



April 2018 | Mitigation Monitoring and Reporting Program
State Clearinghouse No. 2017111008

SHERMAN OAKS CENTER FOR ENRICHED STUDIES COMPREHENSIVE MODERNIZATION

Los Angeles Unified School District

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Table of Contents

Section	Page
1. Introduction.....	1
1.1 PURPOSE	1
1.2 PROJECT LOCATION.....	3
1.3 SUMMARY PROJECT DESCRIPTION	3
1.4 ENVIRONMENTAL IMPACTS.....	3
2. Monitoring and Reporting Requirements	5
2.1 INTRODUCTION	5
2.2 CATEGORIZED MATRIX	5

List of Tables

Table	Page
Table 1. Mitigation Monitoring and Reporting Program	6

Table of Contents

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1. Introduction

1.1 PURPOSE

This Mitigation Monitoring and Reporting Program (MMRP) has been developed to provide a vehicle by which to implement and monitor compliance with the Los Angeles Unified School District's (LAUSD's) CEQA required mitigation measures identified in the SOCES Comprehensive Modernization Project (Project) Environmental Impact Report (EIR; State Clearinghouse No. 2017111008).

This MMRP has been prepared in conformance with Section 21081.6 of the Public Resources Code (PRC) and LAUSD practice. Section 21081.6 states:

- (a) When making findings required by paragraph (1) of subdivision (a) of Section 21081 or when adopting a mitigated negative declaration pursuant to paragraph (2) of subdivision (c) of Section 21080, the following requirements shall apply:
 - (1) The public agency shall adopt a reporting or monitoring program for the changes made to the project or conditions of project approval, adopted in order to mitigate or avoid significant effects on the environment. The reporting or monitoring program shall be designed to ensure compliance during project implementation. For those changes which have been required or incorporated into the project at the request of a responsible agency or a public agency having jurisdiction by law over natural resources affected by the project, that agency shall, if so requested by the lead or responsible agency, prepare and submit a proposed reporting or monitoring program.

The Project and all other LAUSD School Upgrade Program-related projects are required to comply with design standards, conditions and sustainable building practices. Certain standards assist in reducing environmental impacts, such as CALGreen¹ and the LAUSD Standard Conditions of Approval, as applicable by incorporating features and conditions into the project definition and design.

Collaborative for High Performance Schools (CHPS).² The Project would include CHPS criteria points under seven categories: Integration (II), Indoor Environmental Quality (EQ), Energy (EE), Water (WE), Site (SS), Materials and Waste Management (MW), and Operations and Metrics (OM). Under the current 2014 CA-CHPS criteria, the project would earn at least 250 points—110 prerequisite criteria points and 140 criteria

¹ California Green Building Standards Code, Title 24, Part 11, of the California Code of Regulations.

² The Board of Education's October 2003 Resolution on Sustainability and Design of High Performance Schools, directs staff to continue its efforts to ensure that every new school and modernization project in the District, from the beginning of the design process, incorporate CHPS (Collaborative for High Performance Schools) criteria to the extent possible.

1. Introduction

credit points. The optional credit points would be determined during later site and architectural design phases, but all prerequisites are required.

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

Standard Conditions of Approval. LAUSD Standard Conditions of Approval are uniformly applied development standards, that were compiled from established LAUSD standards, guidelines, specifications, practices, plans, policies, and programs, as well as from the District's typically applied mitigation measures. The Standard Conditions were adopted by the LAUSD Board of Education in November 2015.³ The Standard Conditions of Approval have been updated since the adoption of the 2015 version in order to incorporate and reflect changes in the recent laws, regulations, and the Los Angeles Unified School District's standard policies, practices, and specifications. The conditions are divided into the 19 LAUSD CEQA environmental topics (Appendix G of the CEQA Guidelines).⁴ For each Standard Condition of Approval compliance is triggered by factors such as the project type, existing conditions, and type of environmental impact.

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

- Avoiding the impact altogether by not taking a certain action or parts of an action.
- Minimizing impacts by limiting the degree or magnitude of the action and its implementation.
- Rectifying the impact by repairing, rehabilitating, or restoring the impacted environment.
- Reducing or eliminating the impact over time by preservation and maintenance operations during the life of the action.
- Compensating for the impact by replacing or providing substitute resources or environments.

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

³ LAUSD. 2015. Program EIR for the School Upgrade Program. Available at: <http://achieve.lausd.net/ceqa>. (see Program EIR Table 4-1 and Appendix F).

1. Introduction

1.2 PROJECT LOCATION

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

1.3 SUMMARY PROJECT DESCRIPTION

The Project encompasses most of the SOCES campus and consists of the comprehensive modernization of the campus, including demolition, construction, and renovation activities. The Project includes demolition and removal of 7 relocatable buildings, one permanent structure – the lunch shelter, and 6 permanent buildings: Physical Education Building (Building 24), Instrumental Music Building (Building 5), Industrial Arts Building #2 (Building 7), Classroom Building B (Building 9), Classroom Building C (Building 10), and transportation building; new construction of 28 classrooms, support spaces, a gymnasium, and a lunch shelter. The proposed Project also includes improvements to existing school facilities. The auditorium building will be modernized and seismically retrofitted, and the existing administrative and counseling buildings will be upgraded and reconfigured. Moreover, all existing buildings will be upgraded with new exterior paint and programmatic access improvements. The existing classrooms and adjacent interior corridors will also be upgraded with new interior paint, improvements to flooring systems, and upgraded permanent classroom fixtures. Finally, upgrades to the site infrastructure and utilities and various site-wide upgrades to comply with the requirements of the Americans with Disabilities Act will be undertaken. .

1.4 ENVIRONMENTAL IMPACTS

1.4.1 No Impact and Less Than Significant Impact

The following environmental resource areas were identified as no impact or less than significant in the Initial Study and EIR.

- Aesthetics
- Agriculture and Forestry Resources
- Air Quality
- Biological Resources
- Energy
- Geology and Soils
- Greenhouse Gas Emissions
- Hazards and Hazardous Materials
- Hydrology and Water Quality
- Land Use and Planning

1. Introduction

- Mineral Resources
- Noise
- Pedestrian Safety
- Population and Housing
- Public Services
- Recreation
- Transportation and Traffic
- Tribal Cultural Resources
- Utilities and Service Systems

1.4.2 Significant and Unavoidable Impact

The EIR found that the Project would result in one potentially significant impact: Cultural Resources. Table 1 lists the mitigation measures that were incorporated into the proposed Project. To reduce impacts associated with demolition of historic buildings, implementation of Mitigation Measure (MM) MM-CUL-1 would provide information to the public through a permanent interpretive exhibit. However, even with the incorporation of LAUSD Standard Conditions of Approval and Mitigation Measure MM- CUL-1, impacts to the historical resources at the school would be significant and unavoidable.

2. Monitoring and Reporting Requirements

2.1 INTRODUCTION

CEQA requires adoption of a reporting or monitoring program for the conditions of Project approval that are necessary to mitigate, reduce or avoid significant effects on the environment.⁵

The purpose of the MMRP is to ensure the effective implementation of the measures for the Project. In addition, it provides a means for identifying corrective actions, if necessary, before irreversible environmental damage occurs. As the Lead Agency, LAUSD is responsible for review and approval of the Project and adoption of the MMRP.

The program requirements outlined in Table 1 includes:

- Mitigation Measures
- Responsibility for Implementation
- Implementation Phase (i.e., pre-construction, construction, prior to occupancy, post-occupancy)
- Responsibility for Monitoring
- Completion date and initials of monitoring party

2.2 CATEGORIZED MATRIX

Project-specific mitigation measures have been categorized Table 1. The table serves as the basis for scheduling the implementation of, and compliance with, mitigation measures.

⁵ PCR Section 21081.6

2. Monitoring and Reporting Requirements

Table 1. Mitigation Monitoring and Reporting Program

Mitigation Measures ⁶	Responsibility for Implementation	Implementation Phase	Responsibility for Monitoring	Monitor (Signature Required) (Date of Compliance)
CULTURAL RESOURCES				
<p>MM-CUL-1. To reduce the impact of the removal of character-defining buildings and disruption of the Sherman Oaks Center for Enriched Studies (SOCES) campus, LAUSD shall install an interpretive exhibit at the school to provide historical and architectural information about the campus. The exhibit shall permit staff, students, and the public to understand what was historically on the campus before the comprehensive modernization Project.</p> <p>The District shall prepare an interpretive exhibit for the SOCES campus as part of the Project. The interpretive exhibit about the history of SOCES during the period of significance (1953–1955) shall be placed within a publicly accessible area on campus (such as the school library) following construction of the Project. The exhibit shall interpret the history of the campus through historical photographs, aerials, Sanborn maps, student photographs, yearbooks, newspapers, artifacts, and written narrative that visually demonstrate physical appearance, activities, and architecture styles of the school. A qualified architectural historian or historic preservation professional shall provide input and oversight to the contents, design, and installation of an interpretive exhibit.</p>	<p>Qualified Architectural Historian; Design Team; Construction Contractor; FSD / OEHS</p>	<p>During project design (Planning) and following construction of the Project</p>	<p>LAUSD FSD / OEHS</p>	
TRIBAL CULTURAL RESOURCES				
<p>MM-TCR-1. LAUSD shall have a Native American monitor on-call during construction-related ground disturbance activities. The Native American monitor selected by the District must have at least one or more of the following qualifications: at least one year of experience providing Native American monitoring support during similar construction activities; be designated by the Tribe as capable of providing Native American monitoring support; and/or have a combination of education and experience with Tribal cultural resources. Prior to the start of the construction, the construction crew(s) will be provided a brief summary of the sensitivity of Tribal cultural resources, the rationale behind the need for protection of these resources, and information on the initial identification of Tribal cultural resources.</p> <p>Unanticipated Discovery of Tribal Cultural Resources: If unanticipated Tribal cultural resources are uncovered during construction, the on-call Native</p>	<p>FSD / OEHS; Native American monitor</p>	<p>Prior to the start of the construction and during construction</p>	<p>LAUSD FSD / OEHS</p>	

⁶ Acronyms: OEHS - Office of Environmental Health and Safety; FSD - Facilities Services Division

2. Monitoring and Reporting Requirements

Table 1. Mitigation Monitoring and Reporting Program

Mitigation Measures ⁶	Responsibility for Implementation	Implementation Phase	Responsibility for Monitoring	Monitor (Signature Required) (Date of Compliance)
<p>American monitor shall be notified to analyze the find(s). If the resources are Native American in origin, the District shall coordinate with the appropriate Tribal representative regarding the treatment and curation of these resources. Preservation in place (i.e., avoidance) is the preferred manner of treatment. If preservation in place is not feasible, a treatment plan shall be established by the District for the resources in accordance with CEQA Guidelines Section 15064.5(f) for historical resources and Public Resources Code Sections 21083.2(b) for unique archaeological resources.</p> <p>Subsequently, the monitor shall remain on-site for the duration of ground disturbance to ensure the protection of any other resources that may be in the area.</p> <p>The Native American Monitor will complete monitoring logs on a daily basis. The logs will provide descriptions of the daily activities, including construction activities, locations, soil, and any Tribal cultural resources identified.</p>				

