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4.1 LOCATION

The School Upgrade Program (SUP or proposed program) covers school projects within the entire Los Angeles Unified School District (District or LAUSD), which is the largest public school system (most students) in California and the second largest in the United States.

The District covers 710 square miles and encompasses most of the city of Los Angeles, along with all or portions of 31 cities and unincorporated areas of Los Angeles County (refer to Chapter 3 for detailed description of the project location)

4.2 BACKGROUND

LAUSD currently has approximately 700,000 students.¹ From 1980 to 2002, LAUSD student enrollment grew by more than 200,000 students—that number alone is larger than any other school district in California. For 30+ years there was very little funding to invest in new school facilities, and increased student attendance and overcrowding was addressed by:

- placing portable classrooms on school campuses
- instituting multi-track calendars
- busing students across the district to less crowded schools.

This practice further stressed aging and deteriorating school infrastructure at existing schools² and had a direct negative impact on students' academic performance and quality of life. This impact is described in detail in a number of recent studies and reports by academic professionals. By 2001, over 123,000 more students were enrolled in the District than it had two-semester seats for them to occupy.³ More than 15,000 students could not attend their neighborhood schools due to overcrowding and had to be bused to other campuses, sometimes more

¹ LAUSD, 2008, Measure Q, page 2. http://www.lavote.net/VOTER/PDFS/ELECTION_RELATED/11042008_MEASURE_Q.pdf.

² The School Upgrade Program PPT. Prepared by Audit, Budget & Facilities Committee. January 9, 2014. <http://laschoolboard.org/sites/default/files/SchoolConstructionBondSchoolUpgradeProgramOverview.pdf>.

³ See “Declaration of Gordon Wohlers,” dated September 5, 2001, prepared and submitted in *Godinez v. Davis*, Los Angeles Superior Court, Case No. BC227352; Mitchell, “Segregation in California’s K-12 Public Schools: Biases in Implementation, Assignment, and Achievement with the Multi-Track Year-Round Calendar,” expert report prepared for plaintiffs in *Williams v. State of California*, San Francisco Superior Court, Case No. 312236; expert report of Glen I. Earthman prepared for plaintiffs in *Williams*; expert report of Ross E. Mitchell; Expert Report of Jeannie Oaks prepared for plaintiffs in *Williams*.

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than an hour away. Over 354,000 students attended schools that could only accommodate their enrollment through the use of multi-track, year-round calendar known as three-track⁴ (Concept 6) or four-track (called 90/30).⁵

In 1997, LAUSD embarked on an unprecedented capital improvement program that has grown to a total budget of 27 billion dollars—the largest new school construction and modernization program in the history of the United States. This process began with the passage of Proposition BB (1997)⁶ and subsequently Measures K (2002),⁷ R (2004),⁸ and Y (2005),⁹ which were focused on addressing deteriorated and overcrowded conditions at schools and on providing students with the opportunity to attend a neighborhood school on a traditional two-semester calendar by constructing new schools and adding permanent seats to existing schools.

In 2000 the District initiated the New School Construction Program. In 2008, it was anticipated that at the completion of the New School Construction Program, there would still be approximately 200,000 students in portable classrooms and the majority of the District's schools would still be much larger than the State average. Therefore, the District put forth Measure Q (2008),¹⁰ "The Safe, Healthy Neighborhood Schools Measure of 2008" as a funding mechanism to continue the New School Construction Program and to fund school upgrades and repairs.¹¹

The current Bond Program¹² began 17 years ago to fund District programs that improve student learning environments by addressing deteriorated and overcrowded conditions of its schools. Accomplishments of the District programs include:

⁴ Under a three-track year-round schedule, the student body was divided into three groups; two groups attend school at the same time while one group is on vacation. The Concept 6 calendar had 163 days of instruction, with extended school days that made it equivalent to the 180 normal-length days of instruction required by the state. School hours are typically from 7:30 AM to 3:30 PM, Monday through Friday, year-round.

⁵ Under a four-track year-round schedule, three tracks started after the July 4th, and one track started in August. The school year ran from July to the last week in June and was 180 days long for each track. The preschool program and kindergarten classes were and are currently half-day programs, held in the morning and the afternoon.

⁶ Proposition BB is a school bond measure that authorizes LAUSD to use \$2.4 billion in bonds for the construction of new schools and the repair and modernization of existing schools through the district to improve local schools and relieve classroom overcrowding. The ballot measure was approved in April 1997 by 71% of voters.

⁷ Measure K "Safe Healthy Neighborhood Schools Act" is a school bond measure that authorizes LAUSD to issue \$3.35 billion in bonds for repair and renovation of existing schools and to build neighborhood schools to improve local schools and relieve classroom overcrowding. The measure was passed in November 2002 by 64% of voters.

⁸ Measure R "Safe and Healthy Neighborhood Schools Improvement Act of 2004" is a school bond measure that authorizes LAUSD to issue \$3.87 billion in bonds to continue repair/upgrade of aging classrooms and build neighborhood schools. The measure was passed in March 2004 by 63% of voters. <http://www.laschools.org/bond/faq>.

⁹ Measure Y "Safe and Healthy Neighborhood Schools Repair and Construction Measure of 2005" is a school bond measure that authorizes LAUSD to issue \$3.985 billion in bonds to continue repair/upgrade of aging classrooms and to build new neighborhood schools. The measure was passed in November 2005 by 66% of the voters. <http://www.laschools.org/bond/faq>.

¹⁰ Measure Q is a school bond measure that authorizes LAUSD to issue \$7 billion in bonds to continue repair/upgrade of aging classrooms. The measure was passed November 2008 by 69% of the voters. School Construction Bond Oversight Committee <http://www.laschools.org/bond/faq>.

¹¹ LAUSD Facilities Services Division. <http://www.laschools.org/new-site/project-execution/>.

¹² Includes Proposition BB (1997) and Measures K (2002), R (2004), and Y (2005); does not include Measure Q (2008). See <http://www.laschools.org/bond/faq>.

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- 130 of 131 new K–12 school projects completed
- 65 of 65 new K–12 addition projects completed
- No schools operating on Concept 6 calendar in compliance with the Williams Settlement Agreement
- No schools operating on a multi-track calendar
- Full-day kindergarten program implemented District-wide
- More than 23,000 modernization projects completed
- Invested in repairing and modernizing existing school facilities

The District has constructed and improved millions of square feet of school facilities, which require ongoing maintenance and repair to preserve their utility and to protect the District’s and taxpayers’ investment. The District priority now is to upgrade existing facilities and provide additional facilities to achieve the educational benefits of smaller learning environments.¹³ Despite \$19.5 billion invested in constructing new schools and repairing and modernizing existing school facilities, the District has more work to do:

- Still unmet capital needs District-wide.
- Many facilities do not align with educational needs.
- Schools are aging, deteriorating, and need to be maintained.
- Operational funding for deferred maintenance has not kept up with capital need.
- Overcrowding severely increased wear and tear on buildings and decreased their life expectancy.

Student Demographic Trends

State

Over the next ten years California will experience a growth in public K-12 enrollment of 0.7 percent to reach a total of over 6,264,000 students. This growth will result in an additional 45,800 students by 2022-23, occurring mostly in middle and high school enrollment. Elementary enrollment is expected to remain fairly steady with a slight uptick by 2022-23 as births continue to remain flat.

County

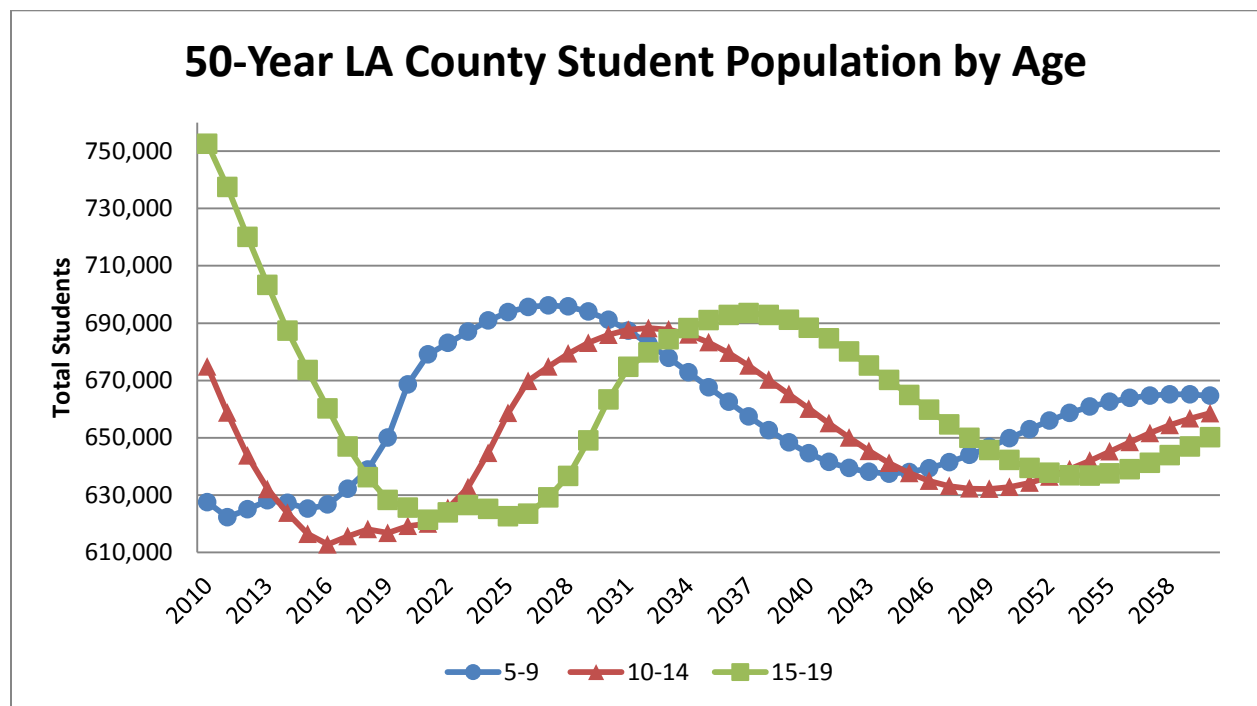
The largest increases in county enrollment by 2022-23 are expected in Riverside (over 70,000 students), Kern (over 30,000 students), and San Bernardino (over 23,000 students). The biggest declines in enrollment are expected in Los Angeles and Orange Counties. Graduates are expected to decrease in the short term to a low of 402,000 in 2016-17 but rise to 424,000 by 2022-23. The biggest increases in graduates are expected in Santa Clara, Kern, and Riverside counties, each of which will have over 2,000 additional graduates in 2022-23, while graduates in Los Angeles County are expected to decline by around 10,000 over this time period due to

¹³ LAUSD, 2008, Measure Q, page 2. http://www.lavote.net/VOTER/PDFS/ELECTION_RELATED/11042008_MEASURE_Q.pdf.

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declining enrollments.¹⁴ From 1990 to 2000, the number of children in under age 10 had grown by 11.4%, but after 2000 the numbers of children turned steeply downward, falling 16.9% by 2010. The projection for the current decade is a further decline of 14.6% by 2020, with only a small further decline (4.0%) by 2030. Birth data show this decline commenced well prior to the onset of the recession in 2007, and in fact births in Los Angeles County in 2011 are fully 35% lower than in their peak year of 1990.¹⁵

Over the 50-year time span from 2010-2060, Los Angeles County student age population (age 10-19) is projected to decline by 14 percent while students age 5-9 are expected to increase by 6 percent (see graph below; data can be found in Appendix C of this EIR).¹⁶ Overall total student population in Los Angeles County is projected to decline by 4 percent.



Source: California Department of Finance. Student Age Population Breakdown: All Los Angeles County. <http://www.dof.ca.gov/research/demographic/reports/projections/P-1/>.

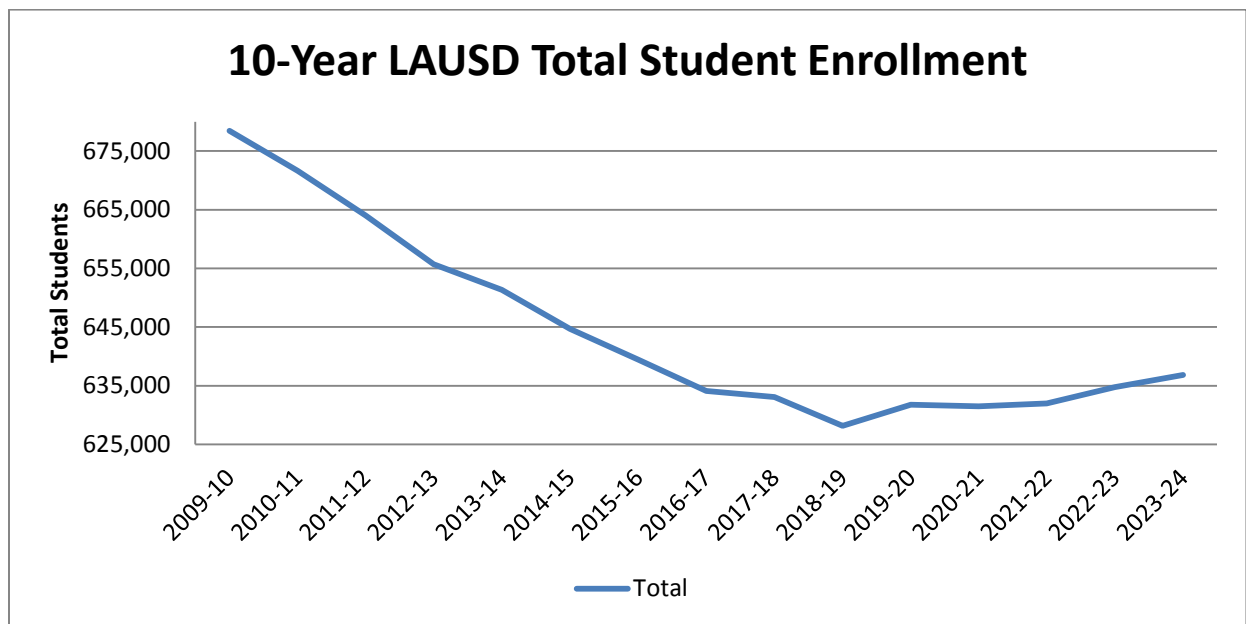
¹⁴ California Department of Finance. Public K–12 Enrollment and Graduate Projections. California Public K–12 Graded Enrollment and High School Graduate Projections by County — 2013 Series. <http://www.dof.ca.gov/research/demographic/reports/projections/k-12/>.

¹⁵ Dowell Myers and John Pitkin. 2013. The Generational Future of Los Angeles: Projections to 2030 and Comparisons to Recent Decades. Produced by the Population Dynamics Research Group, Sol Price School of Public Policy, University of Southern California. Text and supporting materials are published at: <http://www.usc.edu/schools/price/research/popdynamics>

¹⁶ California Department of Finance. Student Age Population Breakdown: All Los Angeles County. <http://www.dof.ca.gov/research/demographic/reports/projections/P-1/>.

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For LAUSD student enrollment peaked in 2002–03 at 746,831, and has declined each year since. This was due to several factors, including the declining birth rates and the increasing cost of living, including housing.¹⁷ During the 2010-11 school year, 671,648 students were enrolled in the District—down 10 percent from the District’s peak in 2002. Between 2010 and 2014, the level of student enrollment has started to level out—down only .05 percent. This trend will continue until about 2019 when total district enrollment will start to increase slightly. Over the next 10 years LAUSD projections show that total student enrollment will decrease by 2 percent by 2024 (see graph below; data can be found in Appendix C of this EIR). Although some grades will see a significant increase, specifically a 10.6 percent in Kindergarten students, overall the LAUSD will have fewer students than they currently have in 2014. This trend coincides with the Department of Finance projection for Los Angeles County which is expected to see an overall decline of about 1 percent by 2024.



4.2.1 Facilities Services Division

Facilities Services Division (FSD) is responsible for the overall provision of school facilities in the District. The Bond Program (current and future) funds projects identified in four LAUSD FSD Programs: New School Construction Program, Repair and Modernization Program, Joint Use/Innovation Fund and Charter Facilities Program, and the Capital Improvement Program. Each of these programs is described under “Program Components,” below.

¹⁷ Superintendent’s Final Budget 2013-2014. LAUSD Budget Services & Financial Planning Division. June 18, 2013. <http://laschoolboard.org/sites/default/files/LAUSD2013-14FinalBudget.pdf>.

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4.2.1.1 FSD MISSION

The FSD's mission is to provide healthy and safe learning environments that support educational achievement throughout the District. The FSD accomplishes this mission by building new school projects, repairing and modernizing existing school facilities, and promoting joint planning with local communities.¹⁸

4.2.1.2 FSD GOALS

The FSD goals are to upgrade existing schools to: align with instructional requirements and vision; be safe and secure; and have building systems that are sound and efficient.

4.2.1.3 GUIDING PRINCIPLES

Guiding principles for the FSD's programs are:

- Sustainable school projects driven by educational objectives and opportunities to increase instructional resources.
- Integration of District-wide goals in the planning, design, and delivery of projects.
- Schools designed to operate as centers of their communities, including community use of school facilities after school hours and joint use partnerships.
- Community engagement at each step of the process through the development of strong relationships with contractors, city and state agencies, and community stakeholders.
- Good client relationships with business partners to position FSD as an “owner of choice” for contractors and small businesses who help achieve their goals.
- Individual accountability at all levels of the organization in order to meet program goals with measurable results and maintain safe project sites at all times.
- Program management guided by the measurement of actual versus planned targets.
- Quality assurance and quality control at all project stages, including identification of best practices.
- Comprehensive, timely, and accurate information through easy-to-read and focused reporting.

Strategic Execution Plan. The SEP has an annual summary of all the specific projects planned under the four FSD programs.

¹⁸ LAUSD, 2012, “All Youth Achieving” 2012–2015 Strategic Plan, Page 4.

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The board of education (Board) at least annually conducts an assessment of the condition of District facilities and identifies the ongoing needs to properly maintain and preserve them.¹⁹ With the active participation of the community—including the continued supervision of the independent LAUSD School Construction Bond Citizens’ Oversight Committee—and with the expertise of architectural, engineering, and urban-planning professionals, the Board annually develops and revises the SEP. The SEP outlines individual projects for building new schools and rebuilding, repairing, replacing, upgrading, and modernizing District facilities, and it constitutes the plan road map for delivering state-of-the-art classrooms and support facilities. It describes the District’s goals of creating clean, safe, and inspired learning environments and new school buildings throughout neighborhoods of Los Angeles County.²⁰

Capital Needs Assessment: Master Planning and Facilities Condition Assessment. To determine the schools with the most need, the District FSD conducts a capital needs assessment (CNA). The CNA process begins with a Master Planning and Facilities Condition Assessment, which in turn begins with surveys of the nearly 600 existing campuses in the District.²¹ Surveys are completed for individual campuses within a “high school complex,” which typically includes one District high school campus and several middle and elementary schools that feed into the high school.²² For each survey, existing facilities and demographics data for the school are collected and used, as are onsite reviews. The information gathered is reviewed to verify school configurations, assess physical conditions, document current uses, and identify physical and instructional needs. Draft survey reports are reviewed with key school site, local area, and central District staff. Together with recent aerial photographs, final survey reports are completed.

In August 2012, LAUSD’s Maintenance and Operations branch began performing Facilities Condition Assessments. These assessments are performed by teams of skilled trades personnel to determine the remaining service life of over 1,200 different types of school building components. The Facilities Condition Assessments take about two years.

As condition assessments are completed, the information is used in conjunction with master planning surveys. The combined effort augments the preparation of conceptual master plans that propose solutions to major school deficiencies, instructional needs, and enrollment projections. The conceptual planning process considers removing temporary or underutilized buildings, replacing obsolete structures, modernizing existing facilities, and recapturing open space. In addition, planning takes into account possible reductions in energy and water consumption, opportunities for joint use development, and input from key stakeholders in the school community. The facilities master plans pave the way for the development and execution of future capital projects that will modernize the District’s aging and deteriorating existing campuses and further reduce school overcrowding. Master plans have been completed for all school sites except 15 special education centers, which are progressing.

¹⁹ LAUSD, 2008, Measure Q, page 2. http://www.lavote.net/VOTER/PDFS/ELECTION_RELATED/11042008_MEASURE_Q.pdf.

²⁰ LAUSD, 2008, Measure Q, page 3. http://www.lavote.net/VOTER/PDFS/ELECTION_RELATED/11042008_MEASURE_Q.pdf.

²¹ LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Page 11. <http://www.laschools.org/new-site/sep/>.

²² Location-specific projects included in Appendix A of Measure Q. <http://www.laschools.org/bond/faq>.

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4.3 SUP STATEMENT OF OBJECTIVES

The following objectives have been established for the School Upgrade Program (SUP) and will aid decision makers in their review of the project and associated environmental impacts:

- Repair aging schools and improve student safety
- Upgrade schools to modern technology and educational needs
- Create capacity to attract, retain and graduate more students through a comprehensive portfolio of small, high quality Pre-k through adult schools
- Promote healthier environment through green technology²³

4.4 SUP COMPONENTS

The SUP is the next phase of the District's bond program to build, modernize, and repair school facilities to improve student health, safety, and educational quality. The SUP does not have specific phases; it is an ongoing program that will continue well into the future.

The SUP identifies overarching goals and principals, funding sources, and specific categories of need and spending targets. The SUP establishes the framework that will upgrade, build, and repair school facilities. The purpose of the SUP is to reflect the intent, goals, and objectives of the four FSD programs:

- New School Construction Program
- Repair and Modernization Program
- Joint Use/Innovation Fund and Charter Facilities Program
- Capital Improvement Program

The four FSD programs are now packaged into the overall SUP. The FSD programs were established between 1997 and 2010 and have varied programmatic goals and scopes of work. Each of the four FSD programs is described in detail below. The District is currently implementing the four FSD programs with funding from Measures R and Y,²⁴ the previously established program reserve, and interest earned on state bond cash balances. Measure Q funding will be allocated for future projects to continue facility improvements.²⁵

Although the four FSD programs are not new and thousands of projects have already been completed under each, the CEQA analysis for the SUP is being conducted now because five years have passed since the "2008 Bond Package Summary" was adopted by the Board and Measure Q was approved by voters. Over this time, new information about the condition of school facilities is available, because campus surveys and master

²³ 2008 Bond Package Summary.

²⁴ Proposition BB and Measure K funds have been exhausted.

²⁵ LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Page 1.

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plans have been completed for all existing campuses except 15 special education centers, and Facilities Condition Assessments are in the process of being completed. Based on the surveys, school needs have changed. The SUP serves as an updated and restructured version of the “2008 Bond Package Summary” and promotes a holistic, comprehensive, and efficient approach to developing and executing District projects.

4.4.1.1 MEASURE Q

Measure Q, passed November 2008, was a school bond measure that authorized LAUSD to issue \$7 billion in bonds to continue repair and upgrade of aging classrooms. This measure will provide the next round of funding to repair and modernize existing schools, replace bungalows with permanent classrooms, abate asbestos hazards, upgrade fire and safety systems, expand early-education facilities, and provide sufficient core facilities at hundreds of schools. These projects will also help the District satisfy court-mandated compliance under the Williams Settlement.²⁶ They will also enable the District to construct classroom seats needed to implement Quality Education Investment Act (QEIA)²⁷ class size reductions, and facilities for special education students under the Chanda Smith consent decree (1996) and Modified consent decree (2004),²⁸ and others. The list of typical projects below will be prioritized and allocated to the four FSD programs following completion of the CNA and Board approval of the funding.

Safety, Earthquake, Emergency, Fire-Prevention

- Renovate and replace school buildings to ensure current earthquake safety standards are met
- Installation, repair, and upgrades to fire alarm, fire-suppression, and other fire/life safety systems and equipment and other fire/life safety projects
- Americans with Disabilities Act (ADA) improvements to accommodate disabled students

²⁶ Williams case settlement (2004) eliminated the LAUSD use of the Concept 6 calendar. The Eliezer Williams, et al., vs. State of California, et al. (Williams) case required all students equal access to instructional materials, safe schools, and quality teachers. (<http://www.cde.ca.gov/eo/ce/wc/wmslawsuit.asp>)

²⁷ On September 29, 2006, The Governor signed Senate Bill (SB) 1133 (Chapter 751, Statutes of 2006). The legislation establishes the Quality Education Investment Act (QEIA) of 2006 for the purposes of implementing the terms of the CTA, et al. v. Schwarzenegger, et al. settlement and discharges the outstanding balance of the maintenance factor regarding Proposition 98 funding that was due, but not provided in fiscal years 2004-05 and 2005-06. The Quality Education Investment Act provides approximately \$3 billion which would authorize school districts and other local educational agencies to apply for funding to allocate to elementary, secondary and charter schools that are ranked in either decile 1 or 2 as determined by the 2005 Academic Performance Index (API) base. [API scores are sorted from the highest to the lowest, by school type, and divided into 10 equal ranks (i.e., deciles)].

The appropriations begin in fiscal year 2007-08 and continue through 2013-14. School districts will receive approximately \$268,000,000 in fiscal year 2007-08 and \$402,000,000 for each fiscal year thereafter until 2013-14. Schools that are funded under the High Priority Schools Grant Program (HPSGP) that met or are meeting the program requirements of Education Code Section 52055.650 are eligible to receive funding under both the QEIA and HPSGP, providing the school meets all accountability requirements of both programs. CDE. <http://www.cde.ca.gov/ta/lp/qe/>.

²⁸ The Chanda Smith consent decree was reached in 1996; it is an agreement requiring Los Angeles Unified School District to identify and educate special education students in a manner consistent with state and federal special education and civil rights laws. In 2003–04 the Chanda Smith Consent Decree was replaced with the Modified Consent Decree (MCD). This revised consent decree establishes over 15 outcomes that the District must meet by June 30, 2006, to be released from the court. The outcomes focus on assessment, graduation/completion rates, suspensions, placement, transition, disproportionality, complaint response time, service delivery, parent participation, translations, teacher quality, and behavioral interventions.

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- Asbestos hazard removal program
- Replace pipes and plumbing systems in schools to remove lead and improve water quality
- Install and upgrade air conditioning and ventilation filtration systems to improve air quality at schools
- Replace the District's aging police emergency radio system
- Installation of security alarms, security systems, security cameras, and other intrusion/security system projects
- Emergency-communications upgrades for classrooms to ensure immediate access to 911 system Networking, voice communications, and security-measure installations and upgrades at Skills Centers, Occupational Centers, Opportunity Schools, and Learning Centers

Lead and Asbestos and Other Code-Compliance

- Lead and asbestos abatement in classrooms, hallways, cafeterias, gymnasiums, auditoriums, libraries, offices, and other school buildings and grounds
- Repairs and improvements designed to achieve compliance with state and local building codes

Special Education Career Transition Centers

- Renovate existing facilities to provide Career Transition Centers for severely disabled students to teach them living and career skills

Library Upgrades

- Improvements and new equipment for libraries and media centers, including inventory control and security equipment

School Repair and Expansion

- Systematic program to prioritize District repair projects in an effort to achieve a satisfactory District-wide condition for facilities, using the "Facilities Condition Index," a nationally recognized metric to evaluate and quantify the facility repair requirements
- Provide missing and upgrade deficient school buildings (core facilities) such as restrooms, auditoriums, gymnasiums, libraries, playgrounds, multi-purpose rooms, administrative spaces, and parking, leveraging bond funds with State, non-profit, business, private, and industrial matching funds
- Provide furnishing and equipment for new and existing facilities

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- Re-New Our Schools – campus-wide renovations, upgrades and creation of smaller schools, including magnets, to create a portfolio of small learning environments
- Provide adequate specialized labs necessary to teach the courses students need to meet A-G requirements and gain eligibility for admission to UC/CSU colleges
- Reopening closed schools for use as school facilities
- Upgrades and repairs to plumbing, lighting, and electrical systems
- Upgrades and repairs to heating, ventilation, and air conditioning systems
- Interior repair, remodeling, painting, and renovations
- Paving, striping, and equipping athletic fields, playgrounds, play equipment, fencing, and other site-improvement projects
- Repair and replacement of building systems such as flooring, windows, and roofing
- Provide new and repair and replace existing playground equipment, including matting
- Classroom remodeling and other modernizations and renovations
- Exterior repair, painting, remodeling, and renovations
- Repair and replacement of lockers
- Structural and architectural modifications and renovations to convert large schools into small schools, magnets, and small learning communities

Computer and Communications

- Provide schools with modernized classrooms to leverage new instructional models and virtual learning communities
- Complete build-out of Local Area Networks in schools, install converged data communication network, and increase bandwidth to schools to provide access to high quality instructional content
- Build or acquire an energy-efficient data center for critical business, safety, and instructional systems and implement smart IT asset management infrastructure
- Installation of, and upgrades to, telecommunications and video-teleconferencing facilities and systems

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- Installation of, and upgrades to, public-address systems, emergency radio communications systems, and other communications facilities
- Hardware and software for information-technology applications

Sustainable Schools

- Improve energy efficiency, water efficiency, and renewable energy at schools, including installation of energy efficiency projects and renewable energy projects, such as solar and wind arrays, to contribute toward compliance with the California Global Warming Solutions Act of 2006
- Installation of low-flow restroom fixtures and smart irrigation controllers in schools and other water efficiency projects

Adult and Career Education

- Projects to ensure that schools have the facilities necessary to provide career training for students who will not be attending college

Early Childhood Education

- Projects to renovate, repair, and create early education centers in elementary schools to close the achievement gap for all children by providing additional seats for preschool children

School Buses

- Replace existing, aging diesel buses with modern vehicles meeting California's strict air-emissions standards and reducing operating costs

Food Service

- Replace existing equipment deemed beyond economical repair and upgrade outdated facilities, outdated plumbing, exhaust hoods and fire suppression systems to meet current fire, mechanical and health codes and resolve Department of Public Health violations.
- Upgrade secondary school cafeterias by modernizing serving lines, equipment configuration, serving, and seating areas
- Provide the ability to keep hot food hot and cold food cold at the point of service
- Increase through-put of students and correlating increase in seating requirements
- Replace aging beyond economic repair refrigeration systems with energy-efficient systems

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Temporary-classroom replacement and upgrade

- Replacement of temporary portable classrooms
- Structural upgrades of portable classrooms and other projects to replace or structurally upgrade projects where replacement is uneconomical, impractical, or infeasible
- Provision and relocation of portable classrooms

Not every project listed would be undertaken at every campus. Some projects were completed with funding from other sources due to urgency, and some campuses may not undergo any of the repairs, upgrades, or modernization projects listed here. Each category of project would be carried out at schools found to have the greatest need, as determined by the Board. These projects will be allocated to one of the four FSD programs.

4.4.1 New School Construction Program

4.4.1.1 BACKGROUND AND DESCRIPTION

The New School Construction Program was implemented in 2000 as a systematic approach to relieve overcrowding and address facilities needs through the construction of new classroom seats and the replacement or expansion of athletic and play space at school sites.²⁹

To provide new K–12 classrooms and open space, the District has used the following project strategies:

- Development on new land
- Construction on existing property
- Placement of modular units or portable classrooms
- Reopening of closed schools
- Expansion of existing schools
- Redevelopment of existing schools

In addition to new K–12 school projects, the New School Construction Program also includes early education projects under the following programs:

- Early Childhood Education
- Full-Day Kindergarten Program
- Escutia Program

²⁹ LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Pages 6–7.

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Early Childhood Education

Local bond measures included funding for early education center (EEC) projects to support Early Childhood Education program. EECs serve children that are two to five years of age. In order to maximize educational and community benefits, EEC projects have been planned and sited in conjunction with new elementary school projects, when feasible. Funds for this pre-kindergarten program were allocated to 31 expansion projects as well as 8 new facilities.

Full-Day Kindergarten Program

Beginning in 2004, the New School Construction Program began planning how to implement facilities for the Full-Day Kindergarten (FDK) Program at all LAUSD elementary schools within a four-year time frame. FDK program provided kindergarten space by:

- Utilizing existing space by reconfiguring available classrooms for kindergarten use.
- Placing portable classrooms and portable restroom buildings at existing campuses.
- Completing new K–12 construction projects with space included to enable FDK.
- Employing boundary changes and grade reconfigurations.

Escutia Program

The Escutia Program was established by the state in 1998 to assist school districts with site acquisition and facilities-related costs of kindergarten and grades 1 through 3, which are in the Class Size Reduction Program. LAUSD developed a facilities mitigation plan (FMP) that was approved by the State Board of Education and included such projects as: land acquisition to expand playgrounds, additions at existing school sites, and construction of new schools. The FMP—in conjunction with the implementation of class-size reductions—provided permanent solutions to overcrowding at designated schools and relieved playground encroachment.

4.4.1.2 GOALS AND OBJECTIVES

The primary goal of the New School Construction Program is to provide LAUSD students with the opportunity to attend a school in their neighborhood that operates on a traditional two-semester calendar. The New School Construction Program has the following objectives:³⁰

- Provide a neighborhood school on a single-track, two-semester calendar to all students as soon as possible
- Eliminate involuntary busing of capped students as soon as possible
- Relieve classroom overcrowding by restoring pre-1991 classroom size norms as soon as possible

³⁰ LAUSD, Office of Environmental Health and Safety (OEHS). New School Construction Program, Final Program Environmental Impact Report. Board Certified June 8, 2004.

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- Reduce reliance on portable classrooms as soon as possible
- Maximize the use of limited bond funds to provide the needed classroom facilities
- Expand and increase early childhood education capacity
- Develop new charter school facilities
- Create schools that are centers of community engagement both during and outside of normal operating hours
- Pursue partnerships with non-profits and community-based organizations for development of joint use projects
- Avoid the displacement of existing residences and businesses where feasible
- Maintain traditional classroom instruction hours for elementary, middle, and high school students of approximately 7 AM to 3 PM
- Maintain existing opportunities for after-school athletic and extracurricular activities
- Build and maintain schools that reflect the wise and efficient use of limited land and public resources.

The following additional, more specific, objectives were established as part of the SEP.³¹

- Fulfill District obligations resulting from the Williams case settlement by eliminating the use of the Concept 6 calendar
- Eliminate involuntary busing and multi-track calendars
- Implement Full Day Kindergarten throughout the District
- Build new schools where the overcrowding need is greatest
- Integrate small schools or small learning communities into the development, design, and delivery of new secondary schools

³¹ LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Page 6. [http://www.laschools.org/documents/download/about_fsd/sep/2012_consolidated_strategic_execution_plan/2013_Facilities_Services_Division_SEP_\(Final_6-21-13\).pdf?version_id=310146003](http://www.laschools.org/documents/download/about_fsd/sep/2012_consolidated_strategic_execution_plan/2013_Facilities_Services_Division_SEP_(Final_6-21-13).pdf?version_id=310146003).

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4.4.1.3 ACHIEVEMENTS

With the exception of one project, all K–12 projects originally identified under the New School Construction Program have been completed.

Provision of New Student Seats. Under the New School Construction Program, as of January 2014, 130 new schools and 372 school expansions are currently providing more than 164,000 new student seats. The most recent schools opened were 18 new K–12 schools, 4 new K–12 expansion projects, and 1 new adult education center in 2011 and 2012. In addition, 1 new K–12 school and 2 new early education centers were opened in 2013.³²

Compliance with Williams Settlement. Because of the addition of new K–12 seats, along with changes in enrollment and adjustments to classroom loading standards, the operation of a Concept 6 (three-track, year-round) calendar was eliminated in July 2012 in compliance with the Williams settlement agreement.³³ Only three District schools remained operating on a four-track year-round (90/30) calendar in the 2012–13 school year. At the start of the 2013–2014 school year, all three of these schools came off multi-track calendars.

Reduction in Involuntary Busing. The New School Construction Program facilitated a 98 percent decrease in involuntary busing over 10 years; with only two schools requiring busing in the 2013–14 school year.

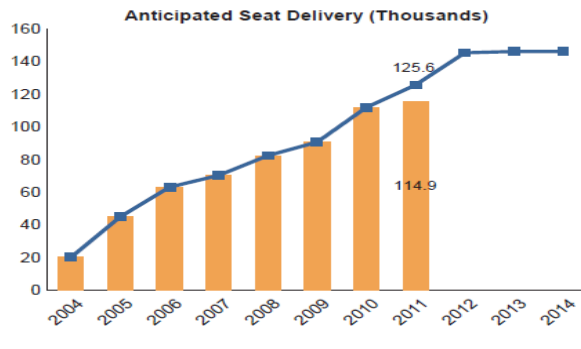
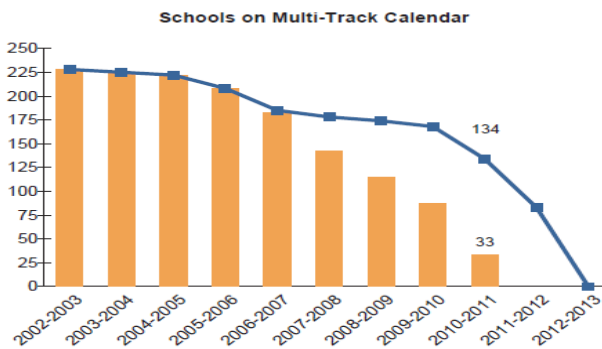
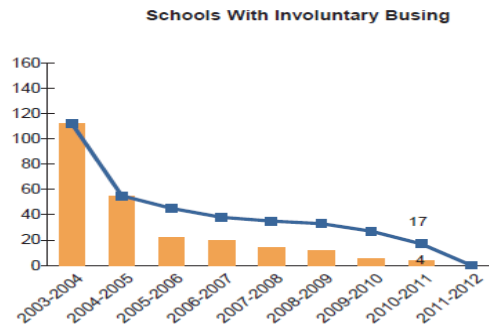
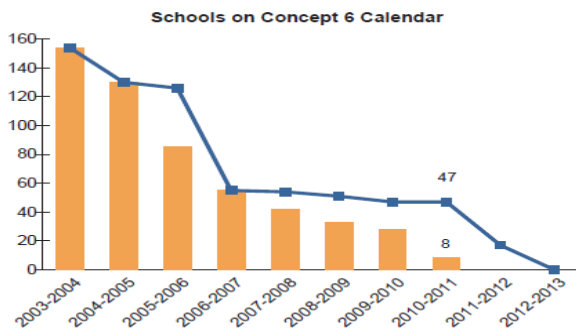
New School Construction Program status graph below shows that the use of Concept 6 and multi-track calendars and student busing have declined as the number of student seats has increased.³⁴

³² LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Cover Letter.

³³ The *Eliezer Williams, et al., vs. State of California, et al. (Williams)* case was a landmark Superior Court case to provide all students equal access to instructional materials, safe schools, and quality teachers. (<http://www.cde.ca.gov/eo/ce/wc/wmslawsuit.asp>).

³⁴ LAUSD Facilities Services Division. Monthly Program Status Report. June 2011. New Construction Program Status. Page 2 or 15. <http://laschools.org/fs-general/download/NC-monthly-report.pdf>.

4. Program Description



Early Childhood Education

As of January 2014, all 31 expansion projects were still under evaluation to determine priority. Three new EECs opened in the fall 2013, and the remaining five have not started.

Full Day Kindergarten Program

The FDK Program is complete except for DSA closeout and certification process for some schools. Additional projects, not part of original FDK implementation, have a few remaining schools with portables.

As of 2008, FDK implementation had been achieved at all 475 schools that have a kindergarten curriculum. This included 15 more schools than identified in the original plan. In addition, after the four-year FDK implementation timeframe, permanent classrooms were provided for other schools that had temporary classrooms. Because of increased enrollment projections, a few of the remaining schools that have portable classrooms (installed as a temporary solution for meeting District student density guidelines) do not have the space required to provide permanent classrooms. These schools are currently being evaluated to determine if the FDK portables can be removed, moved, or replaced.

4. Program Description

Escutia Program

A total of 640 portable classrooms were removed under the Escutia Program. To satisfy state requirements, portable classrooms must be removed from classroom use by either physical removal from the site or by converting the portable classroom to a nonclassroom use, such as parent and family centers or administrative space. District-wide removal and/or conversion of portable classrooms, coordinated by the District's Relocatable Housing Unit and School Management Services, restored approximately 30 acres of outdoor play space. The restoration of this space has brought several campuses into compliance with CDE play area size standards.³⁵ All projects identified under the Escutia Program have been completed.

4.4.1.4 FUTURE PROJECTS

This program is effectively complete. As part of the SUP no new stand-alone schools would be constructed. Small expansions to existing schools may occur or small learning centers adjacent to existing schools may occur. The New School Construction Program will remain in place so future funding may be allocated when new schools are required.

4.4.2 Repair and Modernization Program

4.4.2.1 BACKGROUND AND DESCRIPTION

Established in 1997, the Repair and Modernization Program provides guidelines and funding for improvement to school buildings that are around 50 years old on average.

4.4.2.2 GOALS AND OBJECTIVES

The principal goal of the Repair and Modernization Program is to improve deteriorating, aging, and outdated conditions at existing schools.³⁶ Another goal is to minimize disruptions to educational programs and other activities in the operating school environment while completing repair and modernization projects needed to improve the educational environment.

4.4.2.3 ACHIEVEMENTS

Under the Repair and Modernization Program, the District has addressed an accumulated backlog of repairs and made major improvements in inadequate and aging facilities. The program has included projects such as:

- Electrical systems upgrades
- Damaged concrete repairs
- New lockers installation
- Restroom renovations to meet state and federal accessibility codes

³⁵ CDE. California Department of Education, School Facilities Planning Division. Guide to School Site Analysis and Development. Section 2. School Site Requirements. Land for Outdoor Physical Education. <http://www.cde.ca.gov/ls/fa/sf/guideschoolsite.asp#Section2>.

³⁶ LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Page 8.

4. Program Description

- Roof replacements
- Code-compliant fire alarm installations
- Safety and technology upgrades
- Construction or modernization of athletic facilities
- Lighting upgrades in classrooms
- New exterior and interior paint
- Auditorium renovations
- Library and science lab renovations
- New food services additions and improvements

Though the majority of projects have been completed as part of the overall Repair and Modernization Program, projects were also included to address specific needs under the following managed programs:

- Adult and Career Education
- Air-Conditioning Programs
- Asbestos Abatement
- Board Member Priorities
- Career Academies Programs, including Career Technical Education and Qualified Zone Academy Bond (QZAB) Core Facilities Programs, including food services, grandstands, libraries, and sanitary buildings
- Early Childhood Education
- Educational Service Center Alterations and Improvements
- Fire Alarms
- Joint Use Development
- Major Repairs
- Modified Consent Decree, including the Rapid Access Program
- Portable Programs, including the Relocatable Housing Unit and Portables Removal Program
- Science Lab & Library Renovation Programs, including Science Labs 2012, Proficiency Plus For All, and Wonder of Reading

4. Program Description

- Seismic Programs including: Life Safety & Seismic, Seismically Repair and Upgrade Portables, and Federal Emergency Management Agency (FEMA)
- Small Learning Communities
- Other Initiatives and Legacy Programs

In order to coordinate and plan for the diverse range of managed programs, the Repair and Modernization Program staff has conducted significant outreach with community stakeholders, school and local administrators, and the Board of Education.

Construction has been completed on more than 23,000 repair and modernization projects.

4.4.2.4 FUTURE PROJECTS

This is an ongoing program with projects being completed and added over time. In the next year, the District anticipates the completion of more than 300 projects at existing campuses as part of the Repair and Modernization Program.

4.4.3 Joint Use/Innovation Fund and Charter Facilities Program

4.4.3.1 JOINT USE/INNOVATION FUND

Background and Description

LAUSD Planning and Development Branch manage the Joint Use/Innovation Fund Program. This program develops partnerships and projects for both new and existing schools. Bond funds allow joint planning with community partners to construct projects such as health care (mobile healthcare initiative and school-based clinics), fields and open space, aquatics programs, and youth centers.

This program provides new facilities through the acquisition, purchase, lease, construction, reconstruction, furnishing, and equipping of joint use facilities separate from and in conjunction with other construction and repair projects. These projects enable the District to take advantage of opportunities to partner with other public and private entities for the joint and community use of facilities, including, potentially, the expansion of early childhood development, the creation or expansion of satellite academies on nondistrict campuses, the shared use of open space associated with school recreational facilities, expansion of joint school and community recreational facilities, the creation and expansion of adult education facilities in partnership with private and public entities, and the creation and expansion of opportunities to share the use of facilities like parks and libraries.³⁷

³⁷ Measure Q text. <http://www.laschools.org/bond/meeting-archives/download/measure/MeasureQ.pdf>.

4. Program Description

Goals and Objectives

The foremost goal of the Joint Use/Innovation Fund Program is to promote joint planning with local communities, nonprofit organizations, community-based groups, and public agencies to enhance school facilities and maximize community use.³⁸

Achievements

The Joint Use/Innovation Fund program has leveraged partnerships to provide students, teachers, and the community with needed resources such as:

- Improved recreational facilities, athletic fields, gymnasiums, aquatic facilities, and “green” campuses by partnering with organizations that provide capital, in-kind materials, and needed programming to school sites.
- Expanded classrooms and other facilities to provide space for youth development centers and supplementary enrichment programs.
- Enhanced school facilities for multiple uses to encourage civic and community engagement.
- Developed school-based clinics and capital infrastructure to allow for health care providers to colocate on school campuses to serve students, families, and the community.

As of 2013, a total of 17 joint use projects have been completed under the New School Construction Program and Capital Improvement Program as well as 52 joint use projects completed under the Repair and Modernization Program include Joint Use/Innovation Funds. Partners have worked with LAUSD to develop facilities and leverage resources to provided viable and sustainable contributions that benefit students and the community. In addition to capital contributions, partners have made program contributions that typically include direct student program facilitation, auxiliary instructional or recreational programming, staff/supervision services, maintenance and operations, utilities, and liability coverage. There are currently more than 60 partners collaborating with the District as part of the Joint Use/Innovation Fund Program.

Future Projects

This is an ongoing program with projects being completed and added over time.

4.4.3.2 CHARTER FACILITIES PROGRAM

Background and Description

A charter school is a public school, and it may provide instruction in any of grades K–12. A charter school is usually created or organized by a group of teachers, parents, and community leaders or a community-based organization. Charter schools can be created through conversion of an existing LAUSD school or

³⁸ LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Page 9.

4. Program Description

construction of a new charter school. Charter schools can be fully independent or affiliated with LAUSD. Specific goals and operating procedures for the charter school are detailed in an agreement (or “charter”) between the LAUSD Board of Education and charter organizers. A charter is granted by the Board and approved by the state for a five-year period.³⁹

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. California public charter schools are required to participate in the statewide assessment test, called the STAR program (Standardized Testing and Reporting). The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations and prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.⁴⁰

The Charter Facilities Program provides new student seats through the acquisition, purchase, lease, construction, reconstruction, repair, rehabilitation, furnishing, and equipping of facilities for use as charter schools. It also furnishes and equips charter-operated facilities.⁴¹

Since June 2008, when the Charter Bond Fund was transferred to the LAUSD Planning and Development Branch, emphasis has been on creating partnerships to pursue charter developments that address State Proposition 39.⁴² The Charter Facilities Program was developed as a way to partner with charter schools for the expansion of charter school facilities.⁴³ Currently there are 51 charter schools under the jurisdiction of the LAUSD, serving approximately 33,000 students in kindergarten through 12th grade.⁴⁴

Goals and Objectives

The goals of the Charter Facilities Program is to provide new student seats, to relieve overcrowding at District campuses, and to help meet the District’s obligations under Prop 39 to offer underutilized space on District campuses to charter schools. To facilitate these goals, the Charter Facilities Program includes the following program initiatives:

- Furniture and Equipment Projects
- Proposition 39 Co-locations Solutions
- Augmentation Grants/Long-Term Charter Facilities

³⁹ LAUSD Charter Schools. Charter School Facts. <http://www.lausd.k12.ca.us/lausd/offices/charter/facts.htm>.

⁴⁰ CDE. Charter School General Information. <http://www.cde.ca.gov/sp/cs/re/csabout.asp>.

⁴¹ Measure Q text. <http://www.laschools.org/bond/meeting-archives/download/measures/MeasureQ.pdf>.

⁴² Proposition 39, introduced in the November 2000 ballot, amended California *Education Code (EC)* Section 47614, with the intent that public school facilities should be shared fairly among all public school pupils, including those in charter schools.

<http://www.cde.ca.gov/sp/cs/as/proposition39.asp>.

⁴³ LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Page 9.

⁴⁴ LAUSD Charter Schools. Charter School Facts. <http://www.lausd.k12.ca.us/lausd/offices/charter/facts.htm>.

4. Program Description

Achievements

Local charter bond funds are used to meet each of the three initiatives. Furniture and Equipment Projects have provided charter operators with furniture, equipment, and portable buildings. Proposition 39 co-locations have provided necessary facility modifications to better accommodate charter schools. Augmentation Grants/Long-Term Charter Facilities Solutions provided local bond funds, District-owned land for development, or both to leverage with state grants and/or third-party funding sources. These projects have been developed in response to significant increases in the annual demand for facilities under Proposition 39 and opportunities for long-term developments that benefit LAUSD and charter schools. Actions taken by the Board of Education in 2011 allocated \$32.5 million to provide permanent facilities for charter schools, either through the reconfiguration of existing space or the construction of new buildings.

Future Projects

This is an ongoing program with projects being completed and added over time. Projects include reconfiguration of existing space and construction of new buildings, along with provision of furniture and equipment.

4.4.4 Capital Improvement Program

4.4.4.1 BACKGROUND AND DESCRIPTION

On April 13, 2010, the Board approved the establishment of the Capital Improvement Program.⁴⁵ This approval allocated local bond funds to the Capital Improvement Program that were previously held in the New School Construction Program reserve, as well as project savings from a favorable bidding environment. In addition, the Board action approved a list of priority projects to be undertaken and allocated funds to assess and plan for the capital needs of District schools that may not have been addressed by previous projects.

Similar to the way the New School Construction Program and the Repair and Modernization Program have evolved over the years in response to various factors, the Capital Improvement Program has also changed. These changes address emerging and changing priorities, the availability of funds, and the subsequent ability to define new projects.

The Capital Improvement Program includes projects carried out under several other programs:

- New School Construction Program
 - Includes new school and redevelopment projects
 - While these new school and redevelopment projects are not required to meet the goal of providing neighborhood schools that operate on a traditional two-semester calendar District-wide, they will

⁴⁵ LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Pages 10–11.

4. Program Description

further relieve overcrowding, reduce reliance on portable classrooms, and significantly improve school facilities through the redevelopment of existing campuses.

- Repair and Modernization
 - Includes targeted campus improvements, core facility renovations, and shade shelter projects at selected campuses.
- Photovoltaic Installations
 - Projects for the installation of solar panels on rooftops and parking lot shade structures at sites throughout the District.
 - In total, the installations are anticipated to generate approximately 20.9 megawatts of solar energy and thereby reduce utilities costs over a 20-year period.
 - The program is funded through local bond funds and Los Angeles Department of Water and Power (LADWP) settlement funds and incentive funds.
- Sustainability
 - Includes projects to replace or retrofit lighting at various schools throughout the District as well as replace inefficient electrical transformers at selected high school campuses.
 - The sustainability program includes energy conservation projects that will reduce the District's utility bill.
- Facelift Program
 - Includes projects developed to immediately improve the visual conditions of District-owned school sites, starting with secondary schools and continuing with high need elementary schools.
 - This program has been allocated local bond funds and is augmented by General Fund dollars earmarked for Maintenance and Operations where projects include noncapital maintenance scope.
- Parent and Family Center Improvements
 - Includes projects that will provide schools with new or enhanced parent and family center facilities that will serve as a welcoming environment and reflect the central role of parents and families in education.
 - Local bond funds were allocated for the development of parent and family center upgrade and improvement projects throughout the District in June 2011. Since then, 44 individual projects have been approved by the Board.
 - Additional projects will be developed and prioritized through a collaborative effort led by the Parent Community Services Branch and FSD with support from school site personnel, parents, Instructional Superintendent offices, and Board Member offices. Project definitions are then brought to the Bond Oversight Committee (BOC) for review and the Board of Education for approval.

4. Program Description

4.4.4.2 ACHIEVEMENTS

Since its inception, several actions taken by the Board of Education have affected the Capital Improvement Program, including the allocation of funds for:

- Additional priority projects designated as Capital Improvement Program scope, including projects for Photovoltaic Installations, Sustainability, Facelift Program, and Parent and Family Center Improvements.
- Projects/programs that were previously approved by the Board, for which funds had since been removed, and other unfunded District priorities included in the Capital Improvement Program exhibit.
- A program for the removal and replacement of fold-up tables/benches at 115 schools that are deteriorated, damaged, or identified as posing a potential safety hazard; local bond funds allocated.
- A program with local bond funds allocated for the identification and replacement of inefficient lighting fixtures at existing school sites that will improve energy conservation and enable LAUSD to reduce General Fund electricity costs. The District is working with the Los Angeles Department of Water & Power (LADWP) on this program via a Memorandum of Understanding.

The Capital Improvement Program has resulted in the completion of two new K–12 schools and one new adult education center as well as more than 200 repair and modernization projects, photovoltaic installations, sustainability projects, and campus “facelifts.”

4.4.4.3 FUTURE PROJECTS

This is an ongoing program with individual projects being completed and added over time. Currently two new K–12 schools, two K–12 redevelopment projects, and 200+ other repair and modernization projects at existing facilities are in process.⁴⁶

4.5 TYPICAL SUP PROJECT CATEGORIES

While LAUSD has identified some site-specific projects (as listed in Measure Q), this 2008 list is now outdated because some projects have already been completed with funding from other sources due to urgency, and other projects have been added. Because of the extensive number of individual projects, they have been grouped into four categories based on the amount and type of construction and on location of the project. The environmental analysis in this document is based on the following typical SUP project categories and not the four FSD programs which have overlapping and duplicate types of projects but different funding sources.

- Type 1. New Construction on New Property (adjacent to existing campus)
- Type 2. New Construction on Existing Campus

⁴⁶ LAUSD Facilities Services Division, 2013, Strategic Execution Plan, Cover Letter.

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- Type 3. Modernization, Repair, Replacement, Upgrade, Remodel, and Renovation
- Type 4. Operational and Other Campus Changes

The type of projects that are anticipated to be undertaken as part of the SUP project categories is listed below.

4.5.1 Type 1. New Construction on New Property

- Property acquisition adjacent to existing campus for campus expansion. These projects may include, but are not limited to, new building construction for classrooms, library/media center, performing arts, gymnasium, administration offices and other construction, such as a stadium, athletic fields, restrooms, drop-off zones, parking and driveways.

4.5.2 Type 2. New Construction on Existing Campus

- New classroom building; net increase in student capacity greater than 25 percent or 10 classrooms, whichever is greater.
- New classroom building; net increase in student capacity less than 25 percent or 10 classrooms, whichever is greater.
- New building including, but not limited to, library/media center, performing arts, auditorium, gymnasium, and other construction such as athletic venue lights (for field or outdoor pool), stadiums, outdoor pools, athletic fields.
- Demolition and new building construction on existing campus (replace school building on same location).
- Installation of temporary structures
- Construction of new health clinic, parent and family center, other community uses, including joint use on existing campus
- Construction of restrooms, drop-off zones, new parking lots, new driveways.

4.5.3 Type 3. Modernization, Repair, Replacement, Upgrade, Remodel, Renovation, and Installation

- Installation of modular units, portable classrooms, or bungalows; net increase in student capacity is greater than 25 percent or 10 classrooms, whichever is greater.

4. Program Description

- Installation of modular units, portable classrooms, or bungalows; net increase in student capacity less than 25 percent or 10 classrooms, whichever is greater. (considered a minor addition because it qualifies for a CEQA Exemption)
- Improvements to existing health clinic, parent and family center, or other community uses on existing campus.
- Demolition and removal of permanent buildings or structures.
- Installation at existing schools such as play equipment, fencing, ADA compliance.
- Outdoor repair, modernization, replacement or upgrade of athletic fields (natural grass to synthetic turf), play equipment, fencing, parking, replace shade shelter, asphalt/concrete paths, driveways, ADA compliance, seismic retrofits.
- Sustainability energy conservation installations such as new photovoltaic panels on rooftops and parking lot shade structures or wind arrays.
- Repair and replacement of building systems such as flooring, windows, and roofing.
- New or replacement of furniture or other interior equipment.
- Replace existing diesel buses with higher efficiency buses.
- Sustainability energy conservation changes such as replacement, upgrade, or retrofit of inefficient lighting, electrical transformers, building insulation, installation of irrigation smart controllers.
- Structural upgrades of modular units or portable classrooms, relocation of portables on campus.
- Exterior cosmetic improvements such as Facelift Program, painting, site cleanup.
- Interior remodeling and renovations, painting, installation, repair, and upgrades to fire/life-safety/security/emergency systems, ADA, plumbing, lighting, electrical, HVAC, computer systems, low-flow restroom fixtures, food service equipment.
- Replacement of lead water pipes.
- Abatement of lead-based paint and asbestos in buildings.

4.5.4 Type 4. Operational and Other Campus Changes

- Removal of modular units, portable classrooms, bungalows, or other temporary structures at existing school facilities.

4. Program Description

- Change in student capacity (student classroom loading).
- Change in grade structure (e.g., change grades from 4–6 to 7–8 or other).
- Change in use or occupancy of existing facilities (charter school, co-locations, joint use).
- Co-location or land lease agreements for charter school facilities.
- Closure of existing school or transfer of students to another school.
- Reopening closed schools.
- Lease or use of non-District property for student classroom purposes.

4.6 LAUSD STANDARDS

The following LAUSD standard conditions, guidelines, specifications, practices, policies, and project design features (LAUSD Standards) would be incorporated into projects implemented under the SUP, as appropriate.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
AESTHETICS					
Standard Conditions					
AE-00 Compliance	Degradation of neighborhood character	When a project will have aesthetic impacts from demolition of historic building	During project design	School Design Guide. This document outlines measures for re-use rather than destruction of historical resources. Requires the consideration of architectural appearance/consistency and other aesthetic factors during the preliminary design review for a proposed school upgrade project.	School Design Guide. Los Angeles Unified School District. January 2014.
AE-00 Compliance	Light spillage and glare	When a project will generate new light sources.	During and after installation of lights	School Design Guide. This document outlines requirements for lighting and measures to minimize glare for pedestrians, drivers and sports teams, and to avoid light spilling onto adjacent properties.	School Design Guide. Los Angeles Unified School District. January 2014.
AE-00 Compliance	Degradation of neighborhood character	When a project may increase graffiti and accumulation of rubbish and debris along the walls adjacent to public rights-of-way.	During project operation	School Design Guide. This document outlines measures to reduce aesthetic impacts around schools, such as shrubs and ground treatments that deter taggers, vandal-resistant and graffiti-resistant materials, painting, etc.	School Design Guide. Los Angeles Unified School District. January 2014.
AE-00 Compliance	Outdoor signs with electronic message display	When a project will install a new school marquee	Prior to final design and prior to and during installation	Marquee Signs Bulletin BUL-5004.1. This policy provides guidance for the procurement and installation of marquee signs (outdoor sign with electronic message display) on District campuses. The policy includes requirements for the design, approval, placement, operation, and maintenance of electronic school marquees erected and operated at a LAUSD schools. The policy also includes measures to mitigate light and glare, such as the use of "luminaries" in connection with school construction.	School marquees (outdoor sign with electronic message display). BUL-5004.1 adopted May 25, 2010.
AE-00 Compliance	Shadows	When a project will include construction of buildings or structures taller than surrounding neighborhood	Prior to project approval	OEHS CEQA Specification Manual, Appendix F, Protocol for Shadow Analysis in CEQA Documents for Proposed School Sites. This document outlines the methodology and impact thresholds for shadow analysis.	LAUSD OEHS CEQA Specification Manual, Appendix F, Protocol For Shadow Analysis In CEQA Documents For Proposed School Sites. December 2005, Revised June 2007.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
Project Design Features					
AE-1	Light spillage and glare	When a project will generate new light sources	Prior to building occupation, first stadium event, or first use of lights.	LAUSD shall reduce the lighting intensity from the new sources on adjacent residences to no more than two foot-candles, measured at the residential property line. LAUSD shall utilize hoods, filtering louvers, glare shields, and/or landscaping as necessary to achieve the standard. The lamp enclosures and poles shall also be painted to reduce reflection. Following installation of lights the lighting contractor shall review and adjust lights to ensure the standard is met.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. AE-1.2
AE-2	Viewshed obstruction and degradation of neighborhood character	When a project may have a significant adverse aesthetic impact from a school building or site design	During project design	LAUSD shall consider whether or not a proposed project is consistent with the general character of the surrounding neighborhood, including any proposed changes to the density, height, bulk, and setback of new or updated building. Where feasible, LAUSD shall make appropriate design changes to reduce or eliminate viewshed obstruction and degradation of neighborhood character. Such design changes could include, but are not limited to, changes to campus layout, height of buildings, landscaping, and/or the architectural style of buildings.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. AE-1.1
AE-3	Light and glare	When a project will generate new light sources	Prior to building occupation, first stadium event, or first use of lights.	Design site lighting and select lighting styles and technologies to have minimal impact off-site and minimal contribution to sky glow. Minimize outdoor lighting of architectural and landscape features and design interior lighting to minimize trespass outside from the interior. International Dark-Sky Association (IDA) and the Illuminating Engineering Society (IES) Model Lighting Ordinance (MLO) shall be used a guide for environmentally responsible outdoor lighting. The MLO outdoor lighting has outdoor lighting standards that reduce glare, light trespass, and skyglow. The Joint IDA-IESNA Model Outdoor Lighting Ordinance (MLO) uses lighting zones (LZ0-4) which allow the District to vary the stringency of lighting restrictions according to the sensitivity of the area as well as consideration for the community. The MLO also incorporates the Backlight-Uplight-Glare (BUG) rating system for luminaires, which provides more effective control of unwanted light. IDA-IESNA Model establishes standards to: <ul style="list-style-type: none"> • Limit the amount of light that can be used • Minimize glare by controlling the amount of light that tends to create glare 	<ul style="list-style-type: none"> • NEW. Based on The Collaborative for High Performance Schools. High Performance Schools Best Practices Manual, Volume III-- Criteria. Version 1.0, November 1, 2001. Adopted by the Board of Education on October 28, 2003. Updated 2009 CHPS Scorecard with 2011 Amendments. SS5.1: Light Pollution Reduction. Includes additional language from IDA.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				<ul style="list-style-type: none"> Minimize sky glow by controlling the amount of uplight Minimize the amount of off-site impacts or light trespass 	
AIR QUALITY					
Standard Conditions					
AQ-00 Compliance	Air Toxics Health Risk	If project includes new occupied spaces within ¼-mile of emission sources	Prior to project approval	<p>OEHS CEQA Specification Manual, Appendix J, Air Toxics Health Risk Assessment (HRA).</p> <p>This document includes guidance on HRA Protocols for permitted, nonpermitted, and mobile sources that might reasonably be anticipated to emit hazardous air emissions and result in potential long-term and short-term health impacts to student and staff at the school site.</p>	LAUSD OEHS CEQA Specification Manual, Appendix J, Air Toxics Health Risk Assessment (HRA). December 2005, Revised June 2007.
Project Design Features					
AQ-1	Construction emissions	If project requires large construction equipment	During project construction	LAUSD's construction contractor shall ensure that construction equipment is properly tuned and maintained in accordance with manufacturer's specifications.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.
AQ-2	Construction emissions	If project requires a removal action for soil contamination	During project construction	<p>LAUSD or its construction contractor shall:</p> <ul style="list-style-type: none"> Maintain slow speeds with all vehicles. Load impacted soil directly into transportation trucks to minimize soil handling. Water/mist soil as it is being excavated and loaded onto the transportation trucks. Water/mist and/or apply surfactants to soil placed in transportation trucks prior to exiting the site. During dumping, minimize soil drop height into transportation trucks or stockpiles. During transport, cover or enclose trucks transporting soils, increase freeboard requirements, and repair trucks exhibiting spillage due to leaks. Cover the bottom of the excavated area with polyethylene sheeting when work is not being performed. Place stockpiled soil on polyethylene sheeting and cover with similar material. Place stockpiled soil in areas shielded from prevailing winds. 	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
AQ-3	Construction Emissions	When site-specific review of a school construction project identifies potentially significant adverse regional and localized construction air quality impacts.	During project construction	<p>LAUSD shall implement all feasible mitigation measures to reduce air pollutant emissions below the South Coast Air Quality Management District's (SCAQMD) regional and localized significance thresholds. LAUSD shall mandate in the construction bid contract for each project that identifies potentially significant regional construction air quality impacts, that the construction contractor implement the mitigation measures identified in the air quality analysis for the project. 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 mitigation measures include, but are not limited to, the following:</p> <p>Exhaust Emissions</p> <ul style="list-style-type: none"> • Schedule construction activities that affect traffic flow to off-peak hours (e.g. between 10:00 AM and 3:00 PM). • 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. 	<p>2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004.</p> <p>AQ-2.1.</p>

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				<p>Fugitive Dust</p> <ul style="list-style-type: none"> • 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. 	

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				<p>General Construction</p> <ul style="list-style-type: none"> • 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. 	
AQ-4	Air toxics health risk project siting criteria	If project includes new occupied spaces within ¼-mile of emission sources	Prior to final site selection	<p>LAUSD shall prepare an HRA if new classrooms are:</p> <ul style="list-style-type: none"> • Within 500 feet of a major transportation corridor (freeway, major rail line) such that health risks to students would be created or exacerbated. • Within 500 feet of a major stationary source of emissions such that health risks to students would be created or exacerbated. • On the priority list of schools most at risk from air pollution. • Near a high-risk facility previously identified by the Office of Environmental Health Safety (OEHS) such that health risks to students would be created or exacerbated. 	Based on LAUSD Board of Education Resolution Item 27 adopted January 22, 2008. This screening criterion is part of the Preliminary Environmental Screening of Proposed Project at Existing School Site checklist.
AQ-5	Air toxics health risk	When a health risk assessment identifies risks that exceed the standards	Prior to project construction	<p>LAUSD shall design each new heating, ventilation, and air conditioning (HVAC) system to mitigate impacts from air emissions to a level below the following thresholds: 1) maximum individual cancer risk (MICR) of 1 in 100,000; or 2) chronic hazard index of 1; or 3) acute hazard index of 1; or 4) 1-hour CO standard of 20 parts per million (ppm); or 5) 8-hour CO standard of 9.0 ppm; or 6) 1-hour NO₂ standard of 0.18 ppm; or 7) 24-hour PM₁₀ and PM_{2.5} standards (operation) of 2.5 µg/m³. Each HVAC system design shall contain such specifications, including but not limited to an appropriate American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) minimum efficiency reporting value (MERV) for HVAC filters, as necessary to mitigate impacts to less</p>	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. AQ-4.1.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				than significant levels. The LAUSD shall implement all other measures to reduce health risks to acceptable levels as identified and recommended in the HRA. The HVAC system design specifications and requirements in addition to all other identified measures shall be noted and/or reflected on all building plans submitted to the Division of the State Architect.	
AQ-6	Air pollutant emissions reduction	If project includes increase in student capacity and additional traffic.	During school operation	LAUSD shall encourage ride-sharing programs for students and teachers as well as maintain fleet vehicles such as school buses, maintenance vehicles, and other service fleet vehicles in good condition in order to prevent significant increases in air pollutant emissions created by operation of a new school.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.

BIOLOGICAL RESOURCES

Project Design Features

BIO-1	Sensitive species and habitat identification, impacts, and mitigation	When a project may affect sensitive species and/or their habitat within or near a project site; If a project will alter surface drainage in a way that affects sensitive species and/or their habitat.	As part of the site-specific CEQA review process; Agency coordination prior to the start of construction; mitigation during construction	LAUSD shall identify sensitive species and their habitat within or near proposed project site. LAUSD will conduct a literature search, which shall consider a one-mile radius beyond the project construction site and shall be performed by a qualified biologist with knowledge of local biological conditions as well as the use and interpretation of the data sources identified below. Where appropriate, in the opinion of the biologist, the literature search shall be supplemented with a site visit and/or aerial photo analysis. Resources and information that shall be investigated for each site should include, but not be limited to: <ul style="list-style-type: none"> • Local offices of the USFWS, National Marine Fisheries Services (NMFS), CDFG, California Native Plant Society (CNPS), and City planning or environmental offices for Sensitive Species concerns that may not exist on published databases. These agencies can be consulted verbally or in writing. • CNDDDB • CNPS Rare Plant Inventory • Local Audubon Society • Los Angeles County Department of Regional Planning for information on Significant Ecological Areas • California Digital Conservation Atlas for district-wide location of reserves, plan areas, and land trusts that may overlap with project sites. 	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. B-1.1 and B-1.2
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4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				<ul style="list-style-type: none"> • Jurisdictional Delineation <p>In the biological resources report, the biologist shall recommend mitigation measures that may be necessary to reduce impacts on sensitive species to less than significant. Where LAUSD determines that a school construction project may have a significant impact on an identified sensitive species, LAUSD shall consult with the USFWS and/or the CDFW and comply with any permit conditions or directives from those agencies regarding the protection or mitigation. LAUSD shall replace or restore affected habitat and surface drainage as required by the USFWS, CDFW and/or the U.S. Army Corps of Engineers.</p>	
BIO-2	Light impacts to sensitive species	If a project includes new outdoor lighting that is near sensitive species habitat.	During lighting installation and prior to first use of lights	LAUSD shall protect sensitive species from harmful exposure to light by shielding light sources, redirecting light sources, or using low intensity lighting.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. B-1.3
BIO-3	Bird and Bat Nesting Sites	If tree or building removal is required during nesting season (March 1 through August 31), and native bird species have been identified.	Prior to start of construction	<p>LAUSD shall either:</p> <ul style="list-style-type: none"> • Retain a qualified biologist to conduct an intensive nest search in all trees and buildings slated for removal before construction begins. If nests with young are found, the LAUSD shall not remove the trees until the young have fledged or the nest has been abandoned; or, • Delay tree or building removal until between September 1 to February 28 to ensure reproductive success for native species using the site for nesting. 	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. B-1.4
BIO-4	Mature Oak Trees	If project requires the removal of one or more healthy mature oak trees.	During construction	<p>LAUSD shall follow options will occur:</p> <ol style="list-style-type: none"> 1) Relocate the tree(s) to another location on the property where the conditions are favorable to survival; 2) Replace each healthy mature oak tree within the same property boundaries with at least two new oak trees; or <p>If the options 1 and 2 are not feasible, then LAUSD shall plant a different native species as replacement.</p>	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. B-3.1

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Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
CULTURAL RESOURCES					
Standard Conditions					
CUL-00 Compliance	Cultural Resource Assessment Procedures	If a project may affect historic resources.	Prior to project approval	OEHS CEQA Specification Manual, Appendix H, Historical Resources Policy This document establishes assessment methodology and procedures for the identification and analysis of historical resources, unique archaeological resources, and paleontological resources pursuant to the CEQA.	LAUSD OEHS CEQA Specification Manual, Appendix H-Historical Resources Policy, (Appendix E.2) LAUSD <i>Cultural Resource Assessment Procedures</i> . December 2005, Revised June 2007.
Project Design Features					
CUL-1	Architectural Character	If a project may affect historic buildings or structures.	During project design	LAUSD shall re-use rather than destroy historical resources, where feasible. LAUSD shall take the following steps when dealing with historical resources: <ul style="list-style-type: none"> • Retain and preserve the historic character of a building, structure, or site, where feasible. • Treat distinctive architectural features or examples of skilled craftsmanship that characterize a building with sensitivity, where feasible. • Conceal reinforcement required for structural stability or the installation of life safety or mechanical systems, wherever feasible. • Undertake surface cleaning of historic structures with the gentlest means possible. Avoid sandblasting and chemical treatments 	School Design Guide. Los Angeles Unified School District. January 2014.
CUL-2	Historical Resource Assessment	If a Cultural Resource Assessment identifies historic resources on a proposed project site	During project design and prior start of CEQA document	LAUSD shall engage a design team, consisting of an architect and structural engineer, as necessary, with five (5) years' experience applying the Secretary of the Interior's Standards for the Treatment of Historic Properties. The Design Team, in consultation with the Master Reviewer, shall consider whether and to what extent the proposed project could have a significant impact on the site's historical resources. If the Design Team determines that the proposed project could have a significant impact on the site's historical resources, and the Master Reviewer concurs with that determination, the Design Team shall develop and consider mitigation measures and alternatives that could minimize, avoid or substantially reduce the impacts.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.1

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
CUL-3	Historical Resource Assessment	For projects involving the relocation, conversion, rehabilitation, or alteration of an historical resource, or construction in the immediate surroundings of an historical resource.	During project design and prior start of CEQA document	LAUSD shall develop at least one alternative that either (1) complies with the Secretary of the Interior's Standards for the Treatment of Historic Properties, or (2) otherwise avoids material impairment of the historical resource. LAUSD need not adopt any such alternative unless the LAUSD Board of Education determines that the alternative is feasible within the meaning of PRC Section 21061.1 and necessary to avoid a significant impact on historical resources.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.2
CUL-4	Historical Resource Preservation	For projects involving the relocation, conversion, rehabilitation or alteration of an historical resource, or construction in the immediate surroundings of an historical resource, and if compliance with the Secretary's Standards or avoidance of a material impairment of the historical resources is adopted as a site-specific project mitigation measure or alternative.	During design development phase, and implementation of mitigation measures.	LAUSD shall retain a preservation architect meeting the Secretary of the Interior's Professional Qualifications Standards in historic architecture (preservation architect) to review and comment upon project plans through the design development phase for conformance with the adopted mitigation measure or alternative.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.3
CUL-5	Historical Resource Preservation	For projects that may impact an historical resource	During pre-construction and construction monitoring activities	The preservation architect shall participate in pre-construction and construction monitoring activities to ensure continuing conformance with Secretary's Standards and/or avoidance of a material impairment of the historical resources.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.4
CUL-6	Historical Resource Documentation	If a project or any project alternative includes the demolition or damage to any recognized historic resources or any contributors to a historic district.	Prior to demolition or alteration	LAUSD shall retain a professional architectural photographer and an architectural historian that meets the Secretary of the Interior's Professional Qualifications Standards (Architectural Historian) to implement Historic American Building Survey (HABS) Level II documentation or closely following the HABS Level II outline format. Documentation shall include drawings, photographs, and written data for each building/structure/element. For all levels of documentation, the following quality standards shall be met:	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.5

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Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				<p>Large format photographs: Photographic documentation shall include of the current status of all recognized historic resources or any contributors to a historic district and the existing surrounding setting. Large format photographs shall clearly depict the appearance of the property and areas of significance of the recorded building, site, structure, or object. Each view shall be perspective corrected and fully captioned. All shall be archivally processed and prints shall be made on fiber-based paper. Two original negatives (large format 4-inch by 5-inch black and white negatives) shall be made at the time the photographs are taken, two sets of contact prints, and three sets of 8-inch by 10-inch prints shall be processed.</p> <ul style="list-style-type: none"> • one set of negatives and one set of contact prints shall be archived at the National Park Service for entry into the HABS collection in the Library of Congress • one set of negatives and one set prints shall be archived at Los Angeles Public Library at the Central Library. • one set of prints shall be archived at the Los Angeles City Historical Society. • one set of prints shall be archived at LAUSD. <p>Narrative description: 1) Written history and description shall be based on primary sources to the greatest extent possible. A frank assessment of the reliability and limitations of sources shall be included. Within the written history, statements shall be footnoted as to their sources, where appropriate. The written data shall include a methodology section specifying name of researcher, date of research, sources searched, and limitations of the project; 2) the architectural historian shall prepare a narrative description (closely following the Historic American Buildings Survey Level II outline format) of historical architectural resources, including Department of Parks and Recreation (DPR) series forms.</p> <p>Document Submittal: The draft documentation shall be assembled by the architectural historian and submitted to the LAUSD Architectural Master Reviewer for review and comment. Architectural Master Reviewer shall give final approval prior and receive final documentation prior to submittal to the repositories and prior to work on the project. LAUSD</p>	

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Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				shall submit the LAUSD-approved final documentation to the Los Angeles Public Library at the Central Library and the South Central Coastal Information Center.	
CUL-7	Historical Resource Notification	For projects where LAUSD has identified historical resources on the site.	As part of the public review process	LAUSD shall provide OHP copies of all negative declarations and environmental impact reports.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.6
CUL-8	Historical Resource Reuse	If a project or any project alternative includes the demolition of any of the recognized historic structures	Prior to demolition or alteration	LAUSD, consistent with Education Code Section 17540, shall offer to sell any useful features of the school building (i.e., the school bell, chalkboards, lockers, etc.) that do not contain hazardous materials for use or display, if features are not retained by LAUSD for reuse or display.	NEW
CUL-9	Historical Resource Reuse	If a project or any project alternative includes the demolition of any of the recognized historic structures	Prior to demolition or alteration	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.	NEW
CUL-10	Archaeological Resource	If the project area is deemed highly sensitive for archaeological resources.	Prior to and during grading, excavation, or other ground-disturbing activities	LAUSD shall retain a qualified archaeologist to be available on-call. The qualified archaeologist shall meet the Secretary of the Interior's Professional Qualifications Standards (48 Federal Register 44738-39).	NEW
CUL-11	Historic and Archaeological Resource	If historical or unique archaeological resources are discovered during construction activities.	During grading, excavation, or other ground-disturbing activities	The contractor shall halt construction activities in the immediate area and notify the LAUSD. LAUSD shall retain a qualified archeologist to make an immediate evaluation of significance and appropriate treatment of the resource. To complete this assessment, the qualified archeologist will be afforded the necessary time to recover, analyze, and curate the find. The qualified archeologist shall recommend the extent of archeological monitoring necessary to ensure the protection of any other resources that may be in the area. Construction activities may continue on other parts of the building site while evaluation and treatment of historical or unique archaeological resources takes place.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.7

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Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
CUL-12	Archaeological Resource Monitoring Program	When a Phase I Archaeological Site Investigation shows a strong possibility that unique resources, and/or unique architectural resources have been identified on a site.	Prior to the start of construction	LAUSD shall implement an archaeological monitoring program for construction activities at a site prepared by a qualified archaeologist under the following conditions: (1) when a Phase I Site Investigation shows a strong possibility that unique archeological resources are buried on the site; and/or (2) when unique architectural resources have been identified on a site, but LAUSD does not implement a Phase III Data Recovery/Mitigation Program because the resources can be recovered through the archaeological monitoring program.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.8
CUL-13	Archaeological Resource	If any evidence of prehistoric or historic cultural resources is uncovered.	During grading, excavation, or other ground-disturbing activities	All work shall stop within a 30-foot radius of the discovery. Work shall not continue until the discovery has been evaluated by a qualified archaeologist. The qualified archaeologist shall assess the find(s) and, if it is determined to be of value, shall draft a monitoring program and oversee the remainder of the grading program. Should evidence of prehistoric or historic cultural resources be found the archaeologist shall monitor all ground-disturbing activities related to the proposed project. Any significant archaeological resources found shall be preserved as determined necessary by the archaeologist and offered to a local museum or repository willing to accept the resource. Any resulting reports shall also be forwarded to the South Central Coastal Information Center at the California State University, Fullerton.	NEW
CUL-14	Archaeological Resource	If project construction requires archaeological monitoring	Prior to the start grading, excavation, or other ground-disturbing activities	Cultural resources sensitivity training shall be conducted by a qualified archaeologist for all construction workers involved in moving soil or working near soil disturbance. This training shall review the types of archaeological resources that might be found, along with laws for the protection of resources.	NEW
CUL-15	Archaeological Resource	When unique archaeological resources are discovered and LAUSD determines not to avoid them by abandoning the site or redesigning the project	During grading, excavation, or other ground-disturbing activities	LAUSD shall determine whether it is feasible to prepare and implement a Phase III Data Recovery/Mitigation Program. A Phase III Data Recovery/Mitigation Program would be designed by a Qualified Archaeologist to recover a statistically valid sample of the archaeological remains and to document the site to a level where the impacts can be determined to be less than significant. All documentation shall be prepared in the standard format of the ARMR Guidelines, as prepared by the OHP. Once a Phase III Data Recovery/Mitigation Program is completed, an archaeological monitor shall be present on site to oversee	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.9

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Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				the grading, demolition activities, and/or initial construction activities to ensure that construction proceeds in accordance with the adopted Phase III Data Recovery/Mitigation Program. The extent of the Phase III Data Recovery/Mitigation Program and the extent and duration of the archaeological monitoring program depend on site-specific factors.	
CUL-16	Native American Resource	If evidence of Native American resources is uncovered	During grading, excavation, or other ground-disturbing activities	All work shall stop within a 30-foot radius of the discovery. Work shall not continue until the discovery has been evaluated by a qualified archaeologist and the local Native American representative has been contacted and consulted to assist in the accurate recordation and recovery of the resources.	NEW
CUL-17	Paleontological Resource	If the Cultural Resources Assessment identifies a project area as sensitive for paleontological resources.	During grading, excavation, or other ground-disturbing activities	LAUSD shall have a paleontological monitor on-call during construction activities. This monitor shall provide the construction crew(s) with a brief summary of the sensitivity, the rationale behind the need for protection of these resources, and information on the initial identification of paleontological resources. If paleontological resources are uncovered during construction, the on-call paleontologist shall be notified and afforded the necessary time and funds to recover, analyze, and curate the find(s). Subsequently, the monitor shall remain on site for the duration of the ground disturbances to ensure the protection of any other resources that may be in the area.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.10
CUL-18	Paleontological Resource	If the project area is deemed highly sensitive for paleontological resources.	During grading, excavation, or other ground-disturbing activities	The paleontological monitor shall be on site for all ground altering activities and shall advise LAUSD as to necessary means of protecting potentially significant paleontological resources, including, but not limited to, possible cessation of construction activities in the immediate area of a find. If resources are identified during the monitoring program, the paleontologist shall be afforded the necessary time and funds to recover, analyze, and curate the find(s). Subsequently, the monitor shall remain on site for the duration of the ground disturbances to insure the protection of any other resources that may be in the area.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. C-1.11

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Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
GEOLOGY AND SOILS					
Standard Conditions					
GEO-00 Compliance	Seismic Hazards	For all projects that involve grading, excavation, or other ground-disturbing activities	During project design, and project construction	OEHS CEQA Specification Manual, Appendix G Supplemental Geohazard Assessment Scope of Work. This document outlines the procedures and scope for LASUD geohazard assessments.	LAUSD OEHS CEQA Specification Manual, Appendix G, Supplemental Geohazard Assessment Scope of Work. December 2005, Revised June 2007.
GREENHOUSE GAS EMISSIONS					
Standard Conditions					
USS-0 Compliance	Construction waste management	When projects will generate construction and demolition debris	Prior to start of and during construction	School Design Guide & Specification 01340, Construction & Demolition Waste Management Construction and demolition waste shall be recycled to the maximum extent feasible. LAUSD has established a minimum non-hazardous construction and demolition debris recycling requirement of 75% by weight as defined in Specification 01340, Construction & Demolition Waste Management. (School Design Guide. January 2014) Specification 01340, Construction & Demolition Waste Management. Specification 01340, Construction & Demolition Waste Management includes procedures for preparation and implementation, including reporting and documentation, of a Waste Management Plan for reusing, recycling, salvage or disposal of non-hazardous waste materials generated during demolition and/or new construction (Construction & Demolition (C&D) Waste), to foster material recovery and re-use and to minimize disposal in landfills. Requires the collection and separation of all C&D waste materials generated on-site, reuse or recycling on-site, transportation to approved recyclers or reuse organizations, or transportation to legally designated landfills, for the purpose of recycling salvaging and/or reusing a minimum of 75% of the C&D waste generated. (Specification 01340, Construction & Demolition Waste Management, July 7, 2003)	<ul style="list-style-type: none"> • School Design Guide. January 2014; • Specification 01340, Construction & Demolition Waste Management, July 7, 2003; • LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR; • The Collaborative for High Performance Schools. High Performance Schools Best Practices Manual, Volume III-- Criteria. Version 1.0, November 1, 2001. Adopted by the Board of Education on October 28, 2003. Updated 2009 CHPS Scorecard with 2011 Amendments. Prerequisite. Construction Waste Management. ME2.0C.P1 and LAUSD 2014 School Design Guide.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
Project Design Features					
GHG-1	Water use and efficiency	If project include work on water pumps, valves, piping, and/or tanks.	During school operation	During school operation, LAUSD shall perform regular preventative maintenance on pumps, valves, piping, and tanks to minimize water loss.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR
GHG-2	Water use and efficiency	If projects involve work on landscape irrigation system.	Prior to full operation of irrigation system	LAUSD shall utilize automatic sprinklers set to irrigate landscaping during the morning and evening hours to reduce water loss from evaporation.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR
GHG-3	Water use and efficiency	If projects involve work on landscape irrigation system.	Prior to full operation of irrigation system	LAUSD shall reset automatic sprinkler timers to water less during cooler months and during the rainy season.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR
GHG-4	Water use and efficiency	If projects involve work on landscape and/or irrigation system.	Prior to full operation of irrigation system	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.	The Collaborative for High Performance Schools. High Performance Schools Best Practices Manual, Volume III-- Criteria. Version 1.0, November 1, 2001. Adopted by the Board of Education on October 28, 2003. Updated 2009 CHPS Scorecard with 2011 Amendments. Prerequisite. Construction Waste Management. WE1.0C.P1 and LAUSD 2014 School Design Guide.
GHG-5	Energy efficiency	If project involves a building construction	Prior to occupancy	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.	The Collaborative for High Performance Schools. High Performance Schools Best Practices Manual, Volume III-- Criteria. Version 1.0, November 1, 2001. Adopted by the Board of Education on October 28, 2003. Updated 2009 CHPS Scorecard with 2011 Amendments. Prerequisite. Energy Efficiency. EE1.0C.P1 and LAUSD 2014 School Design Guide.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
HAZARDS and HAZARDOUS MATERIALS					
Standard Conditions are extensive. CEQA-related list identified below; see Section 5.8 for complete list and descriptions.					
HAZ-00 Compliance	Electromagnetic fields	When a new occupied space is near power lines or cell towers	Prior to project approval	OEHS CEQA Specification Manual, Appendix L, Criteria for School Siting in Proximity to High Voltage Power Lines. Board of Education resolutions (Effects of Non-Ionizing Radiation-2000, Wireless Telecommunication Installations-2009 and T-Mobile Cell Tower Notification and Condemnation-2009) regarding electromagnetic field (EMF) and radiofrequency exposures associated with cellular towers near schools whereby a prohibition exists regarding siting towers on school campuses.	LAUSD OEHS CEQA Specification Manual, Appendix L, Criteria for School Siting in Proximity to High Voltage Power Lines. December 2005, Revised June 2007. Board of Education resolutions: <ul style="list-style-type: none"> • Effects of Non-Ionizing Radiation-2000 • Wireless Telecommunication Installations-2009 • T-Mobile Cell Tower Notification and Condemnation-2009
HAZ-00 Compliance	Pipeline hazards	When a occupied space is near hazardous pipelines	Prior to project approval	OEHS CEQA Specification Manual, Appendix M, Pipeline Safety Hazard Analysis.	LAUSD OEHS CEQA Specification Manual, Appendix M, Pipeline Safety Hazard Analysis. December 2005, Revised June 2007.
HAZ-00 Compliance	Rail hazards	When a occupied space is near rail road tracks	Prior to project approval	OEHS CEQA Specification Manual, Appendix K, Rail Safety Study Protocol.	LAUSD OEHS CEQA Specification Manual, Appendix K, Rail Safety Study Protocol. December 2005, Revised June 2007.
AQ-00 Compliance	Air Toxics Health Risk	If project includes new occupied spaces within ¼-mile of emission sources	Prior to project approval	OEHS CEQA Specification Manual, Appendix J, Air Toxics Health Risk Assessment (HRA).	LAUSD OEHS CEQA Specification Manual, Appendix J, Air Toxics Health Risk Assessment (HRA). December 2005, Revised June 2007.
HYDROLOGY and WATER QUALITY					
Standard Conditions					
HWQ-00 Compliance	Storm Water Requirements	Projects with land disturbance.	During construction	Stormwater Technical Manual This manual establishes design requirements and provides guidance for the cost-effective improvement of water quality in new and significantly redeveloped LAUSD school sites. These guidelines are intended to improve water quality and mitigate potential impacts to the Maximum	Stormwater Technical Manual. Prepared for LAUSD by Geosyntec Consultants. October 2009.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				Extent Practicable (MEP). While these guidelines meet current post-construction Standard Urban Stormwater Mitigation Plan (SUSMP) requirements. The guidelines address the mandated post-construction element of the NPDES program requirements.	
HWQ-00 Compliance	Storm Water Requirements	Projects with land disturbance.	During construction	<p>Compliance Checklist for Storm Water Requirements at Construction Sites.</p> <p>This checklist has requirements for compliance with the General Construction Activity Permit and is used by OEHS to evaluate permit compliance. Requirements listed include a SWPPP; BMPs for minimizing storm water pollution to be specified in a SWPPP; and monitoring storm water discharges to ensure that sedimentation of downstream waters remains within regulatory limits</p>	OEHS. No Date.
HWQ-00 Compliance	Miscellaneous Requirements	Ongoing maintenance and repair	During construction and operation	<ul style="list-style-type: none"> • Environmental Training Curriculum • Hazardous Waste Management Program • Medical Waste Management Program • Environmental Compliance Inspections • Safe School Inspections • Integrated Pest Management Program • Fats Oil and Grease Management Program • Solid Waste Management Program 	Various
Project Design Features					
HWQ-1	Flood hazards	If project requires site acquisition	During project design	The analysis for new projects shall include evaluation of all possible flood hazards as determined by: (1) review of FEMA flood maps; (2) review of flood information provided by local city or county floodplain managers; (3) review of California Department of Water Resources dam safety information; and, (4) local drainage analysis by a civil engineer. The flood hazard determination shall include consideration of tsunamis and debris flow. New projects should be located outside of these hazard areas, if practical.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. HWQ-5.1
HWQ-2	Flood hazards	If project requires site acquisition	During project design	Where placing the project outside the floodplain is impractical, the school or project structure shall be protected from flooding by containment and control of flood flows (e.g., elevating lowest floors at least one foot above the expected 100-year flood level).	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. HWQ-5.2

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
HWQ-3	Tsunami Hazards	If occupied spaces are within 0.62 mile of the coast, and less than 100 feet above mean sea level.	Prior to classroom occupation	LAUSD shall evaluate tsunami hazards to determine if the project site is within a tsunami inundation zone as delineated by CalEMA or NOAA. If the project site is within a tsunami hazard zone LAUSD shall prepare and implement a tsunami awareness program and evacuation plan. This plan shall comply with the provisions of the LAUSD Emergency Operations Plan.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. HWQ-5.3
HWQ-4	Debris flow areas	If classrooms are located in areas subject to potentially damaging debris flow.	During project design	LAUSD shall consult with the Los Angeles County Department of Public Works, and/or local city officials, as appropriate, regarding the debris flow potential near the mouth of or in natural canyons and feasible mitigation measures shall be developed to reduce any potential risk. Potential debris flow hazards shall be reduced by one or more of the following: adequate building setbacks from natural slopes, construction of debris control facilities in upstream areas, monitoring and maintaining potential debris flow areas and basins. In addition, potential loss shall be minimized by establishing an evacuation plan, and elevated awareness and early warning of pending events.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. HWQ-5.4

NOISE

Project Design Features

AQ-1	Construction emissions	If project requires large construction equipment	During project construction	LAUSD's construction contractor shall ensure that construction equipment is properly tuned and maintained in accordance with manufacturer's specifications.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.
N-1	Exterior campus noise	If projected exterior noise levels on a new site is greater than 70 dBA L ₁₀ or 67 dBA L _{eq} .	During project design	The LAUSD shall include features such as sound walls, building configuration, and other design features in order to attenuate exterior noise levels on a school campus to less than 70 dBA L ₁₀ or 67 dBA L _{eq} .	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. N-1.1.
N-2	Interior classroom noise	If projected interior classroom noise levels is greater than 55 dBA L ₁₀ or 45 dBA L _{eq} .	During project design	The LAUSD shall analyze the acoustical environment of the site (such as traffic) and the characteristics of planned building components (such as heating, ventilation, and air conditioning [HVAC]), and design to achieve interior classroom noise levels of less than 55 dBA L ₁₀ or 45 dBA L _{eq} with maximum (unoccupied) reverberation times of 0.6 seconds. Noise reduction methods shall include features such as sound walls, building and/or classroom insulation, HVAC modifications, double-paned	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. N-1.2

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				windows, and other design features in order to achieve the noise standards.	
N-3	Traffic noise	Where project-related traffic noise levels exceed local noise standards, policies, or ordinances.	Prior to project approval	LAUSD shall require an acoustical analysis to identify feasible measures to reduce traffic noise increases to 3 dBA CNEL or less at the noise-sensitive land use. LAUSD shall implement recommended measures to reduce noise.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. N-2.1
N-4	Noise-sensitive land uses	Where project-related school noise levels will exceed local noise standards, policies, or ordinances.	During project design	LAUSD shall incorporate buffer zones, sound barriers (such as buildings, masonry walls, enclosed bleacher foot wells, or other special design features) between playgrounds, stadiums, and other noise-generating facilities and adjacent residential or noise-sensitive land uses, to reduce noise levels to meet jurisdictional standards or an increase of 3 dB or less over ambient.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. N-2.2
N-5	Noise-sensitive land uses	If construction projects will occur on an existing school campus.	Prior to construction	LAUSD Facilities Division or its construction contractor shall consult and coordinate with the school principal or site administrator, and other nearby noise sensitive land uses prior to construction to schedule high noise or vibration producing activities to minimize disruption. Coordination between the school, nearby land uses and the construction contractor shall continue on an as-needed basis throughout the construction phase of the project to reduce school and other noise sensitive land use disruptions.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. N-3.1
N-6	Structural Damage	If project requires rock blasting or demolition activities.	During construction	The LAUSD shall require the construction contractor to minimize blasting for all construction or demolition activities, where feasible. If demolition is necessary adjacent to residential uses or fragile structures, the LAUSD shall require the construction contractor to avoid using impact tools. Alternatives that shall be considered include mechanical methods using hydraulic crushers or deconstruction techniques.	2004 New Construction Program EIR Mitigation Measures, adopted by the Board of Education on June 2004. N-5.1
N-7	Structural Damage	If project requires pile driving or heavy vibration activities.	During construction	For projects where pile driving activities are required within 150 feet of a structure, a detailed vibration assessment shall be provided by an acoustical engineer to analyze potential impacts related to vibration to nearby structures and to determine feasible mitigation measures to eliminate potential risk of architectural damage.	NEW

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
N-8	Structural Damage	Where vibration intensive activities are planned within 25 feet of a historic building or structure	Prior to and during demolition and construction	<p>LAUSD shall meet with the construction contractor to discuss alternative methods of demolition and construction for activities within 25 feet of a historic building to reduce vibration impacts. During the preconstruction meeting, the construction contractor shall identify demolition methods not involving vibration-intensive construction equipment or activities. For example: sawing into sections that can be loaded onto trucks results in lower vibration levels than demolition by hydraulic hammers.</p> <ul style="list-style-type: none"> • Prior to construction activities, the construction contractor shall inspect and report on the current foundation and structural condition of the historic building. • The construction contractor shall implement alternative methods identified in the preconstruction meeting during demolition, excavation, and construction for work done within 25 feet of the historic building. • The construction contractor shall avoid use of vibratory rollers and packers adjacent to a historic building. • During demolition the construction contractor shall not phase any ground-impacting operations near a historic building to occur at the same time as any ground impacting operation associated with demolition and construction of a new building. • During demolition and construction, if any vibration levels cause cosmetic or structural damage to a historic building the District shall issue "stop-work" orders to the construction contractor immediately to prevent further damage. Work shall not restart until the building is stabilized and/or preventive measures to relieve further damage to the building are implemented. 	
N-9	Construction Noise	If project requires exterior construction and/or heavy equipment	Prior to project construction	The LAUSD shall require its construction contractor to provide advance notice of the start of construction to all noise sensitive receptors, businesses, and residences adjacent to the project area. The announcement shall state specifically where and when construction activities will occur, and provide contact information for filing noise complaints with the contractor and the District. In the event of noise complaints the LAUSD shall monitor noise from the construction activity to ensure that construction noise does not exceed limits specified in the noise ordinance.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
N-10	Construction Noise	If construction project requires the use of portable equipment and/or outside storage and/or maintenance of equipment	During construction	The construction contractor shall locate portable equipment and store and maintain equipment as far as possible from the adjacent residents and other sensitive receptors.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.
N-11	Construction Noise	If project requires exterior construction and/or heavy equipment	During construction	The construction contractor shall comply with applicable noise ordinances of the affected city or county jurisdiction.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.
N-12	Construction Noise	If project requires exterior construction	During construction	If project construction noise levels are expected to exceed noise thresholds of significance, the LAUSD shall require the construction contractor to implement all feasible noise attenuation measures that may be identified as part of the environmental review of each individual project. Feasible noise attenuation measures include, but are not limited to, construction of a masonry wall or installation of sound blankets along the property line adjacent to residential uses.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.
N-13	Construction Noise	If project requires exterior construction	During construction	The LAUSD shall require its construction contractor to provide advance notice of the start of construction to all noise sensitive receptors, businesses, and residences adjacent to the project area. The announcement shall state specifically where and when construction activities will occur, and provide contact information for filing noise complaints with the contractor and the District. In the event of noise complaints the LAUSD shall monitor noise from the construction activity to ensure that construction noise does not exceed limits specified in the noise ordinance.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.
PEDESTRIAN SAFETY					
Standard Conditions					
PED-00 Compliance	OEHS pedestrian safety evaluations	If project increases student capacity by more than 25% or 10 classrooms.	During Project design	Caltrans SRTS program. The LAUSD is a participant in the SRTS program administered by Caltrans and local law enforcement and transportation agencies. OEHS provides pedestrian safety evaluations as a component of traffic studies conducted for new school projects. This pedestrian safety evaluation includes a determination of whether adequate walkways and sidewalks	OEHS pedestrian safety evaluation

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				are provided along the perimeter of, across from, and adjacent to a proposed school site and along the paths of identified pedestrian routes within a 0.25-mile radius of a proposed school site. The purpose of this review is to ensure that pedestrians are adequately separated from vehicular traffic.	
PED-00 Compliance	Pedestrian safety analysis	If project increases student capacity by more than 25% or 10 classrooms.	During project design	<p>Traffic and Pedestrian Safety Requirements</p> <p>LAUSD has developed these performance guidelines to minimize potential pedestrian safety risks to students, faculty and staff, and visitors at LAUSD schools. The performance guidelines include the requirements for: student drop-off areas, vehicle access, and pedestrian routes to school. Appendix C states school traffic studies shall identify measures to ensure separation between pedestrians and vehicles along potential pedestrian routes, such as sidewalks, crosswalks, bike paths, crossing guards, pedestrian and traffic signals, stop signs, warning signs, and other pedestrian access measures.</p>	LAUSD OEHS CEQA Specification Manual. December 2005, Revised June 2007. Appendix C , Traffic and Pedestrian Safety Requirements for New Schools.
PED-00 Compliance	Pedestrian safety analysis	If project increases student capacity by more than 25% or 10 classrooms.	During project design	<p>Sidewalk Requirements for New Schools.</p> <p>LAUSD shall coordinate with the responsible traffic jurisdiction/agency to ensure these areas are improved prior to the opening of a school. Improvements shall include, but are not limited to:</p> <ul style="list-style-type: none"> • Clearly designate passenger loading areas with the use of signage, painted curbs, etc. • Install new walkway and/or sidewalk segments where none exist. • Any substandard walkway/sidewalk segments shall be improved to a minimum of eight feet wide. • Provide other alternative measures that separate foot traffic from vehicular traffic, such as distinct travel pathways or barricades. 	LAUSD OEHS CEQA Specification Manual. December 2005, Revised June 2007. Appendix D , Sidewalk Requirements for New Schools.
PED-00 Compliance	Pedestrian safety analysis	If project increases student capacity	Prior to project approval	<p>School Traffic Safety Reference Guide REF- 4492.1.</p> <p>This Reference Guide replaces Reference Guide 4492.0, School Traffic Safety, September 30, 2008. Updated information is provided, including new guidance on passenger loading zones and the Safety Valet Program. Guide sets forth requirements for traffic and pedestrian safety, and procedures for school principals to request assistance from OEHS, the Los Angeles Schools Police Department (LASPD), or the local police department regarding traffic and pedestrian safety. Distribution and</p>	LAUSD Traffic Safety Reference Guide. REF-4492.1. July 23, 2012

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				posting of the Back to School Safety Tips flyer is required. This guide also includes procedures for traffic surveys, parking restrictions, crosswalks, advance warning signs (school zone), school parking signage, traffic controls, crossing guards, or for determinations on whether vehicle enforcement is required to ensure the safety of students and staff.	
PED-00 Compliance	Safe access to school	If project includes construction of bus loading area, student drop-off/pick-up area and/or parking.	During project design	School Design Guide. The Guide states student drop-off and pick-up, bus loading areas, and parking areas shall be separated to allow students to enter and exit the school grounds safely.	LAUSD School Design Guide. January 2014.

Project Design Features

T-1	Analysis for traffic	If project increases student capacity and/or generates additional traffic or shifts traffic patterns.	Prior to project approval	<p>Coordinate with the local City or County jurisdiction and agree on the following:</p> <ul style="list-style-type: none"> • Compliance with the jurisdiction's design guidelines for access, parking, and circulation in the vicinity of the project. • Scope of analysis and methodology for the traffic and pedestrian study, including trip generation rates, trip distribution, number and location of intersections to be studied, and traffic impact thresholds. • Implementation of SRTS, traffic control and pedestrian safety devices. • Fair share contribution and/or other mitigation measures for potential traffic impacts. • Traffic and pedestrian safety impact studies shall address local traffic and congestion during morning arrival times, and before and after evening stadium events. • Traffic study will use the latest version of Institute of Transportation Engineer's (ITE) Trip Generation manual to determine trip generation rates (parent vehicles, school buses, staff/faculty vehicles, and delivery vehicles) based on the size of the school facility and the specific school type (e.g., Magnet, Charter, etc.), unless otherwise required by local jurisdiction. <p>Loading zones will be analyzed to determine the adequacy as pick-up and dropoff points. Recommendations will be developed in consultation with the local jurisdiction for curb loading bays or curb parking</p>	NEW
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4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
				restrictions to accommodate loading needs and will control double parking and across-the-street loading.	
T-2	Construction Traffic	If project requires construction equipment to use public roadways.	Prior to construction	LAUSD shall require its contractors to submit a construction worksite traffic control plan to the LADOT for review prior to construction. The plan will show the location of any haul routes, hours of operation, protective devices, warning signs, and access to abutting properties LAUSD shall encourage its contractor to limit construction-related trucks to off-peak commute periods. As required by Caltrans, applicable transportation related safety measures shall be implemented during construction.	NEW
POPULATION and HOUSING					
Standard Conditions					
PH-00 compliance	Property displacement	If project requires residential or business property acquisition.	Prior to construction	Relocation Assistance Advisory Program LAUSD shall conform to all residential and business displacement guidelines presented in the LAUSD's Relocation Assistance Advisory Program which complies with all items identified in the California State Relocation Assistance and Real Property Acquisition Guidelines (California Code of Regulations Title 25, Division 1, Chapter 6).	LAUSD's Relocation Assistance Advisory Program
TRANSPORTATION & TRAFFIC					
Standard Conditions					
T-00 Compliance	Analysis for traffic	If project includes increase in student capacity and additional traffic.	Prior to project approval	OEHS CEQA Specification Manual. Appendix C, Traffic and Pedestrian Safety Requirements for New Schools. Requirements identifies performance requirements for the selection and design of school sites to minimize potential pedestrian safety risks: <ul style="list-style-type: none"> • Site Selection • Bus and Passenger Loading Areas • Vehicle Access • Pedestrian Routes to School Requirements also state school traffic studies shall identify measures to ensure separation between pedestrians and vehicles along potential pedestrian routes, such as sidewalks, crosswalks, bike paths, crossing guards, pedestrian and traffic signals, stop signs, warning signs, and other pedestrian access measures.	LAUSD OEHS CEQA Specification Manual. December 2005, Revised June 2007. Appendix C, Traffic and Pedestrian Safety Requirements for New Schools.

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
T-00 Compliance	Vehicular access and parking	If project includes construction of parking, and/or vehicular or pedestrian access.	During project design	<p>School Design Guide. Vehicular access and parking shall comply with Section 2.3, Vehicular Access and Parking of the School Design Guide, January 2014. The Design Guide contains the following regulations related to traffic:</p> <ul style="list-style-type: none"> • Parking Space Requirements • General Parking Guidelines • Vehicular Access and Pedestrian Safety • Parking Structure Security 	School Design Guide. Los Angeles Unified School District. January 2014.
Project Design Features					
T-1	Analysis for traffic	If project increases student capacity and/or generates additional traffic or shifts traffic patterns.	Prior to project approval	<p>Coordinate with the local City or County jurisdiction and agree on the following:</p> <ul style="list-style-type: none"> • Compliance with the jurisdiction's design guidelines for access, parking, and circulation in the vicinity of the project. • Scope of analysis and methodology for the traffic and pedestrian study, including trip generation rates, trip distribution, number and location of intersections to be studied, and traffic impact thresholds. • Implementation of SR2S, traffic control and pedestrian safety devices. • Fair share contribution and/or other mitigation measures for potential traffic impacts. • Traffic and pedestrian safety impact studies shall address local traffic and congestion during morning arrival times, and before and after evening stadium events. • Traffic study will use the latest version of Institute of Transportation Engineer's (ITE) Trip Generation manual to determine trip generation rates (parent vehicles, school buses, staff/faculty vehicles, and delivery vehicles) based on the size of the school facility, unless otherwise required by local jurisdiction. • Loading zones will be analyzed to determine the adequacy as pick-up and drop-off points. Recommendations will be developed in consultation with the local jurisdiction for curb loading bays or curb parking restrictions to accommodate loading needs and will control double parking and across-the-street loading. 	NEW

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
T-2	Construction Traffic	If project requires construction equipment to use public roadways.	Prior to construction	LAUSD shall require its contractors to submit a construction worksite traffic control plan to the LADOT for review prior to construction. The plan will show the location of any haul routes, hours of operation, protective devices, warning signs, and access to abutting properties. LAUSD shall encourage its contractor to limit construction-related trucks to off-peak commute periods. As required by Caltrans, applicable transportation related safety measures shall be implemented during construction.	NEW
AQ-6	Traffic reduction	If project includes increase in student capacity and additional traffic.	During school operation	LAUSD shall encourage ride-sharing programs for students and teachers.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.

UTILITIES and SERVICE SYSTEMS

Standard Conditions

USS-0 Compliance	Construction waste management	When projects will generate construction and demolition debris	Prior to start of and during construction	<p>School Design Guide & Specification 01340, Construction & Demolition Waste Management</p> <p>Construction and demolition waste shall be recycled to the maximum extent feasible. LAUSD has established a minimum non-hazardous construction and demolition debris recycling requirement of 75% by weight as defined in Specification 01340, Construction & Demolition Waste Management. (School Design Guide. January 2014)</p> <p>Specification 01340, Construction & Demolition Waste Management includes procedures for preparation and implementation, including reporting and documentation, of a Waste Management Plan for reusing, recycling, salvage or disposal of non-hazardous waste materials generated during demolition and/or new construction (Construction & Demolition (C&D) Waste), to foster material recovery and re-use and to minimize disposal in landfills. Requires the collection and separation of all C&D waste materials generated on-site, reuse or recycling on-site, transportation to approved recyclers or reuse organizations, or transportation to legally designated landfills, for the purpose of recycling salvaging and/or reusing a minimum of 75% of the C&D waste generated. (Specification 01340, Construction & Demolition Waste Management, July 7, 2003)</p>	<ul style="list-style-type: none"> • School Design Guide. January 2014; • Specification 01340, Construction & Demolition Waste Management, July 7, 2003; • LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR; • The Collaborative for High Performance Schools. High Performance Schools Best Practices Manual, Volume III-- Criteria. Version 1.0, November 1, 2001. Adopted by the Board of Education on October 28, 2003. Updated 2009 CHPS Scorecard with 2011 Amendments. Prerequisite. Construction Waste Management. ME2.0C.P1 and LAUSD 2014 School Design Guide.
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4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
Project Design Features					
PS-1	Fire protection services	If project involves construction and site plans.	Prior to construction	LAUSD shall: 1) have local fire jurisdictions review and approve all construction and site plans prior to the State Fire Marshall's final approval; and 2) provide a full site plan for the local review, including all buildings, both existing and proposed, fences, drive gates, retaining walls, and other construction affecting Fire Department access, with unobstructed fire lanes for access indicated. Fire watch may be required during modification/replacement of existing systems.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.
USS-1	Water Supply	If project involves excavation near water lines	During construction	LAUSD shall coordinate with the City of Los Angeles Department of Water and Power or other appropriate jurisdiction and department prior to the relocation or upgrade of any water facilities to reduce the potential for disruptions in service.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR.
USS-2	Solid Waste	If new school is constructed on existing campus	Prior to occupation	The building/school shall meet local ordinance requirements for recycling space. Areas without local ordinances should use the model ordinance developed by the California Integrated Waste Management Board	The Collaborative for High Performance Schools. High Performance Schools Best Practices Manual, Volume III-- Criteria. Version 1.0, November 1, 2001. Adopted by the Board of Education on October 28, 2003. Updated 2009 CHPS Scorecard with 2011 Amendments. Prerequisite. Storage and Collection of Recyclables ME1.0.P1
USS-3	Solid Waste	If new school is constructed on existing campus	During operation	Provide easily accessible area serving the entire school that are dedicated to the collection and storage of materials for recycling including (at a minimum) paper, cardboard, glass, plastics, metals and landscaping waste. There shall be at least one centralized collection point (loading dock), and ability for separation of recyclables where waste is disposed of for classrooms and common areas such as cafeteria's, gyms or multi-purpose rooms.	The Collaborative for High Performance Schools. High Performance Schools Best Practices Manual, Volume III-- Criteria. Version 1.0, November 1, 2001. Adopted by the Board of Education on October 28, 2003. Updated 2009 CHPS Scorecard with 2011 Amendments. Prerequisite. Storage and Collection of Recyclables. ME1.0.P2
GHG-1	Water use and efficiency	If project include work on water pumps, valves, piping, and/or tanks.	During school operation	During school operation, LAUSD shall perform regular preventative maintenance on pumps, valves, piping, and tanks to minimize water loss.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR

4. Program Description

Table 4-1 LAUSD Standards

PDF #	Topic	Trigger for Compliance	Implementation Phase	Standard Conditions and Project Design Feature	Location of original text; some updates have been made
GHG-2	Water use and efficiency	If projects involve work on landscape irrigation system.	Prior to full operation of irrigation system	LAUSD shall utilize automatic sprinklers set to irrigate landscaping during the morning and evening hours to reduce water loss from evaporation.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR
GHG-3	Water use and efficiency	If projects involve work on landscape irrigation system.	Prior to full operation of irrigation system	LAUSD shall reset automatic sprinkler timers to water less during cooler months and during the rainy season.	LAUSD Best Management Practices, adopted by the Board of Education on June 2004 as part of the 2004 program EIR
GHG-4	Water use and efficiency	If projects involve work on landscape and/or irrigation system.	Prior to full operation of irrigation system	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.	The Collaborative for High Performance Schools. High Performance Schools Best Practices Manual, Volume III-- Criteria. Version 1.0, November 1, 2001. Adopted by the Board of Education on October 28, 2003. Updated 2009 CHPS Scorecard with 2011 Amendments. Prerequisite. Construction Waste Management. WE1.0C.P1 and LAUSD 2014 School Design Guide.
GHG-5	Energy efficiency	If project involves a building construction	Prior to occupancy	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.	GHG-7

4. Program Description

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4. Program Description

4.7 ZONING OVERRIDE

As part of the SUP, the District plans to exempt all existing schools from local jurisdiction zoning regulations. Although most school property is owned by the District, the underlying city or county zoning can be residential, industrial, or commercial. The California legislature granted school districts the power to exempt school property from county and city zoning requirements, provided the school district complies with the terms of Government Code Section 53094.⁴⁷ As lead agency, the District will comply with the criteria for implementation of the land use overrides to render the county and city zoning ordinance inapplicable to existing school properties. All existing schools not already exempt from local zoning would become exempt following a two-thirds vote of the Board. Within 10 days of this action, the Board will provide the county and cities with notice of this action.

4.8 CEQA COMPLIANCE

OEHS has specific guidelines in place to determine CEQA requirements for a specific new school construction or modernization project. This ensures that the appropriate environmental analysis is performed for each project. It also allows for the identification of projects that are eligible for CEQA categorical or statutory exemption, thereby eliminating the need for DTSC involvement per Education Code Section 17268(c). CEQA categorical exemptions for which school projects commonly qualify are 1) Class 1, modifications to existing facilities, 2) Class 2, replacement or reconstruction of existing structures and facilities, 3) Class 3, construction of small structures or facilities, 4) Class 4, minor alterations to land, 5) Class 14, minor additions to schools, and 6) Class 32, in-fill development projects on parcels of less than 5 acres.

OEHS has identified numerous routine activities at existing facilities that can be conducted without a CEQA determination, including many installation, maintenance, repair, and replacement projects likely to be conducted under the School Upgrade Project.⁴⁸ According to OEHS, these CEQA-exempt activities will not result in an expansion of use of a facility that is “more than negligible.” Current guidance requires OEHS to review projects that involve historical resources, sensitive biological resources, adjacent noise-sensitive uses, listed hazardous waste sites, and significant interior modernization affecting 20 percent or more of the total

⁴⁷ Government Code Section 53094.

^(a) Notwithstanding any other provision of this article, this article does not require a school district to comply with the zoning ordinances of a county or city unless the zoning ordinance makes provision for the location of public schools and unless the city or county has adopted a general plan.

^(b) Notwithstanding subdivision (a), the governing board of a school district, that has complied with the requirements of Section 65352.2 of this code and Section 21151.2 of the Public Resources Code, by a vote of two-thirds of its members, may render a city or county zoning ordinance inapplicable to a proposed use of property by the school district. The governing board of the school district may not take this action when the proposed use of the property by the school district is for nonclassroom facilities, including, but not limited to, warehouses, administrative buildings, and automotive storage and repair buildings.

^(c) The governing board of the school district shall, within 10 days, notify the city or county concerned of any action taken pursuant to subdivision (b).

⁴⁸ LAUSD Office of Environmental Health and Safety. Memorandum: Activities Not Requiring OEHS Review, July 27, 2006.

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building space for CEQA requirements, as well as any project that will receive state funding. Applicable LAUSD guidance includes:

- LAUSD Procedures for Implementing the California Environmental Quality Act, Board of Education Report No. 129-02/03, April 8, 2003
- LAUSD Facilities Services Division, Central Design Management – CEQA Procedures, May 8, 2006 (preliminary draft)
- LAUSD-OEHS Memorandum: Activities Not Requiring OEHS Review, July 27, 2006
- LAUSD-OEHS Review of Proposed School Projects, December 1, 2009
- LAUSD-OEHS Reference Guide: Procedures for Environmental Review of Proposed Projects, REF-5314.1, March 7, 2012

The types of projects anticipated to be undertaken as part of the SUP along with anticipated CEQA compliance are shown in Table 4-2.

Table 4-2 SUP Components and Environmental Compliance

Program Component	Anticipated CEQA Compliance			Possible Exemption Class
	Qualifies as a Project Under CEQA?	Statutory Exemption?	Categorical Exemption?	
Type 1. New Construction on New Property				
Adjacent property acquisition for existing campus expansion. These projects may include, but are not limited to, new building construction for classrooms (to replace portables), library/media center, performing arts, gymnasium, administration offices and other construction such as a stadium, athletic fields, restrooms, drop-off zones, parking and driveways.	Yes	No	Maybe	<ul style="list-style-type: none"> • Class 3: New Construction or Conversion of Small Structures (14 CCR § 15303) • Class 4: Minor Alterations to Land (14 CCR § 15304) • Class 11: Accessory Structures (14 CCR § 15311) • Class 14: Minor Additions to Schools (14 CCR § 15314) • Class 32: Infill Development Projects (14 CCR § 15332)
Type 2. New Construction on Existing Campus				
New classroom building; net increase in student capacity greater than 25%, or 10 classrooms whichever is greater.	Yes	No	No	–
New classroom building; net increase in student capacity less than 25% or 10 classrooms whichever is greater.	Yes	No	Maybe	<ul style="list-style-type: none"> • Class 1: Existing Facilities (14 CCR § 15301) • Class 2: Replacement or Reconstruction (14 CCR § 15302) • Class 3: New Construction or Conversion of Small Structures

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Table 4-2 SUP Components and Environmental Compliance

Program Component	Anticipated CEQA Compliance			Possible Exemption Class
	Qualifies as a Project Under CEQA?	Statutory Exemption?	Categorical Exemption?	
				(14 CCR § 15303) <ul style="list-style-type: none"> Class 4: Minor Alterations to Land (14 CCR § 15304) Class 11: Accessory Structures (14 CCR § 15311) Class 14: Minor Additions to Schools (14 CCR § 15314) Class 32: Infill Development Projects (14 CCR § 15332)
New building including, but not limited to, library/media center, performing arts, auditorium, gymnasium, and other construction such as athletic venue lights (for field or outdoor pool), stadiums, outdoor pools, athletic fields.	Yes	No	Maybe	<ul style="list-style-type: none"> Class 14: Minor Additions to Schools (14 CCR § 15314)
Demolition and new building construction on existing campus (replace school building on same location).	Yes	No	Maybe	<ul style="list-style-type: none"> Class 2: Replacement or Reconstruction (14 CCR § 15302)
Installation of temporary structures	Yes	No	Maybe	<ul style="list-style-type: none"> Class 14: Minor Additions to Schools (14 CCR § 15314)
Construction of new health clinic, Parent and Family Center, other community uses, including joint use on existing campus	Yes	No	Maybe	<ul style="list-style-type: none"> Class 1: Existing Facilities (14 CCR § 15301) Class 2: Replacement or Reconstruction (14 CCR § 15302) Class 3: New Construction or Conversion of Small Structures (14 CCR § 15303) Class 4: Minor Alterations to Land (14 CCR § 15304) Class 11: Accessory Structures (14 CCR § 15311) Class 14: Minor Additions to Schools (14 CCR § 15314) Class 32: Infill Development Projects (14 CCR § 15332)
Construction of restrooms, drop-off zones, new parking lots, new driveways.	Yes	No	Maybe	
Type 3. Modernization, Repair, Replacement, Upgrade, Remodel, Renovation and Installation				
Installation of modular units, portable classrooms, or bungalows; net increase in student capacity is greater than 25% , or 10 classrooms whichever is greater.	Yes	No	No	-

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Table 4-2 SUP Components and Environmental Compliance

Program Component	Anticipated CEQA Compliance			Possible Exemption Class
	Qualifies as a Project Under CEQA?	Statutory Exemption?	Categorical Exemption?	
Installation of modular units, portable classrooms, or bungalows; net increase in student capacity less than 25% or 10 classrooms whichever is greater.	Yes	No	Yes	<ul style="list-style-type: none"> Class 14: Minor Additions to Schools (14 CCR § 15314)
Improvements to existing health clinic, Parent and Family Center, or other community uses on existing campus	Yes	No	Maybe	<ul style="list-style-type: none"> Class 1: Existing Facilities (14 CCR § 15301) Class 2: Replacement or Reconstruction (14 CCR § 15302)
Demolition & removal of permanent buildings or structures.	Yes	No	Maybe	
Installation at existing schools such as play equipment, fencing, ADA compliance.	No	-	-	-
Outdoor repair, modernization, replacement or upgrade of athletic fields [natural grass to synthetic turf], play equipment, fencing, parking, replace shade shelter, asphalt/ concrete paths, driveways, ADA compliance, seismic retrofits.	Yes	No	Maybe	
Sustainability energy conservation installations such as new photovoltaic panels on rooftops & parking lot shade structures or wind arrays.	Yes	Yes	Yes	<ul style="list-style-type: none"> Solar arrays placed in parking lots, and on rooftops are statutorily exempt under SB226⁴⁹ (PRC§21080.35)⁵⁰ Class 3: New Construction or Conversion of Small Structures (14 CCR § 15303) Class 14: Minor Additions to Schools (14 CCR § 15314)
Repair and replacement of building systems such as flooring, windows, and roofing.	Not Historic: No	-	-	-
	Historic: Yes	No	Yes	Class 31: Historical Resource Restoration/Rehabilitation (14 CCR § 15331)
New or replacement of furniture or other interior equipment.	No	-	-	-
Replace existing diesel buses with higher efficiency buses.	No	-	-	-
Sustainability energy conservation changes such as replacement, upgrade, or retrofit of inefficient lighting, electrical transformers,	No	-	-	-

⁴⁹ PRC Section 21080.35.(a) Except as provided in subdivision (d), this division does not apply to the installation of a solar energy system on the roof of an existing building or at an existing parking lot. SB226 creates a statutory exemption from CEQA for rooftop and parking lot solar installations under 500 square feet. However, since these structures are arguably already categorically exempt under CEQA (as either additions to existing structures (Class 14), construction of small structures, or accessory structures (Class 11), depending on the nature of the installation), this is likely to benefit only a small set of projects relative to existing law.

⁵⁰ PRC Section 21080.35, as added by SB 226, was mislabeled and codified under the same number as an existing code Section with unrelated content. AB 226 does not amend the existing language of Section 21080.35.

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Table 4-2 SUP Components and Environmental Compliance

Program Component	Anticipated CEQA Compliance			Possible Exemption Class
	Qualifies as a Project Under CEQA?	Statutory Exemption?	Categorical Exemption?	
building insulation, installation of irrigation smart controllers.				
Structural upgrades of modular units or portable classrooms, relocation of portables on campus.	No	-	-	-
Exterior cosmetic improvements such as Facelift Program, painting, site cleanup.	No	-	-	
Interior remodeling and renovations, painting, installation, repair, and upgrades to fire/life-safety/security /emergency systems, ADA, plumbing, lighting, electrical, HVAC, computer systems, low-flow restroom fixtures, food service equipment.	No	-	-	-
Replacement of lead water pipes.	No	-	-	-
Abatement of lead based paint and asbestos in buildings.	No	-	-	-
Type 4. Operational and Other Campus Changes				
Removal of modular units, portable classrooms, bungalows or other temporary structures at existing school facilities	Yes	No	Maybe	<ul style="list-style-type: none"> Class 1: Existing Facilities (14 CCR § 15301)
Change in student capacity (student classroom loading).	Yes	No	Yes	<ul style="list-style-type: none"> Class 22: Educational or Training Programs Involving No Physical Changes (14 CCR § 15322)
Change in grade structure (e.g., change grades from elementary to middle school or other)	Yes	No	Maybe	<ul style="list-style-type: none"> Class 22: Educational or Training Programs Involving No Physical Changes (14 CCR § 15322)
Change in use or occupancy of existing facilities (charter school, co-locations, joint use)	Yes	No	Maybe	<ul style="list-style-type: none"> Class 22: Educational or Training Programs Involving No Physical Changes (14 CCR § 15322)
Co-location or land lease agreements for charter school facilities	Yes	No	Maybe	<ul style="list-style-type: none"> Class 22: Educational or Training Programs Involving No Physical Changes (14 CCR § 15322)
Closure of existing school or transfer of students to another school	Yes	Yes	Yes	<ul style="list-style-type: none"> Qualifies when closing of any kindergarten through 12th grade public school and/or the transfer of students from that public school to another school if the only physical changes involved are categorically exempt (PRC §21080.18)
Reopening closed schools	Yes	No	No	-
Lease or use of non-District property for student classroom purposes	Yes	No	Maybe	<ul style="list-style-type: none"> Class 1: Existing Facilities (14 CCR § 15301)

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Projects Found to Be Categorically Exempt⁵¹

Pursuant to Sections 15022(a)(1)(C) and 15061 of the State CEQA Guidelines, this section sets forth a list of specific types of Projects often handled by the District that have been found to be categorically exempt from CEQA in particular cases. Citations in parentheses are references to the State CEQA Guidelines. Under the State CEQA Guidelines, the District may only rely on Categorical Exemptions as long as none of the exceptions set forth in State CEQA Guidelines Section 15300.2 apply.

(a) Existing Facilities (Class 1: 14 CCR Section 15301). The District has performed a wide variety of operational, maintenance, repair and alteration activities at existing facilities that the District has found to be categorically exempt from CEQA, because the activities involved no or negligible expansion of use. The District has found to be exempt, for example, the following activities in specific circumstances: minor interior and exterior alterations, restoration of damaged structures and equipment to meet current standards, small additions to existing structures, addition of new copy on existing on and off premise signs, maintenance of existing landscaping, and demolition of small structures including accessory structures such as fences.

(b) Replacement or Reconstruction (Class 2: 14 CCR Section 15302). The District has replaced and reconstructed existing structures and facilities where a new structure was located on the same site as a replaced structure, and the new structure had substantially the same purpose and capacity as the replaced structure. The District has applied this exemption, for example, to the replacement of a portable classroom with another portable classroom of substantially the same purpose and capacity.

(c) New Construction or Conversion of Small Structures (Class 3: 14 CCR Section 15303). The District has constructed new small structures and converted other small structures, not involving use of significant amounts of hazardous substances, and found these projects to be exempt from CEQA. Under this category, for example, the District has constructed small warehouses, multipurpose rooms and gyms.

(d) Minor Alterations to Land (Class 4: 14 CCR Section 15304). The District has implemented various minor alterations to land and determined them to be exempt from CEQA, such as new landscaping, filling of earth into previously excavated land with compatible material, minor trenching and backfilling where the surface was restored and construction of athletic fields.

(e) Inspections (Class 9: 14 CCR Section 15309). The District has conducted inspection activities at existing and proposed facilities, and has determined that these inspections are exempt from CEQA.

(f) Accessory Structures (Class 11: 14 CCR Section 15311). The District has constructed minor structures accessory to existing facilities, such as small parking lots and restroom facilities, and determined that these activities are exempt from CEQA.

(g) Surplus Government Property Sales (Class 12: 14 CCR Section 15312). The District has disposed of surplus property and determined that such disposal is exempt from CEQA in particular cases.

⁵¹ Los Angeles Unified School District Procedures For Implementing The California Environmental Quality Act. December 2002.

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(h) Minor Additions to Schools (Class 14: 14 CCR Section 15314). The District has constructed a wide variety of minor additions to existing schools, including but not limited to installation of portable classrooms and expansion of playgrounds. The District has determined that such projects are exempt from CEQA where the addition does not increase the original student capacity by more than 25% or ten classrooms, whichever is less.

(i) Educational or Training Programs Involving No Physical Changes (Class 22: 14 CCR Section 15322). The District has implemented educational and training programs that involve no physical changes to the environment, and determined that the programs are exempt from CEQA. These programs include development of curriculum and training methods, changes to curriculum and training methods, and changes in grade structure which do not result in changes in student transportation.

(j) Normal Operations of Facilities for Public Gatherings (Class 23: 14 CCR Section 15323). At existing schools, the District operates venues for public gatherings such as athletic fields and auditoriums. The District has determined that the normal operations of such venues are exempt from CEQA.

(k) Minor Actions to Prevent, Minimize, Stabilize, Mitigate or Eliminate the Release or Threat of Release of Hazardous Waste or Hazardous Substances (Class 30: 14 CCR Section 15330). The District has conducted minor cleanup of hazardous waste and/or hazardous substances at various facilities. Where the requirements of State CEQA Guidelines Section 15330 are met, the District has determined that such minor cleanups are exempt from CEQA.

This list is intended to be representative only, and is not an exhaustive listing of the many categorical exemptions that the District has relied on, or that may be available to the District in the future, under the State CEQA Guidelines.

4.9 INTENDED USES OF THIS PROGRAM EIR

This is a program EIR that examines the potential environmental impacts of the proposed SUP. This EIR is also being prepared to address various actions by the Board of Education and others to adopt and implement the SUP and the individual types of projects outlined under the SUP.

The analysis in the program EIR does not provide complete environmental review for each individual future school construction project proposed as part of the SUP.

The intent of this document is to streamline future environmental compliance for site-specific projects included in the SUP and reduce the need to prepare repetitive environmental studies. The LAUSD will use the analysis in this program EIR as the framework in later CEQA documents prepared for site-specific individual projects through a process known as “tiering.”⁵² Each future action identified as a “project” under

⁵² 14 CCR Section 15385 and 15152. “Tiering” refers to the coverage of general matters in broader EIRs (such as on general plans or policy statements) with subsequent narrower EIRs or ultimately site-specific EIRs incorporating by reference the general discussions and concentrating solely on the issues specific to the EIR subsequently prepared. Tiering is appropriate when the sequence of EIRs is:

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CEQA (site-specific project proposed under the SUP that requires a discretionary action) would have its own CEQA document prepared. Future documents would incorporate this Program EIR and concentrate on the site-specific issues not already covered in the Program EIR. The tiered EIR or negative declaration on the later project is limited to effects which:

- (1) Were not examined in the prior EIR; or
- (2) Are susceptible to substantial reduction or avoidance by the choice of specific revisions in the project.⁵³

A project-level EIR is required when the initial study finds that it may cause significant effects on the environment that was not adequately addressed in the program EIR.⁵⁴ LAUSD will apply the thresholds of significance in this program EIR in the context of future projects to determine the significance of environmental effects. For each site-specific project, LAUSD would determine the appropriate CEQA document required to evaluate the environmental effects. The program EIR includes LAUSD Best Management Practices, Policies, and Standard Conditions and related performance standards that are incorporated into future site-specific projects.

It is the intent of this EIR to enable the Board, other responsible agencies, and interested parties to evaluate the environmental impacts of the proposed program, thereby enabling them to make informed decisions with respect to the requested entitlements, permits, or approvals. The anticipated approvals required for the SUP are:

Lead Agency	Discretionary Action
LAUSD Board of Education	Certification of the EIR
	Adoption of Mitigation Monitoring and Reporting Program
	Adoption of revised Best Management Practices and Standard Conditions
	Approval of School Upgrade Program
Responsible Agency ⁵⁵	Discretionary Action
* California Department of Fish and Wildlife (CDFW)	Section 1602 lake or streambed alteration agreement
* US Army Corps of Engineers	Clean Water Act, Section 404 permit for discharges of dredge or fill material into "waters of the US"
* Los Angeles Regional Water Quality Control Board (RWQCB)	NPDES permit; issuance of waste discharge requirement (Dewater Permit); Clean Water Act, Section 401 Water Quality Certification
* South Coast Air Quality Management District (SCAQMD)	Permit to Construct, approval of Construction Emission/Dust Control Plan, architectural coatings, and VOC Contaminated Soil Mitigation Plan

(a) From a general plan, policy, or program EIR to a program, plan, or policy EIR of lesser scope or to a site-specific EIR;
 (b) From an EIR on a specific action at an early stage to a subsequent EIR or a supplement to an EIR at a later stage. Tiering in such cases is appropriate when it helps the Lead Agency to focus on the issues which are ripe for decision and exclude from consideration issues already decided or not yet ripe.

⁵³ 14 CCR Section 15152(d).

⁵⁴ 14 CCR Section 15152(f).

⁵⁵ 14 CCR Section 15381. "Responsible Agency" means a public agency which proposes to carry out or approve a project, for which a Lead Agency is preparing or has prepared an EIR or Negative Declaration. For the purposes of CEQA, the term "Responsible Agency" includes all public agencies other than the Lead Agency which have discretionary approval power over the project.

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Responsible Agency	Discretionary Action
* County and/or City Fire Department	Approval of Site Plan for Emergency Access; Fire Hydrant Placement; Fire Flow Upgrades
* County and/or City Public Works	Approval of drainage improvements and grading plans as they relate to drainage; Approval of off-site road improvements
* City Planning Department	Approval of fire hydrant locations and specifications, approval of designs of intersections of project driveways with City roadways
* California Coastal Commission (CCC)	Coastal Development Permit for development within the Coastal Zone boundary
Reviewing Agency ⁵⁶	Action
* County Sheriff's Department and/or City Police Department	Site plan review
* State Water Resources Control Board	Notice of Intent (NOI) to obtain permit coverage (General Construction Permit regulates stormwater and nonstormwater discharges associated with construction activities)
* California Department of Toxic Substances Control (DTSC)	Determination of "No Further Action"
** State Allocation Board (SAB)	Approval of Funding
** California Department of Education, School Facilities Planning Division (CDE)	Approval of site and school design for educational appropriateness
** Department of General Services, Office of Public School Construction (OPSC)	Approval of Funding
** California Department of General Services, Division of State Architect (DSA)	Approval of future site-specific project construction drawings
* State Office of Historic Preservation (OHP)	Historic building preservation and renovation
* California Department of Transportation (Caltrans)	School traffic near freeways and ramps
* California Department of Conservation (DOC)	Agriculture preservation
* California Department of Parks and Recreation (DPR)	Joint use of state parkland
Reviewing Agency ⁵⁷	Action
* Native American Heritage Commission (NAHC)	Native American tribal representative contact list; consultation; mitigation measures

*These agencies would have no role in approval process for the SUP; however, future site specific projects may require permits or approvals.

**Per Education Code Section 17070.46, the approvals from CDE, DSA, SAB and OPSC are considered ministerial actions and as such, these agencies are not "responsible agencies" under the California Environmental Quality Act.

⁵⁶ Reviewing Agencies include those agencies that do not have discretionary powers over the proposed project, but that may 1) review the EIR for adequacy and accuracy; 2) issue ministerial approvals or permits.

⁵⁷ Reviewing Agencies include those agencies that do not have discretionary powers over the proposed project, but that may 1) review the EIR for adequacy and accuracy; 2) issue ministerial approvals or permits.

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