IV. Environmental Impact Analysis

J.3 Public Services—Schools

1. Introduction

This section of the Draft EIR describes the existing public school facilities within the Project vicinity and provides an analysis of the proposed Project's potential impacts with regard to these services. The analysis is based on a forecast of the number of students anticipated to be indirectly generated by employees at the Project Site and focuses on whether the Los Angeles Unified School District (LAUSD) facilities that would serve the Project Site would have sufficient capacity to accommodate these students. This section is based on information provided by the LAUSD included in Appendix P of this Draft EIR.

2. Environmental Setting

a. Regulatory Framework

(1) Federal Level

While public education is generally regulated at the state and local levels, the federal government is involved in providing funding for specialized programs (i.e., school meals, Title 1, Special Education, School to Work, and Goals 2000). However, these monies are not used for general educational purposes and are not applicable to the discussion herein.

(2) State Level

(a) California Education Code

The facilities and services of the LAUSD are subject to the rules and regulations of the California Education Code and governance of the State Board of Education. The State Board of Education is the 11-member governing and policy-making body of the California Department of Education that sets K–12 education policy in the areas of standards, instructional materials, assessment, and accountability. The California Department of Education and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations, and for continuing to reform and improve public elementary school, secondary school, and child care programs, as well as adult education and some preschool programs.

Traditionally, the State has passed legislation for the funding of local and public schools and provided the majority of monies to fund education in the State. To assist in providing facilities to serve students generated from new development projects, the State passed Assembly Bill 2926 in 1986, allowing school districts to collect impact fees from developers of new residential, commercial, and industrial developments. Development impact fees are also referenced in the 1987 Leroy Greene Lease-Purchase Act, which requires school districts to contribute a matching share of the costs for the construction, modernization, or reconstruction of school facilities. Subsequent legislation, discussed below, modified the fees structure and general guidelines.

(b) Senate Bill 50 and Proposition 1A

Senate Bill 50, the Leroy F. Greene School Facilities Act of 1998, was signed into law on August 27, 1998. It placed a $9.2 billion State bond measure (Proposition 1A), which included grants for modernization of existing schools and construction of new schools, on the ballot for the November 3, 1998 election. Proposition 1A was approved by voters, thereby enabling Senate Bill 50 to become fully operative. Under Senate Bill 50, a program for funding school facilities largely based on matching funds was created. Its construction grant provides funding on a 50/50 state and local match basis, while its modernization grant provides funding on a 60/40 basis. Districts unable to provide some or all of the local match requirement may meet financial hardship provisions and are potentially eligible for additional State funding.[1]

In addition, Senate Bill 50 allows governing boards of school districts to establish fees to offset costs associated with school facilities made necessary by new construction. Pursuant to Senate Bill 50, LAUSD collects development fees for new construction within its district boundaries. Current fees, which vary according to the type of land use, range from $0.09 per square foot for parking structure uses to $3.87 per square foot for residential uses.[2] Payment of these fees is required prior to issuance of building permits. Pursuant to Government Code Section 65995, the payment of these fees by a developer serves to mitigate all potential project impacts on school facilities from implementation of a project to less-than-significant levels.

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[1] *State of California, Office of Public School Construction, School Facility Program Handbook, May 2008, www.documents.dgs.ca.gov/opsc/Publications/Handbooks/SFP_Hdbk.pdf, accessed March 2, 2015.*

[2] *City of Los Angeles Department of Building and Safety, Building Permit Fee Estimate, http://netinfo.ladbs.org/feecalc.nsf/cef2203faf5fd7df8825779900644031?OpenForm, accessed April 14, 2015.*

(c) Property Tax

Operation of California's public school districts, including the LAUSD, is largely funded by local property tax. While property tax is assessed at a local level, it is the state which allocates the tax revenue to each district according to average daily attendance rates.

(3) Regional Level

(a) Los Angeles Unified School District

As discussed above, the majority of school funding is appropriated by the State. On a regional level, public schools are generally governed by an elected body. LAUSD operates under the policy direction of an elected governing district school board (elected from the local area), as well as by local propositions which directly impact the funding of facility construction and maintenance. Pursuant to Senate Bill 50, discussed above, the LAUSD collects developer fees for new construction within its district boundaries.

(4) Local Level

As stated above, the State is primarily responsible for the funding and structure of the local school districts, and in this case, the LAUSD. As LAUSD provides education to students in many cities and county areas, in addition to the City of Los Angeles, its oversight is largely on a District-level issue. Public schools operate under the policy direction of elected governing district school boards (elected from the local area) as well as by local propositions which directly impact the funding of facility construction and maintenance. In addition, while the Hollywood Community Plan and Wilshire Community Plan include policies related to schools, such policies are directed towards the City and not to private development projects.

b. Existing Conditions

(1) Los Angeles Unified School District

LAUSD serves an area of approximately 710 square miles that includes the City of Los Angeles, all or portions of 31 additional cities, and several unincorporated areas of Los Angeles County.[3] During the 2014–2015 school year, LAUSD provided kindergarten through high school (Grades K–12) education to approximately 643,493 students enrolled

[3] *LAUSD, Fingertip Facts 2014–2015, http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/32/2014-15%20FingerTipFacts-020615.pdf, accessed April 17, 2015.*

throughout 763 schools and centers, including 457 elementary schools, 85 middle schools, 103 senior high schools, 18 primary school centers, 55 option schools, 34 magnet schools, 21 multi-level schools, and 15 special education schools.[4] In addition, there are 152 magnet centers (Grades K–12) on regular campuses, 207 charter schools, 10 community adult schools, 1 regional occupational centers/programs, 26 alternative education work, and 86 early education centers. There are 1,270 total schools and centers in the LAUSD.

LAUSD has implemented a class size reduction program. Additionally, in past years, as part of an effort to create the needed additional space, LAUSD implemented multi-track, year-round school calendars at many schools. However, currently only one school continues to operate on multi-track year-round schedules to accommodate heavy enrollment.[5]

Other options used by LAUSD to address increased enrollment and reduced class size include the Capacity Adjustment Program in which new enrollees in grades kindergarten through 12 are offered transportation to a different school, and the Satellite Zone Program in which a portion of the overcrowded school's attendance area is assigned to a school where space is available and students who reside in the satellite zone are transported to the receiver school.[6] Other methods used by the LAUSD to address overcrowding include new construction, additions to existing schools, boundary changes, portable classrooms, and publicizing voluntary options.[7]

As discussed above, California Senate Bill 50 provides funding for the construction of new school facilities. Other major statewide funding sources for school facilities include Proposition 47, a $13.2 billion bond approved in November 2002, containing $11.4 billion for K–12 public school facilities, and Proposition 55, a $12.3 billion bond approved in March 2004, containing $10 billion to address overcrowding and accommodate future growth in K–12 public schools. Local measures provide additional funding for existing and new school construction projects. Using these funding sources, LAUSD has implemented the New School Construction Program, a multi-year capital improvement program.[8] The bond

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[4] *LAUSD, Fingertip Facts 2014–2015, http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/32/2014-15%20FingerTipFacts-020615.pdf, accessed April 17, 2015.*

[5] *LAUSD, Facilities Services Division, www.laschools.org/new-site/, accessed April 17, 2015.*

[6] *LAUSD, Programs for Relief of Overcrowded Schools, http://notebook.lausd.net/portal/page?_pageid=33,1122885&_dad=ptl&_schema=PTL_EP, accessed March 2, 2015.*

[7] *Ibid.*

[8] *LAUSD, Boundary Change Information, http://laschools.org/employee/mpd/boundary-changes/, accessed March 2, 2015.*

program is currently valued at $27.5 billion and more than 170,000 new seats have been delivered.[9] In the process of relieving overcrowding, the goals of the New School Construction Program are to: eliminate involuntary busing of students out of their home attendance areas, operate all schools on a traditional two-semester calendar, and implement full-day kindergarten throughout the LAUSD.

Currently, the LAUSD is divided into eight local districts, each with its own superintendent, to provide for more local control and accountability for academic performance.[10] The Project Site is located in District 4, as shown in Figure IV.J.3-1 on page IV.J.3-6.

Table IV.J.3-1 on page IV.J.3-7 presents the 2013–2014 academic year capacity, enrollment, and seating shortages/overages for each school that would serve students indirectly generated by employees at the Project Site that may reside in the Project vicinity. All data presented in the table already take into account the use of portable classrooms on site, additions being built onto existing schools, student permits and transfers, and any other operational activities or educational programming that affect the capacities and enrollments of the schools.[11]

(a) Public Schools

As shown in Figure IV.J.3-2 on page IV.J.3-9, the six public schools that would serve students in the Project vicinity include Van Ness Avenue Elementary School, Vine Street Elementary School, Joseph Le Conte Middle School, Bancroft Middle School, Fairfax High School, and the Helen Bernstein High School Complex. These schools currently operate under a single-track calendar in which instruction generally begins in mid August and continues through mid June. Santa Monica Boulevard Community Charter School, an independent charter school, is also located within the Project vicinity. However, complete capacity and enrollment data for the Santa Monica Boulevard Community Charter School were not available from the LAUSD. According to the LAUSD, available capacity (seating overage/shortage) is based on the resident enrollment compared to the respective school's capacity. Resident enrollment is defined as the total number of students living in the school's attendance area who are eligible to attend the school, including secondary-grade magnet students, and actual enrollment is defined as the number of students actually attending the school currently, including secondary-grade magnet students and transfer

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[9] *LAUSD, Facilities Services Division, www.laschools.org/new-site/, accessed April 17, 2015.*

[10] *LAUSD, Local Districts, http://achieve.lausd.net/about, accessed March 2, 2015.*

[11] *Letter from Rena Perez, Director, LAUSD, Facilities Services Division, dated March 12, 2015. See Appendix P of this Draft EIR.*

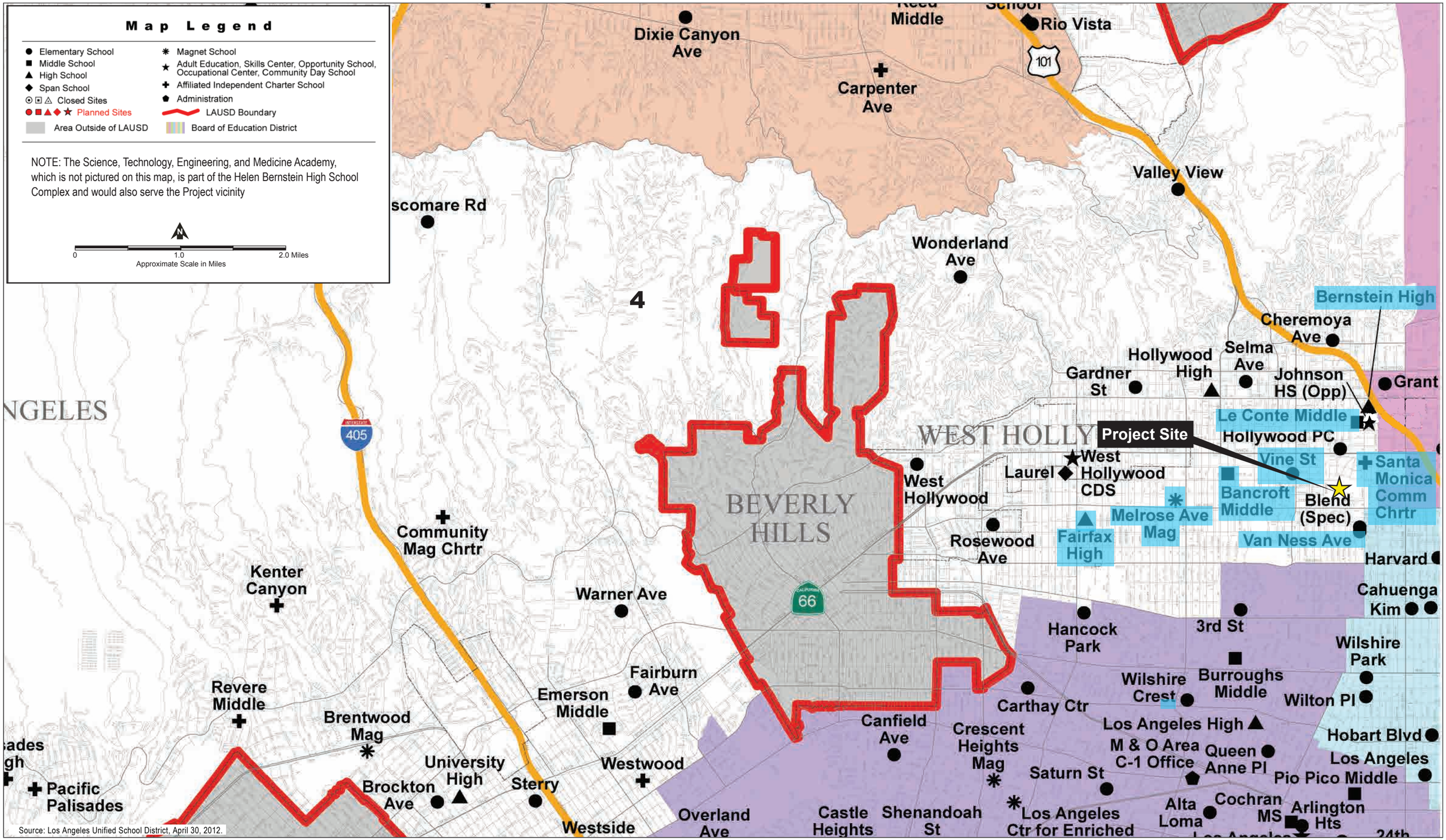

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Figure IV.J.3-1
Los Angeles Unified School District Local District 4 Boundary Map

Table IV.J.3-1
Existing 2013–2014 Enrollment and Capacity of Los Angeles Unified School District Schools that Serve the Project Vicinity

School	Capacity[a]	Eligible Resident Enrollment[b]	Actual Enrollment[c]	LAUSD Seating Overage (Shortage)[d]	Actual Seating Overage (Shortage)[e]	Overcrowded Now?[f]	
						Based on LAUSD Standard[f]	Based on Actual Enrollment Compared to Capacity
Van Ness Avenue Elementary School	382	244	272	138	110	No	No
Vine Street Elementary School	609	531	563	78	46	No	No
Santa Monica Boulevard Community Charter School[g]	N/A	792	921	N/A	N/A	N/A	N/A
Joseph Le Conte Middle School	1,096	1,064	889	32	207	No	No
Bancroft Middle School	939	756	876	183	63	No	No
Fairfax High School	2,487	2,155	2,162	332	325	No	No
Helen Bernstein High School Complex (School Choice Area Totals within the Bernstein Campus Attendance Area)[h]	1,252	1,541	1,161	(289)	91	Yes	No
Helen Bernstein High School	720	N/A	647	N/A	73	N/A	N/A
Science, Technology, Engineering, and Medicine Academy	532	N/A	514	N/A	18	N/A	N/A

[a] *School's operating capacity, or the maximum number of students the school can serve while operating on its calendar.*

[b] *Total number of students living in the school's attendance area who are eligible to attend the school. Includes secondary-grades magnet students.*

[c] *Number of students actually attending the school currently, including secondary-grades magnet students and transfer students.*

[d] *Seating overage or shortage based on capacity compared to eligible resident enrollment.*

[e] *Seating overage or shortage based on capacity compared to actual enrollment.*

[f] *The school is considered to be overcrowded or without available capacity if the school operates on a multi-track calendar, there is a seating shortage, or there is a seating overage of less than or equal to a 'safety margin' of 30 seats. The calculation of seating overage/shortage is based on resident enrollments. The goal of the calculation is to determine the number of seats that are available for students residing within the attendance boundary.*

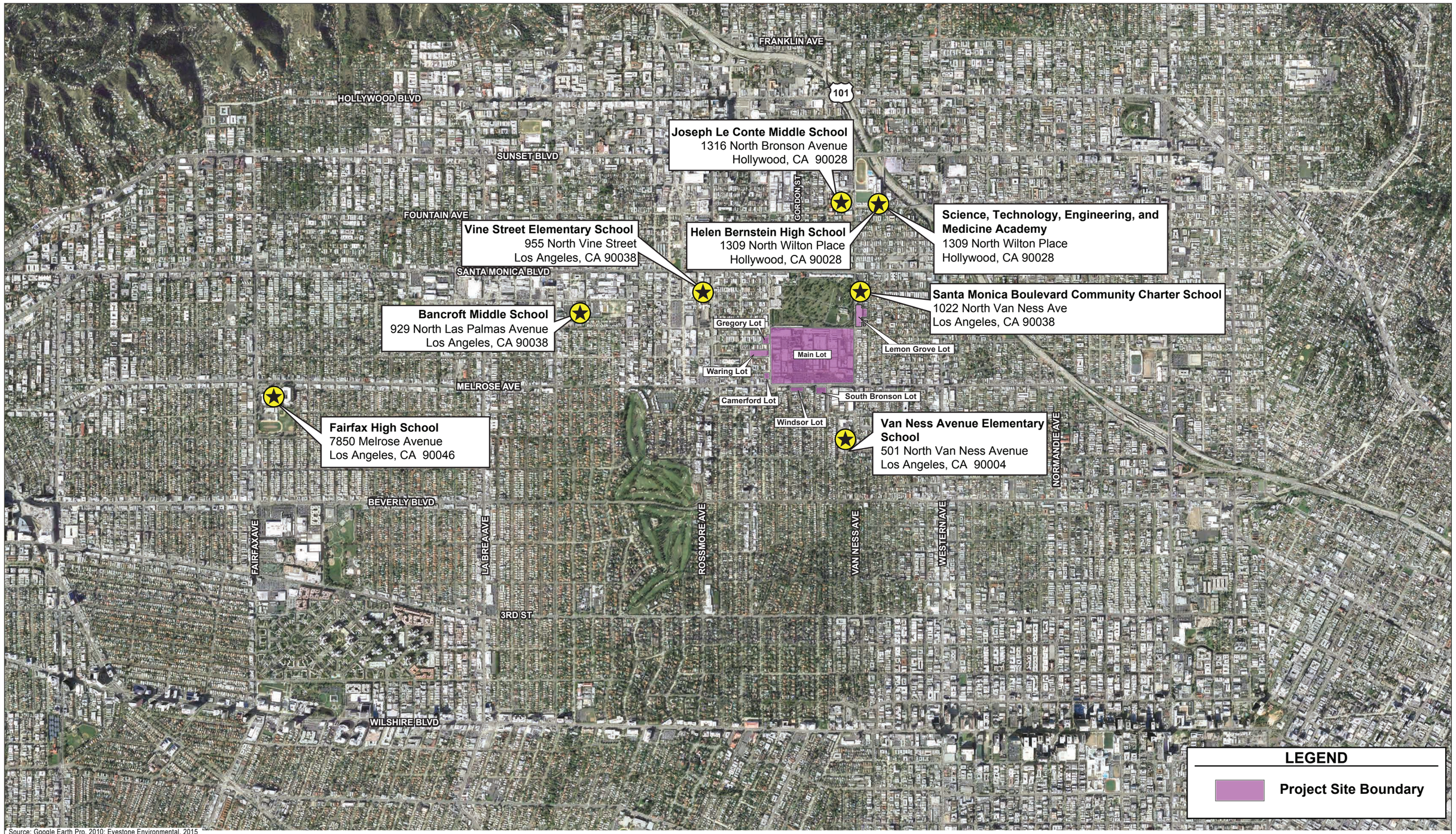
Table IV.J.3-1 (Continued)
Existing 2013–2014 Enrollment and Capacity of Los Angeles Unified School District Schools that Serve the Project Vicinity

School	Capacity[a]	Eligible Resident Enrollment[b]	Actual Enrollment[c]	LAUSD Seating Overage (Shortage)[d]	Actual Seating Overage (Shortage)[e]	Overcrowded Now?[f]	
						Based on LAUSD Standard[f]	Based on Actual Enrollment Compared to Capacity

[g] *The Santa Monica Boulevard Community Charter School is an independent charter school; capacity and enrollment data were not available (N/A) from the LAUSD.*

[h] *Schools and programs that are part of a "school choice area" pull enrollments from the school(s) that have resident areas, as defined by attendance boundaries. The calculated total capacities and enrollments in school choice areas were developed to determine current and projected seating overage/shortage and overcrowding. For the Helen Bernstein High School Complex, this data includes the Science, Technology, Engineering and Medicine Academy and Helen Bernstein High School.*

Source: Letter from Rena Perez, Director, LAUSD, Facilities Services Division, dated March 12, 2015; and Electronic mail correspondence with Gwenn Godek, LAUSD, dated May 23, 2013. See Appendix P of this Draft EIR.



Source: Google Earth Pro, 2010; Eyestone Environmental, 2015

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0 0.5 Miles 1 Mile
Approximate Scale in Miles

Figure IV.J.3-2
Schools Serving the Project Vicinity

students. The LAUSD considers a school to be overcrowded if any one of the following occurs: (1) it currently operates on a multi-track calendar; (2) there is currently a capacity shortage, based on resident enrollment; or (3) there is currently a capacity overage of less than or equal to a "safety margin" of 30 seats, based on resident enrollment.[12]

The LAUSD also projects the future capacity of its schools for the next five years. Table IV.J.3-2 on page IV.J.3-11 shows the LAUSD's projected capacity at each of the schools. Each public school that would serve students in the Project vicinity is discussed below.[13]

(i) Van Ness Avenue Elementary School

Van Ness Avenue Elementary School is located at 501 North Van Ness Avenue, approximately 0.35 mile south of the Project Site, and offers instruction for Grades K–5 on a single-track calendar. During the 2013–2014 academic year, Van Ness Avenue Elementary School had a total capacity for 382 students, a resident enrollment of 244 students, and an actual enrollment of 272 students. Therefore, based on Van Ness Avenue Elementary School's capacity of 382 students and its resident enrollment of 244 students, it had an excess capacity or overage of 138 seats during the 2013–2014 school year. When the actual enrollment number is used to calculate seating capacity, Van Ness Avenue Elementary School had an excess capacity or overage of 110 seats during the 2013–2014 school year. Thus, Van Ness Avenue Elementary School is not considered overcrowded.

(ii) Vine Street Elementary School

Vine Street Elementary School is located at 955 North Vine Street, approximately 0.50 mile northwest of the Project Site, and offers instruction for Grades K–6 on a single-Track calendar. During the 2013–2014 academic year, Vine Street Elementary School had a total capacity for 609 students, a resident enrollment of 531 students, and an actual enrollment of 563 students. Therefore, based on Vine Street Elementary School's capacity of 609 students and its resident enrollment of 531 students, it had an excess capacity or overage of 78 seats during the 2013–2014 school year. When the actual enrollment number is used to calculate seating capacity, Vine Street Elementary School had an excess capacity or overage of 46 seats during the 2013–2014 school year. Thus, Vine Street Elementary School is not considered overcrowded.

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[12] *Letter from Rena Perez, Director, LAUSD, Facilities Services Division, dated March 12, 2015. See Appendix P of this Draft EIR.*

Table IV.J.3-2
Projected Capacity and Enrollment of Los Angeles Unified School District Schools Serving the Project Vicinity

Existing School	Projected Capacity[a]	Projected Resident Enrollment[b]	Projected Seating Overage/ (Shortage)[c]	Overcrowding Projected in Future?[d]
Van Ness Avenue Elementary School	336	234	102	No
Vine Street Elementary School	529	526	3	Yes
Joseph Le Conte Middle School	1,684	974	710	No
Bancroft Middle School	1,334	782	552	No
Fairfax High School	2,215	1,914	301	No
Helen Bernstein High School Complex (School Choice Area Totals within the Bernstein Campus Attendance Area)	2,108	1,368	740	No
Helen Bernstein High School	1,577	N/A	N/A	N/A
Science, Technology, Engineering, and Medicine Academy	531	N/A	N/A	N/A

[a] *The capacity the school will have after implementing LAUSD operational goals and shifting to a single-track calendar without class-size reduction. This includes the capacity currently used by charter co-locations and it includes magnet students.*

[b] *Projected four-year total number of students living in the school's attendance area who are eligible to attend the school. Includes magnet students.*

[c] *Per the LAUSD, seating overage/shortage is projected capacity minus projected enrollment.*

[d] *The school is projected to be overcrowded or without available capacity if any of these conditions exist: the school remains on a multi-track calendar, there will be a capacity shortage, or there will be a capacity overage of less than or equal to a 'safety margin' of 30 seats.*

Source: Letter from Rena Perez, Director, LAUSD, Facilities Services Division, dated March 12, 2015. See Appendix P of this Draft EIR.

(iii) Joseph Le Conte Middle School

Joseph Le Conte Middle School is located at 1316 North Bronson Avenue, approximately 0.65 mile north of the Project Site, and offers instruction for Grades 6–8 on a single-track calendar. During the 2013–2014 academic year, Joseph Le Conte Middle School had a total capacity for 1,096 students, a resident enrollment of 1,064 students, and an actual enrollment of 889 students. Therefore, based on Joseph Le Conte Middle School's capacity of 1,096 students and its resident enrollment of 1,064 students, it had an excess capacity or overage of 32 seats during the 2013–2014 school year. When the actual enrollment number is used to calculate seating capacity, Joseph Le Conte Middle School had an excess capacity or overage of 207 seats during the 2013–2014 school year. Thus, Joseph Le Conte Middle School is not considered overcrowded.

(iv) Bancroft Middle School

Bancroft Middle School is located at 929 North Las Palmas Avenue, approximately 0.81 mile west of the Project Site, and offers instruction for Grades 6–8 on a single-track calendar. During the 2013–2014 academic year, Bancroft Middle School had a total capacity for 939 students, a resident enrollment of 756 students, and an actual enrollment of 876 students. Therefore, based on Bancroft Middle School's capacity of 939 students and its resident enrollment of 756 students, it had an excess capacity or overage of 183 seats during the 2013–2014 school year. When the actual enrollment number is used to calculate seating capacity, Bancroft Middle School had an excess capacity or overage of 63 seats during the 2013–2014 school year. Thus, Bancroft Middle School is not considered overcrowded.

(v) Fairfax High School

Fairfax High School is located at 7850 Melrose Avenue, approximately 2.35 miles west of the Project Site, and offers instruction for Grades 9–12 on a single-track calendar. During the 2013–2014 academic year, Fairfax High School had a total capacity for 2,487 students, a resident enrollment of 2,155 students, and an actual enrollment of 2,162 students. Therefore, based on Fairfax High School's capacity of 2,487 students and its resident enrollment of 2,155 students, it had an excess capacity or overage of 332 seats during the 2013–2014 school year. When the actual enrollment number is used to calculate seating capacity, Fairfax High School had an excess capacity or overage of 325 seats during the 2013–2014 school year. Thus, Fairfax High School is not considered overcrowded.

(vi) Helen Bernstein High School Complex

The Helen Bernstein High School Complex is located at 1309 North Wilton Place, approximately 0.75 mile north of the Project Site, and offers instruction for Grades 9–12 on a single-track calendar. The Helen Bernstein High School Complex includes Helen Bernstein High School and the Science, Technology, Engineering, and Medicine Academy. During the 2013–2014 academic year, the Helen Bernstein High School Complex had a total capacity for 1,252 students, a resident enrollment of 1,541 students, and an actual enrollment of 1,161 students. Therefore, based on the Helen Bernstein High School Complex's capacity of 1,252 students and its resident enrollment of 1,541 students, it had a shortage of 289 seats during the 2013–2014 school year and was considered overcrowded by the LAUSD. However, when the actual enrollment number is used to calculate seating capacity, the entire Helen Bernstein High School Complex had an excess capacity or overage of 91 seats during the 2013–2014 school year. While, the Helen Bernstein High School Complex is considered overcrowded according to the LAUSD's method of calculation, the actual enrollment numbers for the Helen Bernstein High School and the Science, Technology, Engineering, and Medicine Academy show an excess

capacity or overage. Specifically, based on Helen Bernstein High School's capacity of 720 students and its actual enrollment of 647 students, it had an excess capacity or overage of 73 student seats during the 2013–2014 school year. Based on the Science, Technology, Engineering, and Medicine Academy's capacity of 532 students and its actual enrollment of 514 students, it had an excess capacity or overage of 18 seats during the 2013–2014 school year. Resident enrollment data for the individual schools, the Helen Bernstein High School, and the Science, Technology, Engineering, and Medicine Academy is not available.

(b) Open Enrollment Policy

The open enrollment policy is a State-mandated policy that enables students anywhere in the LAUSD to apply to any regular, grade-appropriate LAUSD school with designated open enrollment seats.[14] Open enrollment transfers are issued on a space-available basis only. No student living in a particular school's attendance area will be displaced by a student requesting an open enrollment transfer. Open enrollment seats are granted through an application process that is completed before the school year begins.

(c) Charter Schools

Charter schools originated from the Charter School Act of 1992. Typically, a charter school is granted by the LAUSD Board of Education and approved by the State for a period of up to 5 years. LAUSD maintains two types of charter schools: conversion charters are existing LAUSD schools that later become charters; and start-ups, which are charter schools that are newly created by any member of the public (e.g., educators, parents, foundations, and others). Charter schools are open to any student who wishes to attend, from any area within the LAUSD. Although certain attendance preferences may be given, enrollment is conducted by a lottery.[15] The charter schools within the vicinity of the Project Site include the Santa Monica Boulevard Community Charter School, Larchmont Charter School, and Citizens of the World Charter Hollywood. However, according to the LAUSD, the Santa Monica Boulevard Community Charter School is the charter school that would serve students indirectly generated by employees at the Project Site and residing in the Project Vicinity. As shown in Figure IV.J.3-2 on page IV.J.3-9, the Santa Monica Boulevard Community Charter School is located at 1022 North Van Ness Avenue, approximately 0.30 mile north of the Project Site. This charter school offers instruction for Grades K–6 on a single-track calendar.

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[14] *LAUSD, News Release: Open Enrollment Application Process for 2012–2013 Will Run May 7–May 25 in the LAUSD, dated May 7, 2012, www.lausd.net/lausd/offices/Office_of_Communications/NR_OpenEnroll 07-dsfinal.pdf, accessed March 2, 2015.*

[15] *LAUSD, About Charter Schools, http://achieve.lausd.net/charter, accessed March 2, 2015.*

(d) Magnet Schools

The option to attend "magnet" programs also is available to students living within the service boundaries of the LAUSD. Magnet programs provide specialized curriculums and instructional approaches to attract a voluntary integration of students from a variety of neighborhoods. Magnet programs typically establish a unique focus such as gifted and talented, math and science, performing arts, or basic skills programs. Some magnet programs occupy entire school sites, while other magnet centers are located on regular school campuses with access to activities and experiences shared with the host school. Currently, there are 198 magnet programs located within the LAUSD.[16] The magnet schools within the vicinity of the Project Site include Bancroft Middle School Performing Arts and Science/Technology/Engineering/Arts/Math Magnets, Le Conte Middle School Communication/Arts and Health/Engineering/ Applied Sciences Magnets, Hollywood Performing Arts Magnet, Melrose Elementary School Math/Science/Technology Magnet, and Fairfax Visual Arts Magnet.[17] Since enrollment is application-based for magnet schools, overcrowding is not determined for magnet schools.

(e) Pilot Schools

Pilot schools were established in February 2007 when a Memorandum of Understanding was ratified by the LAUSD and the United Teachers Los Angeles, a union of professionals representing 45,000 public school teachers and health and human services professionals in Los Angeles,[18] to create and implement ten small, autonomous Belmont Pilot Schools within District 4 with a specific focus on creating new, innovative schools to relieve overcrowding at Belmont High School.[19] Pilot schools are a network of public schools that have autonomy over budget, staffing, governance, curriculum and assessment, and the school calendar.[20] For demographic purposes, the enrollments, capacities, and projections of pilot schools are calculated the same way as the resident schools.[21] Currently, there are 50 pilot schools located within the LAUSD, including the

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[16] *LAUSD, School Profile: Magnet Schools & Centers, http://echoices.lausd.net/Magnet/MagnetHome.aspx, accessed March 2, 2015.*

[17] *LAUSD, ESC West Magnet Map, http://echoices.lausd.net/MAPS/geomap.aspx, accessed.*

[18] *United Teachers Los Angeles, About Us, www.utla.net/about, accessed March 2, 2015.*

[19] *LAUSD, History, http://notebook.lausd.net/portal/page?_pageid=33,1252313&_dad=ptl&_schema=PTL_EP, accessed March 2, 2015.*

[20] *LAUSD, Pilot Schools, FAQ, http://pilotschools.lausd.net/apps/pages/index.jsp?uREC_ID=190040&type=d, accessed March 2, 2015.*

[21] *Electronic mail correspondence with Gwenn Godek, LAUSD, dated May 23, 2013. See Appendix P of this Draft EIR.*

Science, Technology, Engineering, and Medicine Academy located in the Helen Bernstein High School Complex described above.[22]

(f) Proposed New Public Schools

As discussed above, LAUSD is currently engaged in the New School Construction Program, which has now delivered more than 170,000 new seats.[23] According to the LAUSD, there are no new proposed public schools planned to relieve known overcrowding at the public schools in the Project vicinity.[24]

(2) Private Schools in the Project Vicinity

In addition to publicly available schools, there are also a number of private schools in the Project vicinity that could potentially serve as alternatives to LAUSD schools. Specifically there are approximately 12 private schools, ranging from pre-kindergarten through 12th grades, within a 1-mile radius of the 90038 ZIP Code, the ZIP Code in which most of the Project Site is located.[25] These private facilities generally have smaller student populations and higher teacher to student ratios than their public counterparts. This information is presented for factual purposes only, as it does not directly relate to current and future enrollment capacity levels of schools in the LAUSD before or after implementation of the proposed Project.

3. Environmental Impacts

a. Methodology

Operation-related impacts on schools were quantitatively analyzed to assess the ability of the LAUSD to accommodate the student population that would be indirectly generated by the proposed Project. The anticipated number of students that would be generated by employees at the Project Site was calculated by applying the rates from the 2012 LAUSD Developer Fee Justification Study.

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[22] *LAUSD, 2013–2014 List of Pilot Schools, http://pilotschools.lausd.net/apps/pages/index.jsp?uREC_ID=190037&type=d&pREC_ID=393573, accessed March 2, 2015.*

[23] *LAUSD, Facilities Services Division, www.laschools.org/new-site/, accessed April 17, 2015.*

[24] *Letter from Rena Perez, Director, LAUSD, Facilities Services Division, dated March 12, 2015. See Appendix P of this Draft EIR.*

[25] *Private School Review, Schools Within 1 Miles of 90038, www.privateschoolreview.com/schools-by-distance/90038/1/None/0/0/None/None, accessed March 2, 2015.*

This analysis is focused on public schools within the vicinity of the Project Site and conservatively assumes that all new employees would reside within this area rather than within other areas of the LAUSD service area or outside of the LAUSD service area. In addition, this analysis does not take into account the LAUSD options that would allow students indirectly generated by the proposed Project to enroll at other LAUSD schools located away from their home attendance area, or students that may enroll in private schools or participate in home-schooling. Additionally, this analysis is also conservative as it does not account for the fact that there are several charter schools and magnet schools in the Project vicinity that also could serve the children of Project employees.

b. Significance Thresholds

Appendix G of the CEQA Guidelines provides a sample question that addresses impacts with regard to schools. This question is as follows:

> Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered government facilities, need for new or physically altered governmental facilities, the construction of which would cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for schools?

In the context of this question, the *City of Los Angeles CEQA Thresholds Guide* states that the determination of the significance of impacts related to schools shall be made on a case-by-case basis, considering the following factors:

- The population increase resulting from the project, based on the increase in residential units or square footage of non-residential floor area;
- The demand for school services anticipated at the time of project buildout compared to the expected level of service available, and to consider as applicable, scheduled improvements to LAUSD services (facilities, equipment and personnel) and the project's proportional contribution to the demand;
- Whether (and the degree to which) accommodation of the increased demand would require construction of new facilities, a major reorganization of students or classrooms, major revisions to the school calendar (such as year-round sessions), or other actions which would create a temporary or permanent impact on the school(s); and
- Whether the project includes features that would reduce the demand for school services (e.g., on-site school facilities or direct support to LAUSD).

Based on the above factors, the proposed Project would result in a significant impact to school service capacity and facilities, if:

- The number of LAUSD students generated by the proposed Project would exceed the capacity of the LAUSD schools that serve the Project Site, thereby requiring the construction of new facilities, and/or modifications to the existing operational characteristics of the school (e.g., a major reorganization of students or classrooms, major revisions to the school calendar, or other actions which would create a temporary or permanent impact on the school(s)).[26]

c. Project Design Features

No project design features are proposed with regard to schools.

d. Project Impacts

Student generation rates specific to a variety of land uses have been developed by the LAUSD Developer Fee Program Office. These uses include residential; banks; community shopping centers; neighborhood shopping centers; industrial business parks; industrial parks; rental self storage; scientific research and development; lodging; standard commercial office; large high-rise commercial office; corporate office; medical office; and parking structure uses. As described in Section II, Project Description, of the Draft EIR, no residential uses would be developed as part of the proposed Project, and no new residents would be generated on-site. Thus, implementation of the proposed Project would not result in a direct increase in the number of students within the service area of the LAUSD.

As described in Section II, Project Description, of this Draft EIR, the proposed Project would result in a net increase of approximately 1,385,700 square feet of floor area, including 21,000 square feet of stage uses, 635,500 square feet of production office uses, 1,900 square feet of support uses, 638,100 square feet of office uses, and 89,200 square feet of retail uses. Based on application of the LAUSD student generation rates to the land uses under the proposed Project, the proposed Project would generate approximately 992 elementary school students, approximately 248 middle school students, and approximately 496 high school students, for a total of approximately 1,736 students, as shown in Table IV.J.3-3 on page IV.J.3-18.

[26] *School capacity for the purposes of this analysis is defined as the number of students that can be accommodated at a school based on resident enrollment.*

Table IV.J.3-3
Estimated Number of Students Indirectly Generated by the Proposed Project

Land Use	Net New Floor Area (sf)	Student Generation Rate per 1,000 sf	Students Generated		
			Elementary	Middle School	High School
Stage	21,000	0.36[a]	4	1	2
Production Office	635,500	1.29[b]	468	117	234
Support	1,900	0.36[a]	0	0	0
Office	638,100	1.29[b]	470	118	235
Retail	89,200	0.41[c]	21	5	11
Parking Structure	2,265,600[d]	0.022	29	7	14
Total			**992**	**248**	**496**

The 2012 LAUSD Developer Fee Justification Study provides student generation rates by grade level for residential uses only. For non-residential uses, such as those proposed under the proposed Project, a single generation rate is provided for the purpose of calculating the total number of students across all grade levels. Therefore, this analysis assumes the same proportional distribution of students across grade levels that is observed for the residential land use generation rates.

[a] *Student generation rates were not available for the proposed Project's stage and support uses. Therefore, the student generation rates for the "industrial park" land use category, which most closely reflects the stage and support land uses, were applied to these land uses.*

[b] *The student generation rates for the "standard commercial office" land use category were applied to the proposed Project's production office and office uses.*

[c] *The student generation rates for the "community shopping center" land use category were applied to the proposed Project's retail uses.*

[d] *Parking structure area does not constitute floor area pursuant to the definition of floor area provided in LAMC Section 12.03 and Section 2.3 of the proposed Specific Plan for purposes of calculating floor area ratio (FAR).*

Source: Eyestone Environmental, 2015.

With regard to school age students generated as an indirect result of the proposed Project's proposed land uses (e.g., stage, production office, support, office, and retail uses), it is unknown at this time which schools these students would attend. The specific schools that these students indirectly generated by employees at the Project Site would attend would ultimately depend on the student's place of residence. These students are anticipated to reside throughout the LAUSD boundaries. However, for the purposes of providing a conservative analysis, it is assumed that all students indirectly generated by employees at the Project Site would attend the LAUSD schools identified above within the vicinity of the Project Site, rather than schools further away or private schools. As shown in Table IV.J.3-2 on page IV.J.3-11, based on this conservative assumption, the elementary school students indirectly generated by employees at the Project Site would attend Van Ness Avenue Elementary School, Vine Street Elementary School, or Santa Monica Boulevard Community Charter School. The middle school students indirectly generated by

employees at the Project Site would attend Joseph Le Conte Middle School or Bancroft Middle School. The high school students indirectly generated by employees at the Project Site would attend Fairfax High School or the Helen Bernstein High School Complex. As shown in Table IV.J.3-2 on page IV.J.3-11, based on information from the LAUSD, Vine Street Elementary School is anticipated to experience overcrowding in the future. However, Van Ness Avenue Elementary School, Joseph Le Conte Middle School, Bancroft Middle School, Fairfax High School, and the Helen Bernstein High School Complex are not anticipated to experience overcrowding in the future. Based on the future capacity and enrollment data provided by the LAUSD, and conservatively assuming that all students indirectly generated by employees at the Project Site would attend each of these schools, with the exception of Vine Street Elementary School, each school is anticipated to have sufficient capacity to accommodate the students indirectly generated by Project Site employees.

It should be emphasized that the number of students indirectly generated by the proposed Project that could attend LAUSD schools serving the proposed Project would likely be substantially less than calculated above because not all employees are likely to reside in the Project vicinity, and because the analysis does not include LAUSD options that would allow students indirectly generated by the proposed Project to enroll at other LAUSD schools located away from their home attendance area, or students that may enroll in private schools or participate in home-schooling. Other LAUSD options, some of which are discussed above, that may be available to Project employees with school age children include the following:

- Open enrollment that enables students anywhere within the LAUSD to apply to any regular, grade-appropriate LAUSD school with designated open enrollment seats;

- Magnet schools and magnet centers (such as Bancroft Middle School Performing Arts Magnet, Joseph Le Conte Middle School International Humanities Magnet, Hollywood Performing Arts Magnet, Melrose Avenue Elementary School Math/Science/Technology Magnet, and Fairfax Visual Arts Magnet), which are open to qualified students in the LAUSD;

- The Permits With Transportation Program, which allows students to continue to go to the schools within the same feeder pattern of the school they were enrolled in from elementary through high school.[27] The LAUSD provides transportation to all students enrolled in the Permits With Transportation Program regardless of where they live within the LAUSD;

[27] *A feeder pattern is the linkage from elementary school, middle school, and high school.*

- Intra-district parent employment-related transfer permits that allow students to enroll in a school that serves the attendance area where the student's parent is regularly employed if there is adequate capacity available at the school;

- Sibling permits that enable students to enroll in a school where a sibling is already enrolled; and

- Child care permits that allow students to enroll in a school that serves the attendance area where a younger sibling is cared for every day after school hours by a known child care agency, private organization, or a verifiable child care provider.

Therefore, given the number of alternative educational options, the estimate of indirect student generation is likely overstating the actual student generation and, therefore, the analysis presents a conservative assessment of the proposed Project's potential impacts on LAUSD public school facilities. Furthermore, pursuant to Senate Bill 50, the Applicant would be required to pay development fees for schools to the LAUSD prior to the issuance of building permits. Pursuant to Government Code Section 65995, the payment of these fees is considered mitigation of Project-related school impacts. Therefore, impacts on schools during operation of the proposed Project would be less than significant and mitigation measures would not be required.

(1) Interim Projects

As part of ongoing operations at the Project Site, additions and changes to the Project Site occur on a continuous basis, including interior and exterior improvements. It is expected that such activities will continue during the time period the proposed Project is under consideration by the City. During the review process for the proposed Project, it is anticipated that approximately 50,000 square feet of new floor area would be constructed as part of the ongoing business activities. These additional facilities are referred to as "interim projects." The interim projects are anticipated to consist of new office, stage, production office, and/or support uses. Based on application of the LAUSD student generation rates to the land uses of the interim projects,[28] the interim projects would indirectly generate approximately 37 elementary school students, approximately 9 middle school students, and approximately 18 high school students, for a total of approximately 64 students within LAUSD schools. As with the students that would be indirectly generated by Project Site employees, the students indirectly generated by the interim projects would likely be less than calculated above because the analysis does not include LAUSD options

[28] *The student generation rates for the office land use category, which has the highest generation rate, were applied to these land uses to provide a conservative analysis.*

that would allow students indirectly generated by the proposed Project to enroll at other LAUSD schools located away from their home attendance area, or students that may enroll in private schools or participate in home-schooling. To the extent that the interim projects generate indirect students that would attend LAUSD schools, with the exception of Vine Street Elementary School, it is anticipated that existing schools would be able to accommodate any potential increase based on the future enrollment and capacity data presented above. In addition, pursuant to Senate Bill 50, the payment of development fees for schools to the LAUSD would be required prior to the issuance of building permits. Pursuant to Government Code Section 65995, the payment of these fees would be considered mitigation of school impacts generated by the interim projects. Thus, development of the interim projects would not substantially alter existing conditions on the Project Site and would have no substantial effect on the proposed Project's impacts related to schools.

4. Cumulative Impacts

Cumulative growth in the greater Project area through 2038 includes specific known development projects as well as general ambient growth projected to occur, as described in Section III, Environmental Setting, of this Draft EIR. These related projects primarily include retail/commercial, residential, office, and hotel uses. A number of the identified related projects and ambient growth projections fall within the attendance boundaries of the LAUSD. As discussed above, the LAUSD has implemented the New School Construction Program which has delivered more than 170,000 seats.[29] In the process of relieving overcrowding, the goals of the New School Construction Program are to eliminate involuntary busing of students out of their home attendance areas, operate all schools on a traditional two-semester calendar, and implement full-day kindergarten throughout the LAUSD. One of the objectives of the New School Construction Program is to build new schools where overcrowding need is the greatest.[30] Furthermore, as with the proposed Project and the interim projects, future development, including the related projects, would be required to pay development fees for schools to the LAUSD prior to the issuance of building permits pursuant to Senate Bill 50. Pursuant to Government Code Section 65995, the payment of these fees would be considered mitigation of school impacts generated by the related projects.

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[29] *LAUSD, Facilities Services Division, www.laschools.org/new-site/, accessed April 17, 2015.*

[30] *LAUSD, Facilities Services Division, 2011 Strategic Execution Plan, www.laschools.org/documents/download/about_fsd/sep/2012_consolidated_strategic_execution_plan/2011_SEP_-_FSD_Consolidated.pdf?version_id=218045588, accessed March 2, 2015.*

As discussed above, neither the proposed Project nor the interim projects would generate a direct increase in residential population. In addition, the proposed Project's indirect student generation estimate of 1,736 students and the interim projects' indirect student generation estimate of 64 students are likely overstating the actual student generation within LAUSD schools. Furthermore, pursuant to Senate Bill 50, the Applicant and developers of related projects would be required to pay development fees for schools to the LAUSD prior to the issuance of building permits, which is considered mitigation of Project-generated school impacts. Therefore, cumulative school impacts of the Project, interim projects, and related projects would be less than significant.

5. Mitigation Measures

Pursuant to Government Code Section 65995, the payment of the requisite school impact fees established under the provisions of Senate Bill 50 is mitigation of the proposed Project's impacts on school facilities. Because the Applicant is required to pay these fees at the time of issuance of a building permit, the proposed Project's impacts to schools would be mitigated. In addition, with required payment of the school fees under Senate Bill 50 cumulative impacts on schools would also be less than significant. Therefore, no Project-specific mitigation measures would be necessary.

6. Level of Significance After Mitigation

With payment of requisite development fees in accordance with SB 50, Project-level and cumulative impacts on public schools would be less than significant.