

# 1. Executive Summary

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## 1.1 INTRODUCTION

This draft environmental impact report (DEIR) addresses the environmental effects associated with the implementation of the Proposed Project. The California Environmental Quality Act (CEQA) requires that local government agencies consider the environmental consequences before taking action on projects over which they have discretionary approval authority. An environmental impact report (EIR) analyzes potential environmental consequences in order to inform the public and support informed decisions by local and state governmental agency decision makers. This document focuses on impacts determined to be potentially significant in the Initial Study completed for this project (see Appendix A).

This DEIR has been prepared pursuant to the requirements of CEQA and the Ocean View School District of Orange County's (OVSD or District) CEQA procedures. The District, as the lead agency, has reviewed and revised all submitted drafts, technical studies, and reports as necessary to reflect its own independent judgment.

Data for this DEIR derive from onsite field observations, discussions with affected agencies, analysis of adopted plans and policies, review of available studies, reports, data and similar literature, and specialized environmental assessments (air quality, greenhouse gas (GHG) emissions, noise, and transportation and traffic).

## 1.2 ENVIRONMENTAL PROCEDURES

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

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

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

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

### 1.2.1 EIR Format

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

**Chapter 2. Introduction:** Describes the purpose of this EIR, background on the project, the notice of preparation, the use of incorporation by reference, and Final EIR certification.

**Chapter 3. Project Description:** A detailed description of the project, including its objectives, its area and location, approvals anticipated to be required as part of the project, necessary environmental clearances, and the intended uses of this EIR.

**Chapter 4. Environmental Setting:** A description of the physical environmental conditions in the vicinity of the project as they existed at the time the notice of preparation was published, from local and regional perspectives. These provide the baseline physical conditions from which the lead agency determines the significance of the project's environmental impacts.

**Chapter 5. Environmental Analysis:** Each environmental topic is analyzed in a separate section that discusses: the thresholds used to determine if a significant impact would occur; the methodology to identify and evaluate the potential impacts of the project; the existing environmental setting; the potential adverse and beneficial effects of the project; the level of impact significance before mitigation; the mitigation measures for the proposed project; the level of significance after mitigation is incorporated; and the potential cumulative impacts of the proposed project and other existing, approved, and proposed development in the area.

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

**Chapter 7. Alternatives to the Proposed Project:** Describes the alternatives and compares their impacts to the impacts of the proposed project. Alternatives include the No Project Alternative and a Reduced Intensity Alternative.

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**Chapter 8. Impacts Found Not to Be Significant:** Briefly describes the potential impacts of the project that were determined not to be significant by the Initial Study and were therefore not discussed in detail in this EIR.

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

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

**Chapter 11. Persons Preparing EIR:** Lists the people and organizations that were contacted during the preparation of this EIR.

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

- Appendix A: Notice of Preparation/Initial Study
- Appendix B: Comments to NOP/Initial Study
- Appendix C: Air Quality/GHG Data
- Appendix D: Cultural Resources Data
- Appendix E: Noise Data
- Appendix F: Traffic Data

### 1.2.2 Type and Purpose of This DEIR

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

## 1.3 PROJECT LOCATION

The District proposes to modernize 11 campuses—7 elementary schools (grades K–5) and 4 middle schools (grades 6–8)—and provide potential interim housing at Sun View Elementary School (Sun View ES) and Pleasant View/Ocean View Preparatory Preschool (Pleasant View/OVPP) in Huntington Beach. The District covers portions of the cities of Huntington Beach, Fountain Valley, and Westminster as well as Midway City, an unincorporated county island. Figure 3-1, *Regional Location*, illustrates OVSD’s boundaries in the regional setting.

Students at 6 elementary schools and 4 middle schools would temporarily transfer to a designated interim housing school in multiple phases, and the 7th elementary school, Harbour View ES, would not require

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interim housing during modernization. Figure 3-2, *School Locations*, shows all 13 school campuses (11 campuses to be modernized and 2 interim housing campuses) affected by the Proposed Project.

### Interim Housing Campuses

- Sun View Elementary School, 7721 Juliette Low Drive, Huntington Beach, CA 92647
- Pleasant View/Ocean View Preparatory Preschool, 16692 Landau Lane, Huntington Beach, CA 92647

### Elementary Schools

- Circle View Elementary School, 6261 Hooker Drive, Huntington Beach, CA 92647
- College View Elementary School, 6582 Lennox Drive, Huntington Beach, CA 92647
- Golden View Elementary School, 17251 Golden View Lane, Huntington Beach, CA 92647
- Village View Elementary School, 5361 Sisson Drive, Huntington Beach, CA 92649
- Star View Elementary School, 8411 Worthy Lane, Midway City, CA 92655
- Westmont Elementary School, 9251 Heil Avenue, Westminster, CA 92683
- Harbour View Elementary School, 4343 Pickwick Circle Huntington Beach, CA 92649 (This campus would not require interim housing.)

### Middle Schools

- Marine View Middle School, 5682 Tilburg Drive, Huntington Beach, CA 92647
- Mesa View Middle School, 17601 Avilla Lane, Huntington Beach, CA 92647
- Spring View Middle School, 16662 Trudy Lane, Huntington Beach, CA 92647
- Vista View Middle School, 16250 Hickory Street, Fountain Valley, CA 92708

## 1.4 PROJECT SUMMARY

The District proposes to modernize 11 campuses—7 elementary schools and 4 middle schools. Students from 6 elementary schools and 4 middle schools would temporarily transfer either to the Sun View ES or Pleasant View/OVPP during modernization construction. The 7th elementary school, Harbour View ES, would be modernized, but would not need to transfer students off campus during construction. The modernizations are expected to take one year for each school, with students moved to one of the interim housing sites prior to their home school's modernization. The exact scheduling of the 11 modernizations and the need for interim housing will be determined based on availability of funding.

The Proposed Project is scheduled to begin summer of 2018 and completed by the spring of 2027. Funding constraints associated with the sale of bonds could require the District to consider adjustment to the current development schedule. Because funding constraints make the construction schedule speculative, it was assumed for the EIR analysis that two schools would be modernized concurrently, requiring two interim housing schools. This assumption allows the District to evaluate a reasonable worst-case scenario for one-year duration in the foreseeable future, with the maximum number of students transferred to Sun View ES and

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Pleasant View/OVPP. Therefore, the following section includes a development schedule that begins summer 2018 and ends in 2023/2024 school year.

### **Campus Modernizations**

Most of campus modernizations would include: student safety improvements, such as camera systems and security fencing for campus security, emergency systems, and fire-life-safety items; heating, ventilation, and air conditioning (HVAC) systems; plumbing and other infrastructure improvements; educational technology; and play areas, including asphalt/concrete. The modernizations would not include exterior lighting fixtures that exceed the lighting requirements of the applicable jurisdiction. New parking and bus drop-off areas would be constructed for Westmont ES and College View ES as well as additional fencing. However, the modernizations would not result in any increase in student capacity at any schools, and no permanent buildings would be demolished or constructed.

#### ***Westmont Elementary School***

The approximately 12.6-acre Westmont ES is in the City of Westminster, and is accessed from four driveways on Heil Avenue as shown in Figure 3-3, *Aerial Photograph – Westmont Elementary School*. Three driveways provide access to the parking lot and parent drop-off area—the two farthest west are exit-only and the remaining one is enter-only. The modernization would include interior remodeling of existing interior spaces (e.g., new partitions and doors, suspended ceilings and LED lighting, tackable wall panels, writable wall surface, wall and roof insulation, food service) and upgrades to electrical, technology, computer data networks, fire sprinkler, fire alarm, and plumbing fixtures. Exterior site modifications include the modified parking and bus drop-off along Heil Avenue and reconfiguration of the existing emergency vehicle turning area into a new parking and bus drop-off area near the east property line, as shown in Figure 3-4, *Site Plan – Westmont Elementary School*. The existing eastern driveway would be used, and no additional curb-cut would be required. The reconfiguration of the existing parking lot and drop-off area would displace 5 parking spaces, and the new parking and bus drop-off area would create 23 spaces. Westmont ES would receive students from Sun View ES, one of the interim housing location at approximately 0.3 mile to the northwest. However, no increase in classroom capacity is proposed to accommodate the students from Sun View ES.

#### ***College View Elementary School***

The approximately 13-acre College View ES is currently accessed from a driveway on Lennox Drive, as shown in Figure 3-5, *Aerial Photograph – College View Elementary School*. The Proposed Project would create a new bus drop-off area by constructing two new curb cuts on Lennox Drive east of the existing driveway. Figure 3-6, *Site Plan – College View Elementary School*, shows the location of the new bus drop-off area. The new bus drop-off construction would also require relocation of the existing kindergarten playground to the south. A new kindergarten playground would be constructed east of Classroom Building B. The modernization would also include remodeling of interior space such as providing new partitions and doors and upgrading electrical, technology, computer data networks, fire sprinkler, fire alarm, and plumbing fixtures. No increase in classroom capacity is proposed.

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## Interim Housing Improvements

The proposed interim housing at Sun View ES and Pleasant View/OVPP in Huntington Beach would consist of installing temporary prefabricated buildings, installing utilities for these buildings, expanding existing and/or constructing new parking lots, expanding existing play courts, and creating new driveways. The District plans to provide busing to the interim housing schools. The actual busing plan would be prepared at a later date to be approved by the District Board of Trustees. Once all modernizations are completed and all students return to home schools, the portables installed for the interim housing purposes would be removed and utilities would be capped.

### *Sun View Elementary School*

The approximately 13-acre elementary school campus would be reconfigured to accommodate the interim housing needs from middle schools and elementary schools to be modernized in multiple phases. Table 1-1, *Interim Housing Schedule, Sun View Elementary School*, illustrates the tentative phasing of the modernization and interim housing. A combined total of approximately 450 elementary school students from Westmont ES and Sun View ES are anticipated to be housed at the Sun View campus, and the maximum number of students on campus at any given time would be 820 middle school students. Figure 3-7 shows the current condition of the Sun View campus.

The new interim housing improvements would be provided in two stages, as shown in Figures 3-8 and 3-9. Stage 1 would install 18 portable classroom buildings, new access driveway and parking lot (approximately 68 stalls), new hardcourts, boy’s and girl’s restroom facilities, multipurpose room, and lunch shelter. Stage 2 development would provide new boy’s and girl’s locker rooms. The new driveway would be placed on the existing driveway depression off Sher Lane north of Rhone Lane and would serve the new parking lot. New interim school facilities would be placed on the existing hardcourts and close to the existing classroom buildings.

**Table 1-1 Interim Housing Schedule, Sun View Elementary School**

Phase	Schedule	Activities at Sun View ES	Off-Site Activities
Phase 1	Summer 2018	<ul style="list-style-type: none"> <li>Complete Stage 1 construction</li> </ul>	<ul style="list-style-type: none"> <li>Empty classrooms at Westmont ES</li> </ul>
Phase 2	2018/2019 School Year	<ul style="list-style-type: none"> <li>Host Westmont ES and existing Sun View ES students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize Westmont ES</li> </ul>
Phase 3	Summer 2019	<ul style="list-style-type: none"> <li>Complete Stage 2 construction</li> <li>Empty classrooms at Sun View ES.</li> <li>Prepare for first middle school students</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Westmont for return of Westmont ES students and Sun View ES</li> <li>Empty classrooms at first middle school</li> </ul>
Phase 4	2019/2020 School Year	<ul style="list-style-type: none"> <li>Host first middle school students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize first middle school</li> </ul>
Phase 5	Summer 2020	<ul style="list-style-type: none"> <li>Transition from first to second middle school</li> </ul>	<ul style="list-style-type: none"> <li>Prepare first middle school for return of students</li> <li>Empty classrooms at second middle school</li> </ul>
Phase 6	2020/2021 School Year	<ul style="list-style-type: none"> <li>Host second middle school students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize second middle school</li> </ul>

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**Table 1-1 Interim Housing Schedule, Sun View Elementary School**

Phase	Schedule	Activities at Sun View ES	Off-Site Activities
Phase 7	Summer 2021	<ul style="list-style-type: none"> <li>Transition from second to third middle school</li> </ul>	<ul style="list-style-type: none"> <li>Prepare second middle school for return of students</li> <li>Empty classrooms at third middle school</li> </ul>
Phase 8	2021/2022 School Year	<ul style="list-style-type: none"> <li>Host third middle school students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize third middle school</li> </ul>
Phase 9	Summer 2022	<ul style="list-style-type: none"> <li>Transition from third to fourth middle school</li> </ul>	<ul style="list-style-type: none"> <li>Prepare third middle school for return of students</li> <li>Empty classrooms at fourth middle school</li> </ul>
Phase 10	2022/2023 School Year	<ul style="list-style-type: none"> <li>Host fourth middle school students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize fourth middle school</li> </ul>
Phase 11	Summer 2023	<ul style="list-style-type: none"> <li>No action</li> </ul>	<ul style="list-style-type: none"> <li>Prepare fourth middle school for return of students</li> </ul>
Phase 12	2023/2024 School Year	<ul style="list-style-type: none"> <li>Remove portables</li> </ul>	<ul style="list-style-type: none"> <li>Students attend classes in modernized buildings</li> </ul>

### *Pleasant View/Ocean View Preparatory Preschool*

The approximately eight-acre existing campus would be reconfigured to accommodate the interim housing needs from modernized elementary schools in multiple phases. The existing condition of Pleasant View/OVPP is shown in Figure 3-10, *Aerial Photograph – Pleasant View/OVPP*. Table 1-2, *Interim Housing Schedule, Pleasant View/OVPP*, illustrates the sequencing of the modernization and interim housing. The maximum number of interim housing students at Pleasant View/OVPP at one time would be 700 elementary school students.

The new interim housing improvements would be provided in two stages. Stages 1 and 2 site plans for Pleasant View/OVPP interim school facilities are illustrated on Figures 3-11 and 3-12. Stage 1 would install 19 portable classroom buildings, multipurpose room, media center, administration, food service, two boy's and girl's restroom facilities, lunch shelter, new access driveway and reconfigured parking lot stalls, new hardcourts, and play area. The new driveway would be installed off Landau Lane abutting the northern property line and connect with the existing interior parking lot. The new interim school facilities would be placed to the south and east of the existing admin and classroom buildings, south of the reconfigured parking lot. Stage 2 development would remove 15 portable classroom buildings and one boy's and girl's restroom facility installed in Stage 1. The Stage 1 improvements were necessary to accommodate two school operations in the initial phase and the subsequent interim housing demands by one elementary school could be accommodated with the removal of 15 portable classrooms in Stage 2. The existing Pleasant View/OVPP students would be transferred to the modernized Westmont ES and College View ES in Phase 3.

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**Table 1-2 Interim Housing Schedule, Pleasant View/OVPP**

Phase	Schedule	Activities at Pleasant View/OVPP	Off-site Activities
Phase 1	Summer 2018	<ul style="list-style-type: none"> <li>Complete Stage 1 construction</li> </ul>	<ul style="list-style-type: none"> <li>Empty classrooms at College View ES</li> </ul>
Phase 2	2018/2019 School Year	<ul style="list-style-type: none"> <li>Host College View ES students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize College View ES</li> </ul>
Phase 3	Summer 2019	<ul style="list-style-type: none"> <li>Pleasant View/OVPP students transferred to Westmont ES and College View ES</li> <li>Complete Stage 2 construction</li> <li>Prepare for second elementary school students.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare College View ES for return of students</li> <li>Empty classrooms at second elementary school</li> </ul>
Phase 4	2019/2020 School Year	<ul style="list-style-type: none"> <li>Host second elementary school students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize second elementary school</li> </ul>
Phase 5	Summer 2020	<ul style="list-style-type: none"> <li>Transition from second to third elementary school</li> </ul>	<ul style="list-style-type: none"> <li>Prepare second elementary school for return of students</li> <li>Empty classrooms at third elementary school</li> </ul>
Phase 6	2020/2021 School Year	<ul style="list-style-type: none"> <li>Host third elementary school students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize third elementary school</li> </ul>
Phase 7	Summer 2021	<ul style="list-style-type: none"> <li>Transition from third to fourth elementary school</li> </ul>	<ul style="list-style-type: none"> <li>Prepare third elementary school for return of students</li> <li>Empty classrooms at fourth elementary school</li> </ul>
Phase 8	2021/2022 School Year	<ul style="list-style-type: none"> <li>Host fourth elementary school students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize fourth elementary school</li> </ul>
Phase 9	Summer 2022	<ul style="list-style-type: none"> <li>Transition from fourth to fifth elementary school</li> </ul>	<ul style="list-style-type: none"> <li>Prepare fourth elementary school for return of students</li> <li>Empty classrooms at fifth elementary school</li> </ul>
Phase 10	2022/2023 School Year	<ul style="list-style-type: none"> <li>Host fifth elementary school students</li> </ul>	<ul style="list-style-type: none"> <li>Modernize fifth elementary school</li> </ul>
Phase 11	Summer 2023	<ul style="list-style-type: none"> <li>No action</li> </ul>	<ul style="list-style-type: none"> <li>Prepare fifth elementary school for students</li> </ul>
Phase 12	2023/2024 School Year	<ul style="list-style-type: none"> <li>Remove portables</li> </ul>	<ul style="list-style-type: none"> <li>Students attend classes in modernized buildings</li> </ul>

## 1.5 SUMMARY OF PROJECT ALTERNATIVES

While the District considered various options and recommendations during scoping process, the final selection of alternatives was based on the CEQA Guidelines Section 15126.6[f], which states that the selection of alternative shall be limited to ones that would avoid or substantially lessen any of the significant effects of the project. The DEIR did not identify any significant and unavoidable impact after mitigation.

The following alternatives were considered during the scoping and planning process but were rejected for detailed analysis in the DEIR for the reasons described in Section 7.3, *Alternatives Rejected from Further Review*:

- Centrally Located Alternative Sites
- Four Leased Alternative Sites

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Based on the criteria listed in Section 7.1.1, the following two alternatives were determined to represent a reasonably feasible alternatives with the potential to attain some of the basic objectives of the project, while avoiding or substantially lessening the environmental impacts of the proposed project. These alternatives are summarized in this chapter and analyzed in detail in Chapter 7, *Alternatives to the Proposed Project*.

- Alternative 1: No Project/No Development Alternative
- Alternative 2: Modernization and Interim Housing On-site Alternative

### 1.5.1 Alternative 1: No-Project/No Development Alternative

Under this alternative, no modernizations would occur on 11 of the existing campuses, and no interim housing would be necessary. All 13 schools would continue to operate without the proposed student safety improvements, such as camera systems and security fencing, emergency systems, and fire-life items; HVAC systems, plumbing and other infrastructure improvements; improved educational technology; and improved play areas, including asphalt/concrete pavement. Instead, minor fixes and repairs would be performed as problems are identified.

### 1.5.2 Alternative 2: Modernization and Interim Housing On-site Alternative

Under this alternative, the modernization of 11 campuses would take place, but students would not be relocated to the off-site interim housing schools during construction. Instead, necessary interim housing facilities would be provided on each of the campuses to allow for modernizations. (Harbour View ES would not need interim housing for the Proposed Project or for this alternative.) Students would continue to attend their home schools, and no additional vehicle trips would be generated. Without the increased trips, impacts to air quality, GHG emissions, and noise related to mobile sources would be eliminated. Traffic intersection impacts would also be eliminated under this alternative. Each campus would need to provide its own portable classrooms, walkways, and other necessary infrastructure during modernization. Therefore, there would be 11 construction sites with various construction-related impacts, such as more ground disturbances, longer construction period, and more portable classrooms installed and removed.

## 1.6 ISSUES TO BE RESOLVED

Section 15123(b)(3) of the CEQA Guidelines requires that an EIR contain issues to be resolved, including the choice among alternatives and whether or how to mitigate significant impacts. With regard to the Proposed Project, the major issues to be resolved include decisions by the lead agency as to:

1. Whether this DEIR adequately describes the environmental impacts of the project.
2. Whether the benefits of the project override those environmental impacts which cannot be feasibly avoided or mitigated to a level of insignificance.
3. Whether the proposed land use changes are compatible with the character of the existing area.
4. Whether the identified goals, policies, or mitigation measures should be adopted or modified.

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5. Whether there are other mitigation measures that should be applied to the project besides the Mitigation Measures identified in the DEIR.
6. Whether there are any alternatives to the project that would substantially lessen any of the significant impacts of the proposed project and achieve most of the basic project objectives.

### 1.7 AREAS OF CONTROVERSY

In response to the NOP, the Department of Toxic Substances and Control (DTSC) sent a comment letter on December 18, 2017. However, impacts related to hazards and hazardous materials were determined to have less than significant impact and this environmental topic was eliminated in the Draft EIR. The comment indicated that a Phase I Environmental Site Assessment is necessary to identify any recognized environmental conditions. However, all modernization and interim housing campuses are currently operating as school facilities and no current or historic hazardous wastes or substances occur on all 13 campuses. Database records search through the Geotracker compiled by the Regional Water Quality Control Board and the EnviroStor compiled by DTSC, were conducted and none of the campuses are listed on any of federal, state, and local agency databases searched. The campuses are existing school sites and no evidence of past agricultural or related activities were performed on College View ES, Westmont ES, Sun View ES, and Pleasant View/OVPP where soil disturbances are proposed. Therefore, residential pesticide investigation or mitigation are not necessary. Additionally, no state funding would be used, therefore, DTSC review and approval would not be required.

The Proposed Project may encounter asbestos containing materials (ACMs) and lead-based paint (LBP) during modernization. However, the District is required to implement regulatory requirements outlined in the Title 8, CCR Subchapter 4 (Construction Safety Orders), Section 1529 (pertaining to asbestos) and Section 1532.1 (pertaining to lead-based paint), and Title 29 CFR 1926, Subpart Z and Title 40 CFR 61, Subpart M (pertaining to asbestos) and Title 29 CFR 1926, Subpart D (pertaining to lead) to ensure that all removal and disturbance of ACM and LBP and subsequent waste disposal are performed in accordance with these rules and regulations provide exposure limits, exposure monitoring, respiratory protection and good working practice by trained workers. In California, ACM and LBP abatement must be performed and monitored by contractors with appropriate certification from the California Department of Health Services. California HSC Sections 17920.10 and 105255 require lead to be contained during demolition activities. Any modernization activities that have the potential to expose construction workers and/or the public to ACMs will be conducted in accordance with applicable regulations, including but not limited to the California Health and Safety Code, Section 39650 et seq.; California Code of Regulations, Title 8, Section 1529; and California Occupational Safety and Health Administration regulations in the California Code of Regulations, Title 8, Section 1529, Asbestos. Additionally, students would not be present on campus during modernization and the interim housing constructions. All construction work concerning ACMs would be performed in accordance with all applicable and relevant laws and regulations.

Campus modernizations at each school will generally include student safety items such as campus security including camera systems, security fencing, emergency systems, fire-life-safety items, HVAC systems, as well as plumbing, infrastructure, educational technology, and play areas including asphalt/concrete pavement.

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Therefore, no PCB-containing transformers would be affected by the Proposed Project that would require DTSC required evaluation.

### **1.8 SUMMARY OF ENVIRONMENTAL IMPACTS, MITIGATION MEASURES, AND LEVELS OF SIGNIFICANCE AFTER MITIGATION**

Table 1-3 summarizes the conclusions of the environmental analysis contained in this EIR. Impacts are identified as significant or less than significant, and mitigation measures are identified for all significant impacts. The level of significance after imposition of the mitigation measures is also presented.

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**Table 1-3 Summary of Environmental Impacts, Mitigation Measures and Levels of Significance After Mitigation**

Environmental Impact	Level of Significance Before Mitigation	Mitigation Measures	Level of Significance After Mitigation
<b>5.1 AIR QUALITY</b>			
Impact 5.1-1: Construction activities associated with the proposed project would generate short-term emissions in exceedance of SCAQMD'S threshold criteria.	Less Than Significant	No mitigation measures are required.	Not applicable
Impact 5.1-2: Long-term operation of the project would [would not] generate additional vehicle trips and associated emissions in exceedance of SCAQMD's threshold criteria.	Less Than Significant	No mitigation measures are required.	Not applicable
Impact 5.1-3: Project-related construction activities could expose sensitive receptors to substantial pollutant concentrations.	Potentially Significant	<p>AQ-1 The Ocean View School District shall include the following provisions in the construction bid contact for the interim housing improvements at Pleasant View/Ocean View Preparatory Preschool (Pleasant View/OVPP):</p> <ul style="list-style-type: none"> <li>The construction contractor shall limit hauling of demolition debris during Stage 1 in Phase 1 to a maximum of 17 trucks per day (34 one-way haul trips per day if 16 cubic yard trucks are used), assuming a one-way haul distance of 20 miles. If the truck haul distance for export of soil from site preparation activities is greater than 20 miles one way, as identified by the contractor(s), hauling shall be restricted to no more than 680 miles per day. Demolition debris hauling operations shall not overlap with any grading operations and grading soil haul operations.</li> </ul> <p>These requirements shall be noted on all construction management plans and verified by the Ocean View School District prior to and during the demolition phases at Pleasant View/OVPP.</p> <p>AQ-2 The Ocean View School District shall include the following provisions in the construction bid contact for the improvements at Sun View Elementary School (ES).</p> <ul style="list-style-type: none"> <li>The construction contractor shall limit hauling of demolition debris during Stage 1 in Phase 1 to a maximum of 18 trucks per day (36 one-way haul trips per day if 16 cubic yard trucks are used), assuming a one-way haul</li> </ul>	Less Than Significant

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**Table 1-3 Summary of Environmental Impacts, Mitigation Measures and Levels of Significance After Mitigation**

Environmental Impact	Level of Significance Before Mitigation	Mitigation Measures	Level of Significance After Mitigation
		distance of 20 miles. If the truck haul distance for export of soil from site preparation activities is greater than 20 miles one way, as identified by the contractor(s), hauling shall be restricted to no more than 720 miles per day. Demolition debris hauling operations shall not overlap with any grading operations and grading soil haul operations.  These requirements shall be noted on all construction management plans and verified by the Ocean View School District prior to and during demolition activities at Pleasant View/OVPP and Sun View ES.	
Impact 5.1-4: Operation of the proposed project would not expose sensitive receptors to substantial pollutant concentrations.	Less Than Significant	No mitigation measures are required.	Not applicable
<b>5.2 CULTURAL RESOURCES</b>			
Impact 5.2-1: Development of the project could impact archaeological resources.	Potentially Significant	CUL-1 Prior to any earth-disturbing activities (e.g., excavation, trenching, grading) that exceed 3 feet below ground surface, the construction contractor shall demonstrate that the disturbance would occur within the limits of the previously disturbed soils, such as artificial fill materials.  In the event that the activities could encounter undisturbed soils, an archaeologist who meets the Secretary of the Interior's Professional Qualifications Standards of Archaeology shall be retained to determine if the construction activities could result in a substantial, adverse change in the significance of an archaeological resource pursuant to Section 15064.5 of the California Environmental Quality Act Guidelines. If the archaeologist determines that monitoring during grading activities is necessary, a Native American monitor(s) from the applicable tribe (e.g., the Gabrielino Tongva Nation and/or the Native American Heritage Commission) shall also be invited to be present at the pregrading conference; shall establish procedures for archaeological and/or tribal resource surveillance; and shall establish, in coordination with the construction contractor, procedures for temporary halting or redirecting work to permit the sampling, identification, and evaluation of the artifacts, as appropriate.  Should archaeological resources, including tribal resources, be found during ground-disturbing activities, the qualified monitor shall first determine whether	Less Than Significant

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**Table 1-3 Summary of Environmental Impacts, Mitigation Measures and Levels of Significance After Mitigation**

Environmental Impact	Level of Significance Before Mitigation	Mitigation Measures	Level of Significance After Mitigation
		<p>the resource is a "unique archaeological resource" pursuant to Section 21083.2(g) of the California Public Resources Code (PRC) or a "historical resource" pursuant to Section 15064.5(a) of the State CEQA Guidelines (14 California Code of Regulations [CCR]), or "tribal cultural resources" pursuant to PRC Section 21074. Once the determination is made pursuant to CEQA Guidelines Section 21083.2, the appropriate actions shall be taken in appropriate sections of the regulations (e.g., 14 CCR §15126.4) to ensure that impacts are reduced to a less than significant level.</p> <p>If evidence of an archaeological site or other suspected historical resource as defined by CEQA Guidelines Section 15064.5, including darkened soil representing past human activity, that could conceal material remains (e.g., worked stone, fired clay vessels, faunal bone, hearths, storage pits, or burials) are discovered during any project-related earth-disturbing activities, all earth-disturbing activity within 100 feet of the find shall be halted and the District shall be notified. Impacts to any significant resources shall be mitigated to a less than significant level through data recovery or other methods determined adequate by the archaeologist and that are consistent with the Secretary of the Interior's Standards for Archaeological Documentation. Any identified cultural resources shall be recorded on the appropriate DPR 523 form and filed with the appropriate Information Center.</p>	
<b>5.3 GREENHOUSE GAS EMISSIONS</b>			
GHG-1 Implementation of the proposed project would not generate a net increase in GHG emissions, either directly or indirectly, that would have a significant impact on the environment.	Less Than Significant	No mitigation measures are required.	Not applicable
GHG-2 Implementation of the proposed project would not conflict with an applicable plan, policy, or regulation adopted for the purpose of reducing the emissions of GHGs.	Less Than Significant	No mitigation measures are required.	Not applicable

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**Table 1-3 Summary of Environmental Impacts, Mitigation Measures and Levels of Significance After Mitigation**

Environmental Impact	Level of Significance Before Mitigation	Mitigation Measures	Level of Significance After Mitigation
<b>5.4 HYDROLOGY AND WATER QUALITY</b>			
Impact 5.4-1: Proposed Project could violate water quality standards or waste discharge requirements.	Potentially Significant	<p>HYD-1 Prior to grading of Sun View Elementary School and Pleasant View/Ocean View Preparatory Preschool, Ocean View School District shall adhere to the National Pollutant Discharge Elimination System (NPDES) Construction General Permit Order No. 2012-0006-DWQ, Statewide General Construction Permit, by completing and filing Registration Documents with the State Water Resources Control Board, which include a Notice of Intent (NOI), a Risk Assessment, a Site Map, a Storm Water Pollution Prevention Plan (SWPPP) and associated best management practices (BMPs), an annual fee, and a signed certification statement. It requires that a SWPPP be prepared prior to the start of grading, and provisions in the SWPPP must be implemented throughout the construction period.</p> <p>HYD-02 Ocean View School District (OVSD) shall demonstrate that runoff discharges at Sun View Elementary School and Pleasant View/Ocean View Preparatory Preschool meet one of the following or equivalent design criteria:</p> <ul style="list-style-type: none"> <li>• Capture and retain the volume of stormwater runoff produced from a 24-hour 85th percentile storm event and demonstrate that this design capture volume (DCV) is drawn down within 48 hours or less following the end of precipitation.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Demonstrate via use of nomographs or continuous simulation that best management practices (BMPs) will retain 80 percent of average annual runoff volume via volume-based, flow-based, or combined approaches.</li> </ul> <p>Or</p> <p>Where it is demonstrated based on substantial evidence that it is not feasible to fully infiltrate the DCV or equivalent per the listed criteria above, but i.e., partial infiltration is determined to be feasible, OVSD shall demonstrate in the site plans for Sun View Elementary School and Pleasant View/Ocean View Preparatory Preschool that the following design criteria have been incorporated:</p> <ul style="list-style-type: none"> <li>• Maximize volume and pollutant retention through the incorporation of all of the following design elements that apply:</li> </ul>	Less Than Significant

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**Table 1-3 Summary of Environmental Impacts, Mitigation Measures and Levels of Significance After Mitigation**

Environmental Impact	Level of Significance Before Mitigation	Mitigation Measures	Level of Significance After Mitigation
		<ul style="list-style-type: none"> <li>• Use of all applicable hydrologic source controls.</li> <li>• Use of retention compartments in BMPs, including gravel storage below the lowest point of treated discharge, amended soils, and other features designed to achieve similar processes.</li> </ul>	
Impact 5.4-2: The Proposed Project would alter the existing drainage patterns and increase the amount of impervious surfaces on Sun View ES, Pleasant View/Ocean View Preparatory School, Westmont Elementary School, and College View Elementary School.	Potentially Significant	See Mitigation Measure HYD-2.	Less Than Significant
Impact 5.4-3: Sun View Elementary School is in a 100-year flood hazard area, but Project implementation would not impede or redirect flood flows.	Less Than Significant	No mitigation measures are required.	Not applicable.
Impact 5.4-4: The Proposed Project would not expose people or structures to a significant risk of flooding as a result of the failure of a levee or dam.	Less Than Significant	No mitigation measures are required.	Not applicable.
<b>5.5 NOISE</b>			
Impact 5.5-1: Construction activities would not result in significant temporary noise increases in the vicinity of the Proposed Project	Less Than Significant	No mitigation measures are required.	Not applicable.
Impact 5.5-2 Project implementation would result in long-term operation-related noise that would not exceed local standards.	Less Than Significant	No mitigation measures are required.	Not applicable.

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**Table 1-3 Summary of Environmental Impacts, Mitigation Measures and Levels of Significance After Mitigation**

Environmental Impact	Level of Significance Before Mitigation	Mitigation Measures	Level of Significance After Mitigation
Impact 5.5-3: The project would not create short-term or long-term groundborne vibration and groundborne noise.	Less Than Significant	No mitigation measures are required.	Not applicable.
<b>5.6 TRANSPORTATION/TRAFFIC</b>			
Impact 5.6 1: The Proposed Project would conflict with an applicable goal or policy establishing measures of effectiveness for the performance of the circulation system.	Potentially Significant	T-1 <b>Busing Program.</b> Ocean View School District shall prepare and implement a busing program so that the two identified intersections—Beach Boulevard at Heil Avenue (#11) and Newland Street and Warner Avenue (#15)—do not operate at unacceptable level of service (LOS) E or worse under With Project conditions. The busing program will direct students to gather at their designated bus stops, from which they will be transported to the interim housing school by bus and returned at the end of the school day. The busing program shall include a formula to identify a minimum busing percentage and limit parent-driven trips to ensure that the two intersections do not degrade to LOS E or worse. This program will be adjusted for variables in location, enrollment, and other characteristics as each home school is engaged in the modernization.	Less Than Significant
Impact 5.6 2: Project-generated traffic would not exceed CMP performance standards.	Less Than Significant	No mitigation measures are required.	Not applicable.
Impact 5.6 3: The Proposed Project could create hazardous conditions due to increased vehicle movements near Sun View ES and Pleasant View/OVPP.	Less Than Significant	No mitigation measures are required.	Not applicable.
Impact 5.6 4: The Proposed Project would not impact the existing regional transit system and the nonmotorized travel system.	Less Than Significant	No mitigation measures are required.	Not applicable.
Impact 5.6 5: Proposed project would not result in inadequate parking capacity.	Less Than Significant	No mitigation measures are required.	Not applicable.