildings #30, 31, 33, 34, 35, and 36, and the construction of the Lunch Shelter. Additionally, other campus-wide improvements would be comparable to those of the proposed Project.

7.6 ALTERNATIVES ANALYSIS

7.6.1 No Project Alternative

Under the No Project Alternative, the Project would not occur at SOCES. The proposed modernization activities and campus-wide improvements would not be completed and the campus would remain in its current state. No physical changes would occur on the campus. The No Project Alternative would avoid demolition of historic buildings. This alternative would not incorporate any of the structural seismic strengthening or ADA improvements that are required for this campus although it would be anticipated that standard ongoing maintenance would occur without the proposed Project.

The existing buildings and landscapes would deteriorate (most noticeably cosmetically as nonessential maintenance and repairs are deferred).

Historic Resources

This alternative would not involve demolition or alterations to existing historic buildings. Only critical repairs needed for health and safety would be addressed on an as-needed basis. However, because these buildings are already some of the oldest in the District, they would deteriorate and may lose some essential defining features. These features could be repaired later when a safety issue arises. Because physical damage and demolition cause the greatest impacts to historic districts and buildings, under the No Project Alternative impacts to historical resources would be significantly reduced, but in the long run some age-related damage may occur.

Objectives

Alternative 1 would not meet Project Objectives #1, #2, #3, #4, and #5:

- Objective #1: Increase the safety and security of the staff and students through the campus modifications and configuration.

- Objective #2: Repair and seismically retrofit aging facilities while also bringing buildings to code to meet the ADA programmatic access requirements.

- Objective #3: Upgrade buildings to include modern classroom spaces that can accommodate the California Department of Education's and District's standard classroom space of 960 square feet and modern technology and efficiencies including SOCES's priority and specialty campus programs such as multimedia computer technology, culinary arts, video/sound, and digital imaging which are designed to meet the educational needs of the students and operational needs of the campus.

- Objective #4: Promote a healthier environment through the use of green technology.

- Objective #5: Design buildings and facilities that align with the current programmatic and operational needs of the campus while retaining or enhancing opportunities for future planning.

This alternative would not meet five of the Project objectives because no improvements or new building construction would occur on campus. This alternative would not increase safety and security because the campus would not be modified to create more open spaces and visual access between buildings, since all buildings would remain on campus. None of the campus buildings would be repaired or seismically retrofit. Additionally, Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts Building #2 (Building 7), and Instrumental Music Building (Building 5) would remain undersized and would not meet the California Department of Education's and the District's standard classroom space of 960 square feet. These buildings and the Physical Education Building (Building 24) would not accommodate the programmatic needs of the campus. New classroom buildings would not be constructed so green technology would not be employed.

This alternative would meet Objectives #6 and #7:

- Objective #6: Respect the history of the campus through the rehabilitation, retention and reuse of features that have been established as character-defining or otherwise relevant to the school community (i.e., current and former students, alumni, staff, etc.) to the extent feasible, while modernizing the campus to address the current needs of the campus.

- Objective #7: Limit the disruption of the educational experience of students during construction of the Project by limiting the number and/or duration of phases.

- The No Project Alternative would not entail any physical changes to the campus. In doing so, there would be no potential alternatives or modifications to the historic buildings or historic district. Additionally, because this alternative does not entail construction, students would not be disrupted during construction.

Conclusion

Significant and unavoidable Project-related historic resource impacts would be eliminated; therefore, No Project Alternative would be superior to the Project.

Additionally, this alternative would meet two of the Project objectives to: Respect the history of the campus through the character-defining features through rehabilitation, retention and reuse of features that have been established as character-defining or otherwise relevant to the school community (i.e., current and former students, alumni, staff, etc.) to the extent feasible, while modernizing the campus to address the current needs of the campus (Objective #6) and limit the disruption of the educational experience of students during construction of the Project by limiting the number and/or duration of phases (Objective #7).

However, this alternative would not meet Project Objectives #1 through #5 or the goals or objectives for the SUP. The security, programmatic, accessibility, and seismic stability challenges that are associated with the current campus would remain unresolved.[18,19,20] Approximately 18 percent of the current classrooms are in portable buildings. The principal goal of the SUP is to improve deteriorating, aging, and outdated conditions at existing schools.[21] This includes the replacement of temporary portable classrooms with permanent classrooms.[22,23] Campus challenges would remain: site constraints and limited visibility throughout the campus; incompatible programmatic spacing on the campus (including the undersized classrooms in the Classroom Building B, Classroom Building C, Industrial Arts Building #2, and Instrumental Music Building; limited path of travel/ADA-related accessibility; energy inefficiencies, and non-compliance with structural and non-structural issues in the Classroom Building B, Classroom Building C, Industrial Arts Building #2, and Instrumental Music Building, and the Physical Education Building. Additionally, this alternative would not align with the Board-approved goals and principles and core objectives. It is for these reasons that this alternative would not be feasible.

7.6.2 Alternative 2. Retain 2 Buildings: Physical Education Building (Building 24) and Instrumental Music (Building 5)

Under Alternative 2, the District would retain the least-contributing Physical Education Building (Building 24) and the Instrumental Music (Building 5), a character-defining building that contributes to the eligibility of the campus as a historic district. Instead of demolition and removal, this alternative would modernize, seismically retrofit, and renovate these buildings, to the extent feasible.

Historic Resources

Under Alternative 2, the classrooms in the Instrumental Music (Building 5) would remain undersized and would not meet the California Department of Education's and the District's standard classroom space of 960 square feet. Additionally, the building does not accommodate the programmatic needs of the campus (e.g. multimedia computer technology, culinary arts, video/sound, and digital imaging, etc.) which require particular building and classroom infrastructure, layouts, and arrangements. Redesigning the building's interiors, would require eliminating spaces within the existing building and would not provide enough classroom space to accommodate existing student enrollment. Additionally, the existing structural layout of the building will not allow for the expansion of classrooms to meet current District educational specifications and programming requirements.

[18] California Education Code 17280 & 81130 *et seq*. Field Act
[19] Assembly Bill (AB) 300. 1999. Seismic Safety Schools.
[20] United States Department of Justice. The Americans with Disabilities Act of 1990 and Revised Regulations Implementing Title II and Title III. https://www.ada.gov/2010_regs.htm
[21] LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Page 8.
[22] LAUSD. 2015. Update on Portable Classroom Use at LAUSD. https://boe.lausd.net/sites/default/files/04-09-15BFAPortableOverview.pdf
[23] LAUSD. 2015. School Upgrade Program Final Environmental Impact Report, http://achieve.lausd.net/ceqa. Adopted by the Board of Education on November 10, 2015.

Under Alternative 2, the Physical Education Building would be retained and rehabilitated, but since it was originally designed for a middle school, it would remain undersized for high school use and provide inadequate programming facilities for a high school curriculum. The East Building of the Science, Art, & Technology Complex would not be constructed.

Additionally, the Instrumental Music (Building 5) would be retained and rehabilitated, the West Building of the Science, Art, & Technology Complex would be constructed, and Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7) would be demolished.

Alternative 2 would result in the partial loss of two fingers of the plan along with their canopied walkways, thereby resulting in an adverse impact on the finger-and-cluster hybrid plan site design. The two-story West Building and L-shape would disrupt the low-massing (one-story), the flow of the building placement and spatial relationships, the direct indoor-outdoor relationships, and the wide straight concrete pathways as character-defining features of the historic district. This alternative would result in a significant impact to the historic district and impacts would remain significant and unavoidable.

Objectives

Alternative 2 would not meet Project Objectives #3 and #5:

- Objective #3: Upgrade buildings to include modern classroom spaces that can accommodate the California Department of Education's and District's standard classroom space of 960 square feet and modern technology and efficiencies including SOCES's priority and specialty campus programs such as multimedia computer technology, culinary arts, video/sound, and digital imaging which are designed to meet the educational needs of the students and operational needs of the campus.

- Objective #5: Design buildings and facilities that align with the current programmatic and operational needs of the campus while retaining or enhancing opportunities for future planning.

Alternative 2 would not fully meet two of the Project objectives because Instrumental Music Building (Building 5) and Physical Education Building (Building 24) would remain on campus and would remain undersized and would not meet the California Department of Education's and the District's standard classroom space of 960 square feet. Additionally, Physical Education Building would not accommodate the programmatic needs of the campus.

This alternative would meet Project Objectives #1, #2, #4, #6, and #7:

- Objective #1: Increase the safety and security of the staff and students through the campus modifications and configuration.

- Objective #2: Repair and seismically retrofit aging facilities while also bringing buildings to code to meet the ADA programmatic access requirements.

- Objective #4: Promote a healthier environment through the use of green technology.

- Objective #6: Respect the history of the campus through the rehabilitation, retention and reuse of features that have been established as character-defining or otherwise relevant to the school community (i.e., current and former students, alumni, staff, etc.) to the extent feasible, while modernizing the campus to address the current needs of the campus.

- Objective #7: Limit the disruption of the educational experience of students during construction of the Project by limiting the number and/or duration of phases.

Alternative 2 would retain two buildings. The remaining aspects of this alternative would be the same as the proposed Project, except for the construction of East Building of the Science, Art, & Technology Complex, the Gymnasium, and open space area. This alternative would meet most of the Project objectives because of significant campus improvements, including construction of the West Building of the Science, Art, & Technology Complex, the Elementary Classroom Complex, lunch shelter and removal of portable buildings. This alternative would repair and seismically retrofit all buildings required, except those being demolished. Constructing three new classroom buildings would increase safety and security, and would limit the students' disruption during construction.

Conclusion

The significant and unavoidable Project-related historic resource impact would remain. However, because Alternative 3 would reduce demolition of historic buildings, it is superior to the Project.

Under Alternative 2, the District would retain the least-contributing Physical Education Building (Building 24) and the Instrumental Music (Building 5), a character-defining building that contributes to the eligibility of the campus as a historic district. Instead of demolition and removal, this alternative would modernize, seismically retrofit, and renovate these buildings, to the extent feasible. All new building construction work would be completed in compliance with the SOI Standards and LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under Standard Condition of Approval SC-CUL-1, -2, and -3. However, the campus would not remain eligible for the CRHR, and impacts would remain significant and unavoidable. Additionally, this alternative would not meet the California Department of Education's and District's standard 960-square-foot classroom size, nor would it provide the necessary facilities for the current and future operational and programmatic needs of the campus.

Alternative 2 would meet five of the seven Project Objectives. This alternative would not meet Objectives #3 and #5 or the goals or objectives for the SUP. Although some campus issues would be resolved by replacement of the Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7) and the portable buildings, the undersized classrooms in Building 5 would remain. Instrumental Music and the Physical Education Building would continue to operate with energy usage inefficiencies which can be both costly and environmentally impactful. Finally, existing building and access structural and non-structural compliance challenges in the Instrumental Music and the Physical Education Building would remain. This alternative would not have the ability to be feasibly incorporated, and it would not align with the Board-approved goals and principles and core objectives. It is for these reasons that this alternative would not be feasible.

7.6.3 Alternative 3. Retain 3 Historic Buildings: Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7)

Under Alternative 3, the District would retain Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7); three character-defining buildings that significantly contribute to the eligibility of the campus as a historic district. Instead of demolition and removal, Alternative 3 would modernize, seismically retrofit, and renovate these buildings, to the extent feasible. All work would be completed in compliance with the SOI Standards and the LAUSD Design Guidelines and Treatment. The remaining elements would be the same as the proposed Project.

Historic Resources

The classrooms in the Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7) are all undersized and do not meet the California Department of Education's and the District's standard classroom space of 960 square feet. The existing structural layout will not allow expansion of classrooms to current District educational specifications and programming requirements.

Three new buildings — East Building of the Science, Art, and Technology Complex (two-story building) and the new Elementary Classroom Complex (2 one-story buildings) — would run along the northern border between the athletic fields and the historic main campus core and its primary circulation and classroom area. Although the East Building would be two-stories it would be located on the site of the 1.5-story Gymnasium; therefore the difference in height would not be significant. Also, this location is outside, north of, the historic core and would not disrupt the flow of the building placement and spatial relationships, or the character-defining features of the historic district, or the hybrid finger-and-cluster plan. The historical significance of the campus as a historic district would not be impacted.

Construction of the new Gymnasium, the East Building of the Science, Art, & Technology Complex, the Elementary Classroom Complex, and the Science/Industrial Arts Outdoor Social Space, would comply with the LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under Standard Condition of Approval SC-CUL-1, -2, and -3. Alternative 3 would result in a less than significant impact.

Objectives

Alternative 3 would not meet Project Objectives #1, #2, #3, #4, and #5:

- Objective #1: Increase the safety and security of the staff and students through the campus modifications and configuration.

- Objective #2: Repair and seismically retrofit aging facilities while also bringing buildings to code to meet the ADA programmatic access requirements.

- Objective #3: Upgrade buildings to include modern classroom spaces that can accommodate the California Department of Education's and District's standard classroom space of 960 square feet and modern technology and efficiencies including SOCES's priority and specialty campus programs such as

multimedia computer technology, culinary arts, video/sound, and digital imaging which are designed to meet the educational needs of the students and operational needs of the campus.

- Objective #4: Promote a healthier environment through the use of green technology.

- Objective #5: Design buildings and facilities that align with the current programmatic and operational needs of the campus while retaining or enhancing opportunities for future planning.

Alternative 3 would not meet five of the seven Project Objectives. This alternative would not significantly increase safety and security because the campus would not be modified to create more open spaces. Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7) would remain undersized and would not meet the California Department of Education's and the District's standard 960-square-foot classroom size, and they would not accommodate the programmatic needs of the campus. New West Building would not be constructed, so green technology would not be employed.

This alternative would meet Project Objectives #6 and #7:

- Objective #6: Respect the history of the campus through the rehabilitation, retention and reuse of features that have been established as character-defining or otherwise relevant to the school community (i.e., current and former students, alumni, staff, etc.) to the extent feasible, while modernizing the campus to address the current needs of the campus.

- Objective #7: Limit the disruption of the educational experience of students during construction of the Project by limiting the number and/or duration of phases.

Alternative 3 would retain three buildings, and would construct the gymnasium, the East Building, and the Elementary Classroom Complex. This alternative would repair and seismically retrofit all buildings required, except and in doing so would respect the history of the campus and, by reducing construction, and would limit disruption of the educational experience during construction.

Conclusion

The significant and unavoidable Project-related historic resource impact would be eliminated; therefore Alternative 3 is superior to the Project.

Under Alternative 3, the District would retain Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7) all character-defining buildings that significantly contribute to the eligibility of the campus as a historic district. Instead of demolition and removal, this alternative would modernize, seismically retrofit, and renovate these buildings to the extent feasible (i.e., using the California Historic Building Code). All construction work would be completed in compliance with the SOI Standards and LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under Standard Condition of Approval SC-CUL-1, -2, and -3 for upgrades to the existing buildings and construction of the new buildings. The campus would not be reconfigured to provide the safety, security, accessibility, and other

programmatic and operational improvements that are associated with the proposed Project. Additionally, this alternative would meet two of the seven Project Objectives.

This alternative would not meet Project Objectives #1 through #5 or the goals or objectives for the SUP. The security, programmatic, accessibility, and seismic stability challenges that are associated with the current campus would remain unresolved. Specifically, the challenges related to: site constraints; incompatible programmatic spacing on the campus (including the undersized classrooms); limited path of travel/ADA-related accessibility; energy inefficiencies (which can be both costly and environmentally impactful); and structural and non-structural compliance challenges in the Classroom Building B (Building 9), Classroom Building C (Building 10), and Industrial Arts #2 (Building 7) would remain. This alternative would not have the ability to be feasibly incorporated, and it would not align with the Board-approved goals and principles and core objectives. It is for these reasons that this alternative would not be feasible.

7.6.4 Alternative 4. Retain All Buildings: Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), Instrumental Music (Building 5), and Physical Education Building (Building 24)

Under Alternative 4, the District would retain Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), Instrumental Music (Building 5), which are character-defining buildings that significantly contribute to the eligibility of the campus as a historic district. The Physical Education Building (Building 24) would also be retained. Instead of demolition and removal, Alternative 4 would modernize and renovate these buildings.

Historic Resources

Rather than demolishing and removing any of the historic buildings on campus, Alternative 4 would modernize and renovate these five historic buildings, to the extent feasible. Six portable buildings would be removed and a one-story Elementary Classroom Complex would be constructed to provide educational programming and standardized classroom spaces.

With the retention and rehabilitation of the Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), Instrumental Music (Building 5), and Physical Education Building (Building 24), the campus would remain eligible for the CRHR 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. Historic impacts would be less than significant.

Renovations and construction of the Elementary Classroom Complex would comply with the LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under Standard Condition of Approval SC-CUL-1, -2, and -3.

Objectives

Alternative 4 would not meet Project Objectives #1, #2, #3, #4, and #5:

- Objective #1: Increase the safety and security of the staff and students through the campus modifications and configuration.

- Objective #2: Repair and seismically retrofit aging facilities while also bringing buildings to code to meet the ADA programmatic access requirements.

- Objective #3: Upgrade buildings to include modern classroom spaces that can accommodate the California Department of Education's and District's standard classroom space of 960 square feet and modern technology and efficiencies including SOCES's priority and specialty campus programs such as multimedia computer technology, culinary arts, video/sound, and digital imaging which are designed to meet the educational needs of the students and operational needs of the campus.

- Objective #4: Promote a healthier environment through the use of green technology.

- Objective #5: Design buildings and facilities that align with the current programmatic and operational needs of the campus while retaining or enhancing opportunities for future planning.

Alternative 4 would not meet five of the seven Project Objectives. This alternative would not significantly increase safety and security because the campus would not be modified to create more open spaces. Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), Instrumental Music (Building 5), and Physical Education Building (Building 24), would remain undersized and would not meet the California Department of Education's and the District's standard 960-square-foot classroom size, and they would not accommodate the programmatic needs of the campus. New East and West Buildings and Gymnasium would not be constructed, so green technology would not be employed.

This alternative would meet Project Objectives #6 and #7:

- Objective #6: Respect the history of the campus through the rehabilitation, retention and reuse of features that have been established as character-defining or otherwise relevant to the school community (i.e., current and former students, alumni, staff, etc.) to the extent feasible, while modernizing the campus to address the current needs of the campus.

- Objective #7: Limit the disruption of the educational experience of students during construction of the Project by limiting the number and/or duration of phases.

Alternative 4 would retain five historic buildings, and would construct the Elementary Classroom Complex. This alternative would repair and seismically retrofit all buildings required, except and in doing so would respect the history of the campus and, by reducing construction, and would limit disruption of the educational experience during construction.

Conclusion

Overall, this alternative would reduce environmental impacts in comparison to the proposed Project by reducing the demolition of the historic buildings.

Under Alternative 4, the District would retain Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), Instrumental Music (Building 5), all character-defining buildings that significantly contribute to the eligibility of the campus as a historic district, along with the Physical Education Building (Building 24). Instead of demolition and removal, this alternative would modernize, seismically retrofit, and renovate these buildings to the extent feasible (i.e., using the California Historic Building Code). All construction work would be completed in compliance with the SOI Standards and LAUSD Design Guidelines and Treatment Approaches for Historic Schools as required under Standard Condition of Approval SC-CUL-1, -2, and -3 for upgrades to the five buildings and construction of the new buildings. The campus would not be reconfigured to provide the safety, security, accessibility, and other programmatic and operational improvements that are associated with the proposed Project. Additionally, this alternative would meet two of the seven Project Objectives. The significant and unavoidable Project-related historic resource impact would be eliminated.

This alternative would not meet Project Objectives #1 through #5 or the goals or objectives for the SUP. The security, programmatic, accessibility, and seismic stability challenges that are associated with the current campus would remain unresolved. Specifically, the challenges related to: site constraints; incompatible programmatic spacing on the campus (including the undersized classrooms); limited path of travel/ADA-related accessibility; energy inefficiencies (which can be both costly and environmentally impactful); and structural and non-structural compliance challenges in the Classroom Building B (Building 9), Classroom Building C (Building 10), Industrial Arts #2 (Building 7), Instrumental Music (Building 5), and Physical Education Building (Building 24) would remain. This alternative would not have the ability to be feasibly incorporated, and it would not align with the Board-approved goals and principles and core objectives. It is for these reasons that this alternative would not be feasible.

Conclusion

Significant and unavoidable Project-related historic resource impacts would be eliminated. Therefore, Alternative 4 would be environmentally superior to the Project. However, students would continue to attend classes in undersized classrooms that do not accommodate the contemporary needs of the educational programs at the campus. This alternative conflicts with LAUSD planning goals and does not meet Project objectives #1 through #5.

7.7 ENVIRONMENTALLY SUPERIOR ALTERNATIVE

CEQA requires a lead agency to identify the "environmentally superior alternative" and, in cases where the "No Project" Alternative is environmentally superior to the proposed Project, the environmentally superior development alternative must be identified. Alternative 4. Retain All Buildings, has been identified as "environmentally superior" to the proposed Project. This alternative would reduce historic resource impacts by not demolishing the four historic buildings and the Physical Education Building (Building 24). Under Alternative 4, the campus would remain eligible for the CRHR, and impacts to historic resources would be less than significant. However, this alternative would not meet five of the seven objectives and would not provide space or facilities that would accommodate the safety, security, accessibility, and other programmatic and operational improvements that are necessary for the campus.

7. Alternatives to the Project

This page intentionally left blank.

8. Impacts Found Not to Be Significant

8.1 INTRODUCTION

California Public Resources Code Section 21003 (f) states: "…it is the policy of the state that…[a]ll persons and public agencies involved in the environmental review process be responsible for carrying out the process in the most efficient, expeditious manner in order to conserve the available financial, governmental, physical, and social resources with the objective that those resources may be better applied toward the mitigation of actual significant effects on the environment." This policy is reflected in the State CEQA Guidelines Section 15126.2(a), which states that "[a]n EIR [Environmental Impact Report] shall identify and focus on the significant environmental impacts of the proposed project" and Section 15143, which states that "[t]he EIR shall focus on the significant effects on the environment."

8.2 CEQA INITIAL STUDY FINDINGS

The Initial Study prepared for the proposed Project in November 2017 determined that the impacts listed below would be less than significant. Consequently, they have not been further analyzed in this Draft EIR. Please refer to Appendix A for explanation of the basis of these conclusions. Impact categories and questions below are summarized directly from the CEQA Environmental Checklist, as contained in the Initial Study.

8. Impacts Found Not to Be Significant

Table 8-1 Impacts Found Not to Be Significant

Environmental Issues	Initial Study Determination
I. AESTHETICS. Would the Project:	
a) Have a substantial adverse effect on a scenic vista?	No Impact
b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?	No Impact
c) Substantially degrade the existing visual character or quality of the site and its surroundings?	Less Than Significant Impact
d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?	Less Than Significant Impact
II. AGRICULTURE AND FOREST 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 Dept. 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?	No Impact
b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?	No Impact
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
d) Result in the loss of forest land or conversion of forest land to non-forest use?	No Impact
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
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?	Less Than Significant Impact
b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?	Less Than Significant Impact
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
d) Expose sensitive receptors to substantial pollutant concentrations?	Less Than Significant Impact
e) Create objectionable odors affecting a substantial number of people?	Less Than Significant Impact
IV. BIOLOGICAL RESOURCES. Would the Project:	
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
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

8. Impacts Found Not to Be Significant

Table 8-1 Impacts Found Not to Be Significant

Environmental Issues	Initial Study Determination
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
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?	No Impact
e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?	No Impact
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
V. CULTURAL RESOURCES. Would the Project:	
b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to §15064.5?	Less Than Significant Impact
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	Less Than Significant Impact
d) Disturb any human remains, including those interred outside of dedicated cemeteries?	Less Than Significant 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.	Less Than Significant Impact
ii) Strong seismic ground shaking?	Less Than Significant Impact
iii) Seismic-related ground failure, including liquefaction?	Less Than Significant Impact
iv) Landslides?	No Impact
b) Result in substantial soil erosion or the loss of topsoil?	Less Than Significant Impact
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
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
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
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?	Less Than Significant Impact
b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?	Less Than Significant 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?	Less Than Significant Impact
b) Create a significant hazard to the public or the environment through reasonable foreseeable upset and accident conditions involving the release of hazardous materials into the environment?	Less Than Significant Impact

8. Impacts Found Not to Be Significant

Table 8-1 Impacts Found Not to Be Significant

Environmental Issues		Initial Study Determination
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
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
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?	No Impact
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
g)	Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	No Impact
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
IX. HYDROLOGY AND WATER QUALITY. Would the Project:		
a)	Violate any water quality standards or waste discharge requirements?	Less Than Significant Impact
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
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
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
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
f)	Otherwise substantially degrade water quality?	Less Than Significant Impact
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
h)	Place within a 100-year flood hazard area structures which would impede or redirect flood flows?	No Impact
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
j)	Inundation by seiche, tsunami, or mudflow?	No Impact
X. LAND USE AND PLANNING. Would the Project:		
a)	Physically divide an established community?	No Impact
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
c)	Conflict with any applicable habitat conservation plan or natural community conservation plan?	No Impact

Table 8-1 Impacts Found Not to Be Significant

Environmental Issues	Initial Study Determination
XI. MINERAL RESOURCES. Would the Project:	
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
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
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?	Less Than Significant Impact
b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?	Less Than Significant Impact
c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the Project?	Less Than Significant Impact
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
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
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
XIII. PEDESTRIAN SAFETY. Would the Project:	
a) Substantially increase vehicular and/or pedestrian safety hazards due to a design feature or incompatible uses?	Less Than Significant Impact
b) Create unsafe routes to schools for students walking from local neighborhoods?	Less Than Significant Impact
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
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)?	No Impact
b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?	No Impact
c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?	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, the 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?	Less Than Significant Impact
b) Police protection?	Less Than Significant Impact
c) Schools?	No Impact
d) Parks?	No Impact
e) Other public facilities?	No Impact

8. Impacts Found Not to Be Significant

Table 8-1 Impacts Found Not to Be Significant

Environmental Issues	Initial Study Determination
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?	No Impact
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
XVII. TRANSPORTATION/TRAFFIC. 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?	Less Than Significant Impact
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
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
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
e) Result in inadequate emergency access?	No Impact
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
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 is:	
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), or	No Impact
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.	No Impact
XIX. UTILITIES AND SERVICE SYSTEMS. Would the Project:	
a) Exceed waste water treatment requirements of the applicable Regional Water Quality Control Board?	Less Than Significant Impact
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
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
d) Have sufficient water supplies available to serve the Project from existing entitlements and resources or are new or expanded entitlements needed?	No Impact

8. Impacts Found Not to Be Significant

Table 8-1 Impacts Found Not to Be Significant

Environmental Issues		Initial Study Determination
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
f)	Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?	Less Than Significant Impact
g)	Comply with federal, state, and local statutes and regulations related to solid waste?	No Impact
XX. MANDATORY FINDINGS OF SIGNIFICANCE.		
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
c)	Does the Project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?	Less Than Significant Impact

8. Impacts Found Not to Be Significant

This page intentionally left blank.

9. Significant Irreversible Changes Due to the Proposed Project

Section 15126.2(c) of the CEQA Guidelines requires that an EIR describe any significant irreversible environmental changes that would be caused by implementation of the proposed Project. Specifically, the CEQA Guidelines state:

> Uses of nonrenewable resources during the initial and continued phases of the project may be irreversible since a large commitment of such resources makes removal or nonuse thereafter unlikely. Primary impacts and, particularly, secondary impacts (such as highway improvement which provides access to a previously inaccessible area) generally commit future generations to similar uses. Also, irreversible damage can result from environmental accidents associated with the project. Irretrievable commitments of resources should be evaluated to assure that such current consumption is justified.

The proposed improvements to the SOCES campus would entail the commitment of nonrenewable and/or slowly renewable energy sources such as gasoline, diesel fuel, and electricity; human resources; and natural resources such as lumber and other forest products; sand and gravel; asphalt; steel, copper, lead, other metals; and water. A very minor increased commitment of social services and public maintenance services (e.g., police, fire, sewer, water, solid waste, natural gas, and electricity services) would also be required. Such commitments are currently required for the operation of the existing 4th-12th grade magnet school but would be slightly increased due to the proposed Project. While not irreversible, the minor increased commitment of social and public maintenance services would not be a long-term obligation because following construction of the proposed Project, the increased any commitments would be expected to return back to the current status. In some instances, these commitments may be reduced with new buildings and proposed improvements that include efficiencies such as electricity and water and do not require the same levels of maintenance and up keep as the current buildings.

However, given the low likelihood that the Project site would revert to a less intense land use requiring less services, energy, or physical resources in the future, implementation of the proposed Project would generally commit future generations to the same environmental changes associated with the current school use.

9. Significant Irreversible Changes Due to the Proposed Project

This page intentionally left blank.

10. Growth-Inducing Impacts of the Proposed Project

Pursuant to Sections 15126(d) and 15126.2(d) of the CEQA Guidelines, this section is provided to examine ways in which the proposed Project could foster economic or population growth, or the construction of additional housing, either directly or indirectly, in the surrounding environment. Also required is an assessment of other projects that would foster other activities which could affect the environment, individually or cumulatively. To address this issue, potential growth-inducing effects will be examined through analysis of the following questions:

- Would this Project remove obstacles to growth, e.g., through the construction or extension of major infrastructure facilities that do not presently exist in the project area, or through changes in existing regulations pertaining to land development?

- Would this Project result in the need to expand one or more public services to maintain desired levels of service?

- Would this Project encourage or facilitate economic effects that could result in other activities that could significantly affect the environment?

- Would approval of this Project involve some precedent-setting action that could encourage and facilitate other activities that could significantly affect the environment?

Growth-inducing effects are presented to provide additional information on ways in which this Project could contribute to significant changes in the environment, beyond the direct consequences of developing the land use concept examined in the preceding sections of this EIR.

Would this Project remove obstacles to growth, e.g., through the construction or extension of major infrastructure facilities that do not presently exist in the project area, or through changes in existing regulations pertaining to land development?

Project implementation would not extend major infrastructure to places currently unserved by such facilities. The SOCES campus and its area are already developed and are being served by existing infrastructure such as water, sewer mains, electricity, and natural gas services. The SOCES campus is already operating as a 4th-12th grade magnet school and no land use changes in existing regulations would be required to implement the proposed Project.

10. Growth-Inducing Impacts of the Proposed Project

Would this Project result in the need to expand one or more public services to maintain desired levels of service?

The proposed Project would develop new structures that may increase requirements for facilities and personnel for fire protection and for police protection. However, the proposed Project would not increase the total District enrollment or the population in the District. The proposed Project would serve the existing SOCES population and programs and would not necessitate an immediate expansion of other services or facilities to maintain the current or desired levels of service. Therefore, project-related increases in requirements for facilities and personnel for fire protection and for police protection would not result in this growth-inducing impact.

Would this Project encourage or facilitate economic effects that could result in other activities that could significantly affect the environment?

During construction, a slight increase in the number of design, engineering, and construction-related jobs would be created. This would last until the Project's construction is completed and would be a direct, but temporary, growth-inducing impact of the Project. The proposed Project would primarily serve the existing school programs and would not encourage or facilitate long-term economic effects that could result in other environmental effects. The proposed Project would not result in this indirect growth-inducing effect.

Would approval of this Project involve some precedent-setting action that could encourage and facilitate other activities that could significantly affect the environment?

As previously noted, the Project site and its surrounding area, are already developed. The proposed Project consists of campus improvements, new buildings, and the removal of school buildings that are historically significant. This action would not promote growth because it involves the demolition and replacement of buildings within an existing school campus. Construction would not extend outside of the existing campus boundaries. Pressures to develop other land in the surrounding area would derive from regional economic conditions and market demands for housing, commercial, and industrial land uses that are not directly or indirectly influenced by the proposed Project. Approval of the proposed Project would not, therefore, involve a precedent setting action that could be applied to other properties and thereby encourage or facilitate growth that would not otherwise occur.

11. Persons Preparing this EIR

Lead Agency: Los Angeles Unified School District

Eimon Smith
CEQA Project Manager - Contract Professional.
Office of Environmental Health & Safety

Gwenn Godek
CEQA Advisor - Contract Professional.
Office of Environmental Health & Safety

CEQA Consultant: PlaceWorks

Dwayne Mears, AICP
Principal, School Facilities Planning

Alice Houseworth, AICP, LEED AP
Senior Associate/Project Manager

John Vang, JD
Associate, Air Quality and GHG

Michael Milroy
Associate

Justin Rickenbach
Planner

Cary Nakama
Graphic Artist

Gina Froelich
Senior Editor

Laura Muñoz
Document Specialist

11. Persons Preparing this EIR

This page intentionally left blank.