

EXECUTIVE SUMMARY

MAYBROOK SCHOOL IMPROVEMENT PROJECT 11700 MAYBROOK AVENUE WHITTIER, CALIFORNIA 90604



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

**LEAD AGENCY:
LOWELL JOINT SCHOOL DISTRICT
11019 VALLEY HOME AVENUE
WHITTIER, CALIFORNIA 90603**

**REPORT PREPARED BY:
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APRIL 22, 2019

LJSD 001

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1. INTRODUCTION

The proposed project that is analyzed in this Initial Study involves the upgrading and subsequent use of the Maybrook School campus as an interim campus for the Lowell Joint School District (LJSD) comprehensive modernization program for the District's five elementary schools and one intermediate school. To accommodate the students from the other LJSD District schools, certain improvements will be required to ensure that the Maybrook School campus meet both the State's and District's requirements. The Maybrook School campus was previously used as a private school (Whittier Christian School), though this school has vacated the property. The project Applicant is Lowell Joint School District (LJSD), 11019 Valley Home Avenue, Whittier, California 90603.

The District determined, as part of the Initial Study's preparation, that a Mitigated Negative Declaration is the appropriate environmental document for the project's environmental review pursuant to CEQA. The attached Initial Study and the *Notice of Intent to Adopt a Mitigated Negative Declaration* will be forwarded to responsible agencies, trustee agencies, and the public for review and comment. A 20-day public review period will be provided to allow these agencies and other interested parties to comment on the proposed project and the findings of this Initial Study. Questions and/or comments should be submitted to the following LJSD staff person:

Ms. Andrea Reynolds, Assistant Superintendent Administrative Services
Administrative Services, Lowell Joint School District
11019 Valley Home Avenue, Whittier, CA 90603

2. PROJECT LOCATION

The existing 9.54-acre Maybrook School campus is located within the unincorporated portion of East Whittier in Los Angeles County. The East Whittier unincorporated county area is located in the easternmost portion of Los Angeles County just west of the boundary of Orange County. The corporate boundary for the County of Orange and City of La Habra extends along the east side of the Maybrook School. The address of the campus is 11700 Maybrook Avenue in unincorporated East Whittier. A regional location map is provided in Exhibit 1 (the Maybrook campus is located within an unincorporated County area just south of the City of Whittier). A vicinity map of the Maybrook School campus is provided in Exhibit 2.

3. ENVIRONMENTAL SETTING

The Maybrook School campus is located in the midst of a larger residential neighborhood. Land uses and development in the area are summarized below.

- *North of the Maybrook School.* Richvale Drive extends along the north side of the existing campus. Single-family homes are located further north, along the north side of Richvale Drive.
- *South of the Maybrook School.* Seven single-family homes with frontage along the north side of Sugargrove Drive abut the campus on the south side.

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- *East of the Maybrook School.* Single-family homes abut the campus on the east side. These homes have frontage along Wall Street. The rear yards of these units face the campus grounds.
- *West of the Maybrook School.* Maybrook Avenue extends along the west side of the campus. Pedestrian and vehicular access to the campus is provided by Maybrook Avenue.

Exhibit 3 is an aerial photograph of the site and the surrounding area. The existing campus consists of the following improvements:

- *Existing Building 1* was part of the original campus and is located next to the Maybrook Avenue frontage.
- *Existing Building 2* was also part of the original campus and is north of Building 1. This existing building included six classrooms.
- *Existing Building 3* was also part of the original campus and is located east of Building 1 on the east side of the outdoor quad (which also serves as the shaded outdoor eating area).
- *Preschool Modular Buildings* include seven modular buildings located within the Preschool portion of the campus and these modular classrooms will be removed.
- *Modular Classroom Buildings* include two larger modular buildings located just east of the Preschool portion of the campus and these buildings will also be removed.
- *Play Area and Game Court Areas* include two existing game court areas that will remain along with the existing Preschool play area.
- *Passive Open Space Area* includes the northern and eastern portion of the campus and the school garden located in the northwestern portion of the campus.
- *Parking* includes two surface parking lots within the campus.

The Maybrook Elementary School campus is located in the midst of a larger residential neighborhood. Land uses and development in the area are summarized below.

- *North of the Maybrook School.* Richvale Drive extends along the north side of the existing campus. Single-family homes are located further north, along the north side of Richvale Drive.
- *South of the Maybrook School.* Single-family homes with frontage along the north side of Sugargrove Drive abut the campus on the south side.
- *East of the Maybrook School.* Single-family homes abut the campus on the east side. These homes have frontage along Wall Street. The rear yards of these units face the campus grounds.
- *West of the Maybrook School.* Maybrook Avenue extends along the west side of the campus, and provides access to the campus.

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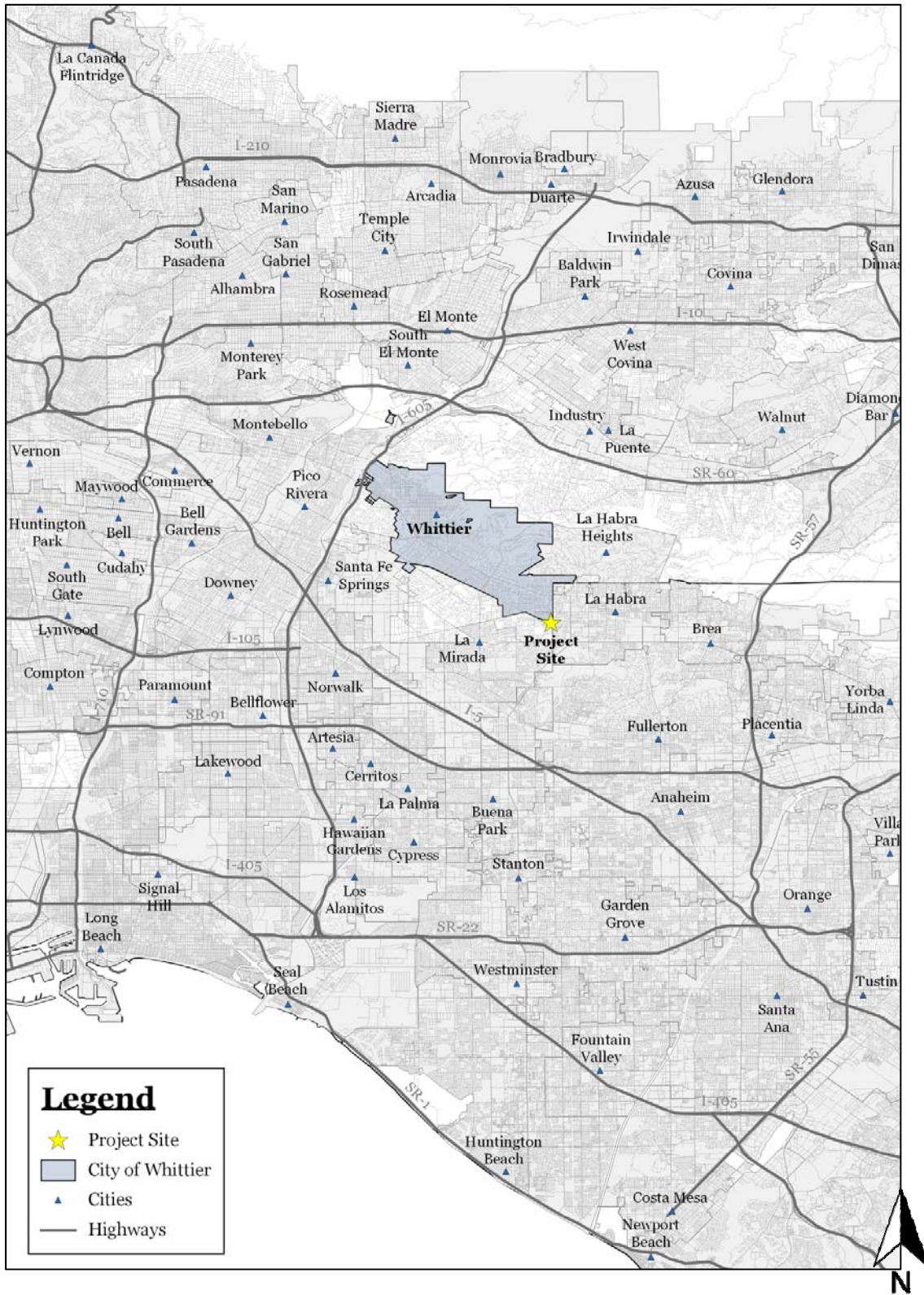


EXHIBIT 1
REGIONAL MAP
SOURCE: QUANTUM GIS

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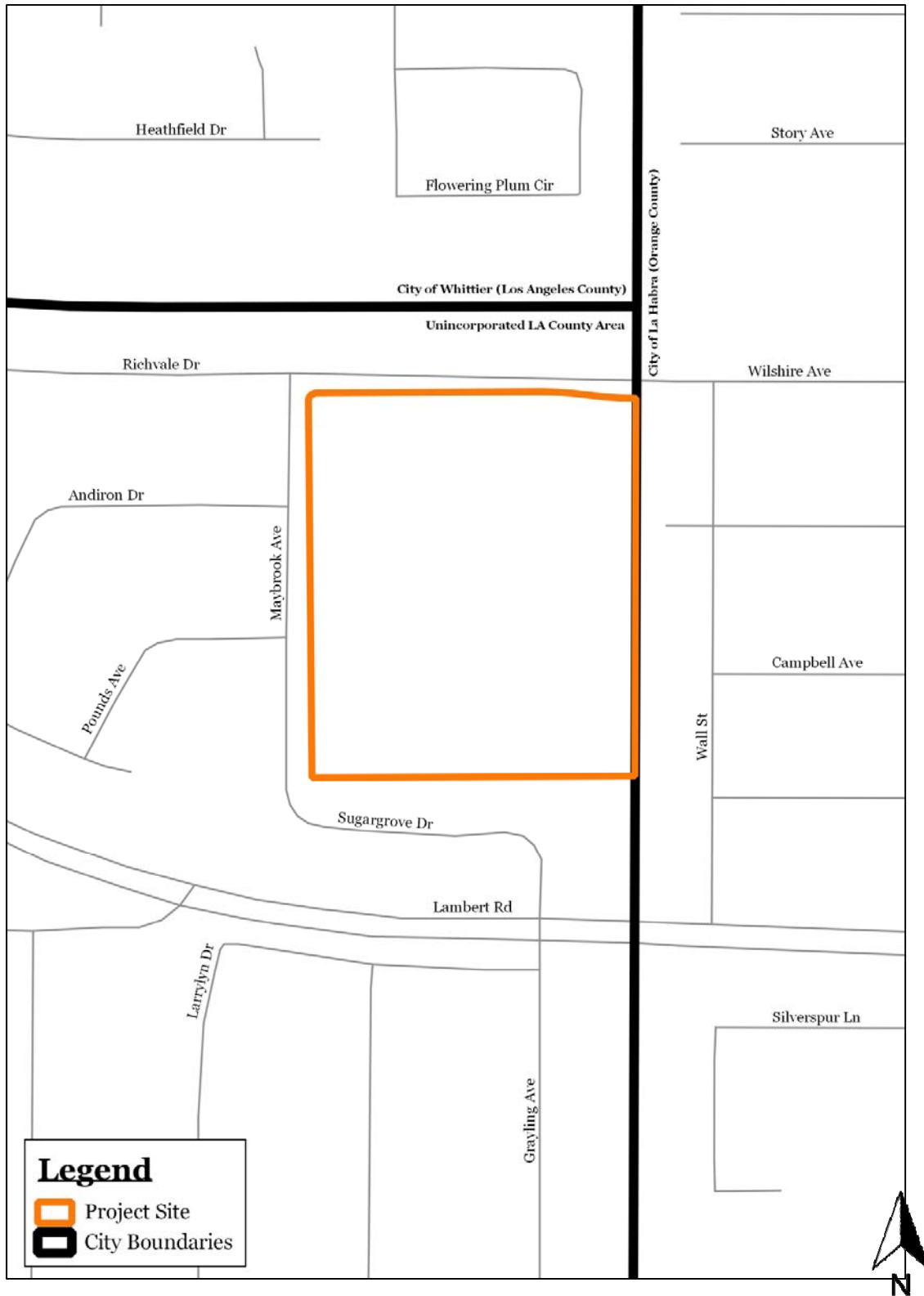


EXHIBIT 2
LOCAL MAP
SOURCE: QUANTUM GIS



EXHIBIT 3
AERIAL PHOTOGRAPH
SOURCE: GOOGLE MAPS

4. PROJECT BACKGROUND

The LJSD currently operates five elementary schools and one intermediate school. The Maybrook Elementary School campus opened on July 1, 1980. The LJSD closed the school on June 30, 1989 due to declining enrollments. Following the school's closure, the LJSD leased the campus to a private school operator. In July, 1994, the Maybrook campus was leased by the Calvary Baptist Church during which time the campus was renamed the Whittier Christian Elementary School. The lease between the LJSD and the Calvary Baptist Church for the Maybrook campus was terminated during the summer of 2017. The LJSD then leased the campus to the Heights Christian School between 2017 and 2019.

All of the LJSD schools were constructed more than 50 years ago and are currently in need of repairs and modernization. In order to finance these essential repairs and upgrades, the LJSD Board of Trustees voted unanimously to place *Measure LL*, a \$48 million local bond measure, on the November 2018 ballot. The Measure subsequently passed and the Bond Measure will be used to finance the proposed improvements to all of the District's schools. The entire modernization project will take between five to eight years to complete with up to one year required for each school. No new classrooms or physical expansion of the existing LJSD schools will occur as part of the implementation of the proposed project.

5. PROJECT DESCRIPTION

The proposed project involves the upgrading and subsequent use of the Maybrook School campus as an interim campus for the LJSD's comprehensive modernization program for the District's five elementary schools and one intermediate school. To accommodate the students from the other LJSD District schools, certain improvements will be required to ensure that the Maybrook campus meet both the State's and District's requirements. The key elements of the Maybrook Elementary School upgrades will include the following elements:

- *Overview.* The three main permanent buildings that comprise the original campus will remain though they will be upgraded to accommodate seven classrooms and a multi-purpose room. Older modular buildings located in the southwestern portion of the campus will be removed and 24 new modular buildings will be installed in the southern portion of the campus. These new modular buildings will include classrooms, special resource programs, kindergarten, teacher facilities, and administration.
- *Phase 1.* The three main permanent buildings that comprise the original campus will be modernized during this first phase. These three existing buildings will include 13 classrooms and a large multi-purpose room. The existing eleven modular buildings in the southern and western portion of the campus will be removed and eleven new modular buildings will be installed.
- *Phase 2.* This phase involves the installation of five new modular class room buildings in the southern portion of the campus.
- *Phase 3.* This phase involves the installation of eight new modular classroom buildings in the southeast corner of the campus that is currently landscaped in turf.

- *Playground Areas.* The existing playground areas will remain.
- *Access and Parking.* The access to the campus will continue to be provided by the two driveways located along the west side of Maybrook Avenue. The existing surface parking areas will be repaired and restriped as needed. The student drop off area will continue to be located within the southerly parking area.

The site plan is shown in Exhibit 4. As indicated previously, the students housed at the other LJSD schools will be transferred to the Maybrook Campus while the improvements to the other LJSD schools are underway.

6. CONSTRUCTION CHARACTERISTICS

The construction for the proposed project would take approximately eight weeks to complete for all phases. The key construction phases for each of the phases are outlined below:

- *Demolition/Removal of Existing Modulars.* The existing modular classroom buildings will be removed during this phase. This phase will take approximately four weeks to complete.
- *Site Preparation.* The campus will be readied for the proposed improvements. This phase will take approximately one week to complete.
- *Excavation and Paving.* This phase will involve limited excavation for utility lines, and other underground infrastructure will be placed during this phase. This phase will take approximately one week to complete.
- *Construction.* The proposed placement of the modular classroom buildings will be constructed during this phase. This phase will take approximately three weeks to complete.
- *Finishing.* This phase will possibly involve the painting of the buildings and the completion of other on-site improvements. This phase will last approximately two weeks.

7. OPERATIONAL CHARACTERISTICS

The Maybrook School classroom instruction for the elementary grades (grades 1 to 6) would commence at 8:30 AM and conclude (class dismissal) at 3:00 PM Monday through Friday. Classroom instruction for the intermediate grades (grades 7 and 8) would commence at 8:15 AM and conclude (class dismissal) at 3:09 PM Monday through Friday. The campus would open at 7:30 AM during the weekday mornings to allow students and staff to arrive for classes. Mondays are early release days. The dismissal time for the elementary grades is 1:15 PM and the dismissal time for the intermediate grades are 1:53 PM. For the elementary schools, an after-school music program is offered two days a week and would begin at 3:10 PM and conclude at 3:55 PM. When the Rancho Starbuck Intermediate School relocates to the Maybrook School campus, band practice will occur outdoors (weather permitting) between 3:30 PM and 5:00 PM, Monday through Friday. Limited additional band practice times may occur on Saturdays between 8:00 AM and 12:00 PM [noon]. Rancho Starbuck School also hosts intramural sports activities between 3:30 PM to 5:00 PM.

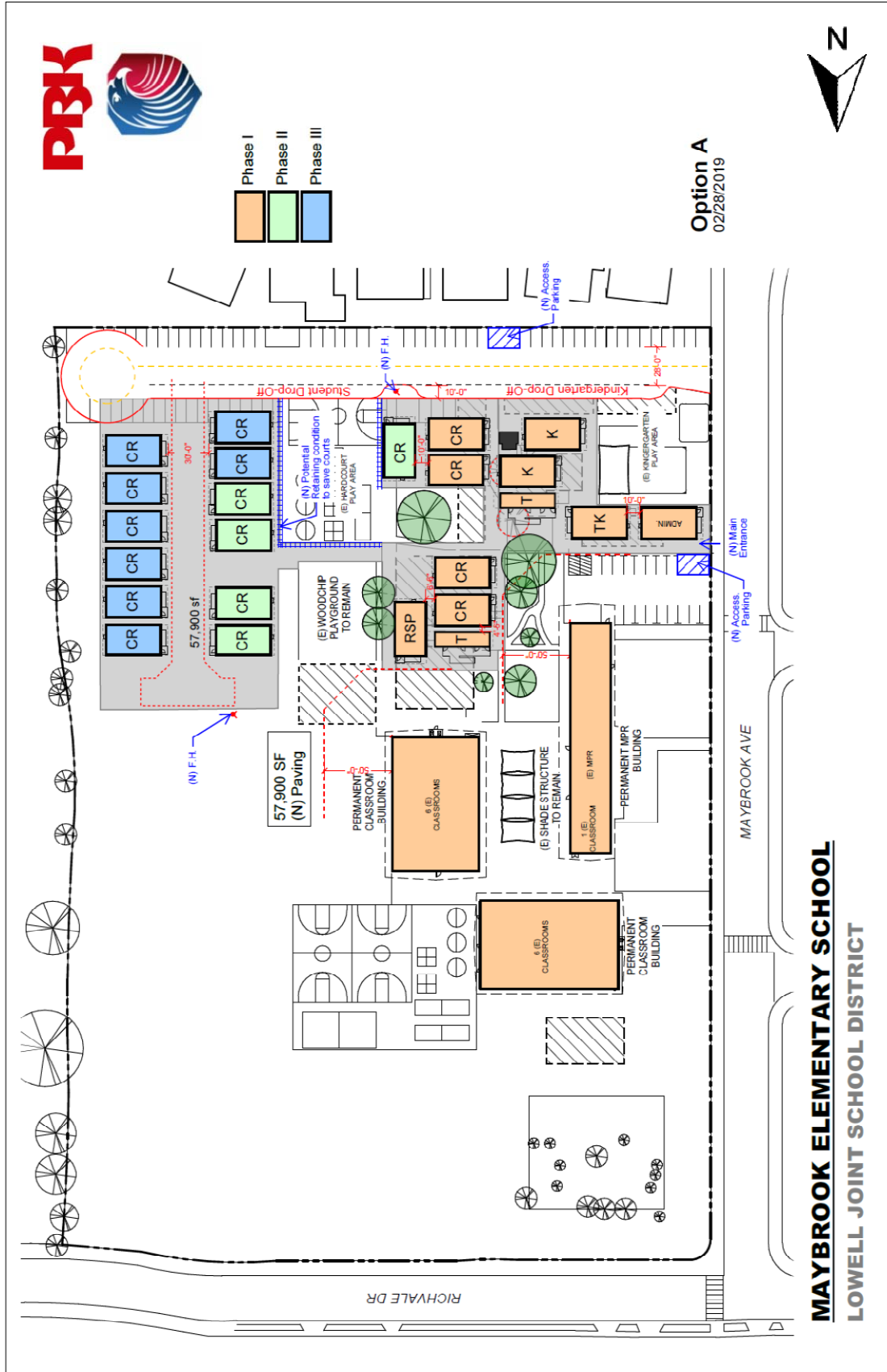


EXHIBIT 4
MAYBROOK SCHOOL IMPROVEMENT SITE PLAN
 SOURCE: LJSD

MAYBROOK ELEMENTARY SCHOOL
LOWELL JOINT SCHOOL DISTRICT

Night-time activities will be limited to certain school sponsored events such as Back to School, Open House, Parent-Teacher meetings, PTA Meetings, and similar school sanctioned events. No portable field lighting will be transported to the campus.

8. SUMMARY OF ENVIRONMENTAL ANALYSIS

The Initial Study analyzed the potential environmental impacts that may result from the proposed project's implementation. The issue areas evaluated in this Initial Study include the following:

- Aesthetics;
- Agriculture & Forestry Resources;
- Air Quality;
- Biological Resources;
- Cultural Resources;
- Energy;
- Geology & Soils;
- Greenhouse Gas Emissions;;
- Hazards & Hazardous Materials;
- Hydrology & Water Quality;
- Land Use and Planning;
- Mineral Resources;
- Noise
- Population & Housing;
- Public Services;
- Recreation;
- Transportation;
- Tribal Resources;
- Utilities & Service Systems;
- Wildfire; and,
- Mandatory Findings of Significance.

Under each issue area, a description of the thresholds of significance is provided. These thresholds will assist in making a determination as to whether there is a potential for significant impacts on the environment. The analysis considered both the short-term (construction-related) and long-term (operational) impacts. To each question, there are four possible responses:

- *No Impact.* The proposed project will not result in any adverse environmental impacts.
- *Less than Significant Impact.* The proposed project may have the potential for affecting the environment, although these impacts will be below levels or thresholds that any responsible agencies consider to be significant.
- *Less than Significant Impact with Mitigation.* The proposed project may have the potential to generate a significant impact on the environment. However, the level of impact may be reduced to levels that are less than significant with the implementation of the recommended mitigation measures.
- *Potentially Significant Impact.* The proposed project may result in environmental impacts that are significant. This finding will require the preparation of an environmental impact report (EIR).

The findings of the Initial Study are summarized in the Table provided on the following pages.

**Table 1
 Initial Study Checklist**

Environmental Issue Areas Examined	Potentially Significant Impact	Less Than Significant Impact With Mitigation	Less Than Significant Impact	No Impact
AESTHETICS				
A. Would the project have a substantial adverse effect on a scenic vista?				✗
B. Would the project substantially damage scenic resources including, but not limited to, trees, rock outcroppings, and historic buildings within a State scenic highway?				✗
C. In non-urbanized areas, would the project substantially degrade the existing visual character or quality of public views of the site and its surroundings (public views are those that are experienced from a publicly accessible vantage point)? If the project is in an urbanized area, would the project conflict with applicable zoning and other regulations governing scenic quality?				✗
D. Would the project create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?			✗	
AGRICULTURE & FORESTRY RESOURCES				
A. Would the project convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural uses?				✗
B. Would the project conflict with existing zoning for agricultural uses, or a Williamson Act Contract?				✗
C. Would the project conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code Section 12220(g)), timberland (as defined by Public Resources Code Section 4526), or timberland zoned Timberland Production (as defined by Government Code Section 51104(g))?				✗
D. Would the project result in the loss of forest land or conversion of forest land to a non-forest use?				✗
E. Would the project involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland to non-agricultural use or conversion of forest land to a non-forest use?				✗
AIR QUALITY				
A. Would the project conflict with or obstruct implementation of the applicable air quality plan?				✗

**Table 1
 Initial Study Checklist**

Environmental Issue Areas Examined	Potentially Significant Impact	Less Than Significant Impact With Mitigation	Less Than Significant Impact	No Impact
B. Would the project result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable Federal or State ambient air quality standard?			✘	
C. Would the project expose sensitive receptors to substantial pollutant concentrations?			✘	
D. Would the project result in other emissions (such as those leading to odors) adversely affecting a substantial number of people?				✘

BIOLOGICAL RESOURCES

A. Would the project have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?				✘
B. Would the project have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?				✘
C. Would the project have a substantial adverse effect on State or Federally protected wetlands (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?				✘
D. Would the project interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory life corridors, or impede the use of native wildlife nursery sites?				✘
E. Would the project conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?				✘
F. Would the project conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or State habitat conservation plan?			✘	

CULTURAL RESOURCES

A. Would the project cause a substantial adverse change in the significance of a historical resource pursuant to §15064.5 of the CEQA Guidelines?				✘
B. Would the project cause a substantial adverse change in the significance of an archaeological resource pursuant to §15064.5 of the CEQA Guidelines?			✘	

**Table 1
 Initial Study Checklist**

Environmental Issue Areas Examined	Potentially Significant Impact	Less Than Significant Impact With Mitigation	Less Than Significant Impact	No Impact
C. Would the project disturb any human remains, including those interred outside of dedicated cemeteries?			✗	

ENERGY

A. Would the project result in a potentially significant environmental impact due to wasteful, inefficient, or unnecessary consumption of energy resources during project construction or operation?			✗	
B. Would the project conflict with or obstruct a State or local plan for renewable energy or energy efficiency?			✗	

GEOLOGY & SOILS

A. Would the project directly or indirectly cause potential substantial adverse effects, including the risk of loss, injury, or death involving rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault; strong seismic ground shaking; seismic-related ground failure, including liquefaction; or, landslides?			✗	
B. Would the project result in substantial soil erosion or the loss of topsoil?			✗	
C. Would the project be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse?			✗	
D. Would the project be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (2012), creating substantial direct or indirect risks to life or property?			✗	
E. Would the project have soils incapable of adequately supporting the use of septic tanks or alternative wastewater disposal systems where sewers are not available for the disposal of wastewater?				✗
F. Would the project directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?				✗

GREENHOUSE GAS EMISSIONS

A. Would the project generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?			✗	
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**Table 1
 Initial Study Checklist**

Environmental Issue Areas Examined	Potentially Significant Impact	Less Than Significant Impact With Mitigation	Less Than Significant Impact	No Impact
B. Would the project conflict with an applicable plan, policy, or regulation adopted for the purpose of reducing the emissions of greenhouse gases?				✘

HAZARDS & HAZARDOUS MATERIALS

A. Would the project create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?				✘
B. Would the project create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?				✘
C. Would the project emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?				✘
D. Would the project be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?				✘
E. Would the project for a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard or excessive noise for people residing or working in the project area?				✘
F. Would the project impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?				✘
G. Would the project expose people or structures, either directly or indirectly, to a significant risk of loss, injury, or death involving wildland fires?				✘

HYDROLOGY & WATER QUALITY

A. Would the project violate any water quality standards or waste discharge requirements or otherwise substantially degrade surface or groundwater quality?			✘	
B. Would the project substantially decrease groundwater supplies or interfere substantially with groundwater recharge such that the project may impede sustainable groundwater management of the basin?				✘

**Table 1
 Initial Study Checklist**

Environmental Issue Areas Examined	Potentially Significant Impact	Less Than Significant Impact With Mitigation	Less Than Significant Impact	No Impact
C. Would the project substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, substantially increase the rate or amount of surface runoff in a manner in which would result in flooding on- or off-site; create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff; or, impede or redirect flood flows?				×
D. In flood hazard, tsunami, or seiche zones, would the project risk release of pollutants due to project inundation?				×
E. Would the project conflict with or obstruct implementation of a water quality control plan or sustainable groundwater management plan?				×

LAND USE & PLANNING

A. Would the project physically divide an established community?				×
B. Would the project cause a significant environmental impact due to a conflict with any land use plan, policy, or regulation adopted for the purpose of avoiding or mitigating an environmental effect?				×

MINERAL RESOURCES

A. Would the project result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the State?				×
B. Would the project result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan or other land use plan?				×

NOISE

A. Would the project result in generation of a substantial temporary or permanent increase in ambient noise levels in the vicinity of the project in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?			×	
B. Would the project result in generation of excessive groundborne vibration or groundborne noise levels?			×	

**Table 1
 Initial Study Checklist**

Environmental Issue Areas Examined	Potentially Significant Impact	Less Than Significant Impact With Mitigation	Less Than Significant Impact	No Impact
C. For a project located within the vicinity of a private airstrip or an airport land use plan, or where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?				×
POPULATION & HOUSING				
A. Would the project induce substantial unplanned population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of roads or other infrastructure)?				×
B. Would the project displace substantial numbers of existing people or housing, necessitating the construction of replacement housing elsewhere?				×
PUBLIC SERVICES				
A. Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which would cause significant environmental impacts, in order to maintain acceptable service ratios, response times, or other performance objectives for: fire protection; police protection; schools; parks; or other public facilities?				×
RECREATION				
A. Would the project increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?			×	
B. Would the project include recreational facilities or require the construction or expansion of recreational facilities which might have an adverse physical effect on the environment?				×
TRANSPORTATION				
A. Would the project conflict with a plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle and pedestrian facilities?			×	
B. Would the project conflict or be inconsistent with CEQA Guidelines Section 15064.3 subdivision (b)?				×

Table 1
Initial Study Checklist

Environmental Issue Areas Examined	Potentially Significant Impact	Less Than Significant Impact With Mitigation	Less Than Significant Impact	No Impact
C. Would the project substantially increase hazards due to a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?				✘
D. Would the project result in inadequate emergency access?				✘

TRIBAL CULTURAL RESOURCES

A. Would the project cause a substantial adverse change in the significance of a tribal cultural resource, defined in Public Resources Code Section 21074 as either a site, feature, place, cultural landscape that is geographically defined in terms of the size and scope of the landscape, sacred place, or object with cultural value to a California Native American tribe, and that is listed or eligible for listing in the California Register of Historical Resources, or in a local register of historical resources as defined in Public Resources Code Section 5020.1(k)?			✘	
B. Would the project cause a substantial adverse change in the significance of a tribal cultural resource, defined in Public Resources Code Section 21074 as either a site, feature, place, cultural landscape that is geographically defined in terms of the size and scope of the landscape, sacred place, or object with cultural value to a California Native American tribe, and that is a resource determined by the Lead Agency, in its discretion and supported by substantial evidence, to be significant pursuant to criteria set forth in subdivision (c) of Public Resources Code Section 5024.1. In applying the criteria set forth in subdivision (c) of Public Resource Code Section 5024.1, the Lead Agency shall consider the significance of the resource to a California Native American tribe.			✘	

UTILITIES & SERVICE SYSTEMS

A. Would the project require or result in the relocation or construction of new or expanded water, wastewater treatment or stormwater drainage, electric power, natural gas, or telecommunications facilities, the construction or relocation of which could cause significant environmental effects?			✘	
B. Would the project have sufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years?			✘	
C. Would the project result in a determination by the wastewater treatment provider which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?				✘

Table 1
Initial Study Checklist

Environmental Issue Areas Examined	Potentially Significant Impact	Less Than Significant Impact With Mitigation	Less Than Significant Impact	No Impact
D. Would the project generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals?			✘	
E. Would the project comply with Federal, State, and local management and reduction statutes and regulations related to solid waste?				✘

WILDFIRE

A. If located in or near State responsibility areas or lands classified as very high fire hazard severity zones, would the project substantially impair an adopted emergency response plan or emergency evacuation plan?				✘
B. If located in or near State responsibility areas or lands classified as very high fire hazard severity zones, would the project due to slope, prevailing winds, and other factors, exacerbate wildfire risks, and thereby expose project occupants to pollutant concentrations from a wildfire or the uncontrolled spread of a wildfire?				✘
C. If located in or near State responsibility areas or lands classified as very high fire hazard severity zones, would the project require the installation or maintenance of associated infrastructure (such as roads, fuel breaks, emergency water sources, power lines, or other utilities) that may exacerbate fire risk or that may result in temporary or ongoing impacts to the environment?				✘
D. If located in or near State responsibility areas or lands classified as very high fire hazard severity zones, would the project expose people or structures to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes?				✘

9. CONCLUSIONS

The Initial Study determined that the proposed project is not expected to have significant adverse environmental impacts. The following findings can be made regarding the Mandatory Findings of Significance set forth in Section 15065 of the CEQA Guidelines based on the results of this Initial Study:

- The proposed project *will not* have the potential to substantially degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, substantially reduce the number or restrict the range of an endangered, rare or threatened species or eliminate important examples of the major periods of California history or prehistory.

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MAYBROOK SCHOOL IMPROVEMENT PROJECT • LOWELL JOINT SCHOOL DISTRICT

- The proposed project *will not* have impacts that are individually limited, but cumulatively considerable.
- The proposed project *will not* have environmental effects which will cause substantially adverse effects on human beings, either directly or indirectly.
- A Mitigation Reporting and Monitoring Program *will be* required.

