July 2019 | Negative Declaration
State Clearinghouse No. 2017081044

CHARLES F. KETTERING ELEMENTARY SCHOOL FENCING PLAN

Long Beach Unified School District

Prepared for:

Long Beach Unified School District
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NEGATIVE DECLARATION

Pursuant to the California Environmental Quality Act (CEQA) (California Public Resources Code (PRC) Sections 2100 et seq.) and the State CEQA Guidelines (California Code of Regulations (CCR) Sections 15000 et seq.), the Long Beach Unified School District has completed this Negative Declaration (ND) for the project described below based on the assessment presented in the attached Initial Study.

LEAD AGENCY & PROJECT PROPONENT: Long Beach Unified School District

PROJECT TITLE: Charles F. Kettering Elementary School Fencing Plan

PROJECT LOCATION: The proposed project site is on the Charles F. Kettering Elementary School campus. The approximately 10.32-acre school is at 550 Silvera Avenue, in the southeast portion of the city of Long Beach in Los Angeles County, California.

PROJECT DESCRIPTION: The entire campus is surrounded by either wrought iron or chain-link fencing except for three entry points along the west and south side. The Long Beach Unified School District is proposing to install three sections of fencing and the replace one section, to fully secure the Kettering ES campus. The goal of the project is to increase student and staff safety and security while on campus, and to protect school facilities. With the exception of these changes all remaining fencing would remain in its current condition. When classes start all gates would be locked and the front administration building door would be closed. All school visitors would be required to ring the buzzer at the front administration building door, and then wait for school staff to grant entry. At the end of the school day the gates and the administration building door would be opened so students can exit the campus. The school campus would be secured and locked-down by the night custodial staff no later than 6:30 PM. On holidays and weekends the school campus would be secured with all gates and doors locked.

Project Components (from north to south)

1. A 90-foot long section of a 4-foot tall chain-link fence in the northwest corner of the campus, adjacent to the Kindergarten playground, would be replaced with a new 8-foot tall chain-link fence. This section would have two gates.

2. A 60-foot long 8-foot tall ornamental wrought-iron fence with gate would be installed at the main entrance between the classroom building (Building A) on the north and the administration building (Building B) on the south. The concrete walkway would be expanded to provide a flat even surface in front of the two gates.

3. A 20-foot long 8-foot tall ornamental wrought-iron fence with gate would be installed between the administration building (Building B) on the north and a classroom building (Building C) on the south. A portion of the concrete walkway that would no longer be needed would be removed.

4. South of the classroom building (Building C), a 60-foot long 8-foot tall section of ornamental wrought-iron fence would be installed between the classroom building (Building C) on the west and the existing chain-link fence on the east.

The Kettering ES campus is not known to have hazardous waste because of its history as a school and it is not on a lists of hazardous materials sites compiled pursuant to Government Code Section 65962.5. The fencing would be installed within the existing campus boundaries and would not disturb any offsite properties.

EXISTING CONDITIONS: Kettering ES serves students in grades K through 5. Four permanent school buildings all front on Silvera Avenue, with seven portable buildings along the northern edge of the campus. The majority of the campus consists of asphalt hardcourt play yard, with two small turf play yards and rubber mat play equipment areas. Twelve temporary portable buildings are to the north of the parking lot. Several mature ornamental trees are located along the campus borders and on the interior of the campus. An 8-foot tall chain-link fence borders the east and north side of the campus; a 6-foot tall chain-link fence borders the south side with one gate, the west side is bordered by the school buildings with 2 gates between the buildings; and a 4-foot tall chain-link fence borders the kindergarten play area with 2 gates. All of the existing gates are open all the time; none are locked.

DOCUMENT AVAILABILITY: The ND and supporting Initial Study for the Charles F. Kettering Elementary School Fencing Plan are available for review at the following locations:

- Long Beach Unified School District, Facilities Development and Planning Branch, 2425 Webster Avenue, Long Beach
- Local Libraries: El Dorado Neighborhood Library, 2900 Studebaker Road, Long Beach 90815
  Los Altos Neighborhood Library, 5614 Britton Street, Long Beach 90815
  Brewitt Neighborhood Library, 4036 E. Anaheim Street, Long Beach 90804
- District Facilities Department website: www.lbschoolbonds.net

SUMMARY OF IMPACTS: The attached Initial Study was prepared to identify the potential effects on the environment from the installation and operation of fencing and gates at Kettering ES and to evaluate the significance of those effects. Based on the environmental analysis, the proposed project would have no impacts or less-than-significant environmental impacts related to the following issues:

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

Findings. It is hereby determined that, based on the information contained in the attached Initial Study, the project would not have a significant adverse effect on the environment.

July 2019 | Initial Study

CHARLES F. KETTERING ELEMENTARY SCHOOL FENCING PLAN

Long Beach Unified School District

PLACEWORKS

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APPENDICES

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Abbreviations and Acronyms

AAQS	ambient air quality standards
AB	Assembly Bill
ADA	Americans with Disabilities Act
AQMP	air quality management plan
AST	aboveground storage tank
CalRecycle	California Department of Resources, Recycling, and Recovery
Caltrans	California Department of Transportation
CARB	California Air Resources Board
CBC	California Building Code
CCR	California Code of Regulations
CDFW	California Department of Fish and Wildlife
CEQA	California Environmental Quality Act
CMP	congestion management program
CNEL	community noise equivalent level
CO	carbon monoxide
CO_2e	carbon dioxide equivalent
dB	decibel
dBA	A-weighted decibel
DPM	diesel particulate matter
EPA	United States Environmental Protection Agency
FEMA	Federal Emergency Management Agency
FTA	Federal Transit Administration
GHG	greenhouse gases
HVAC	heating, ventilating, and air conditioning system
IPCC	Intergovernmental Panel on Climate Change
LBUSD	Long Beach Unified School District
LOS	level of service
LST	localized significance thresholds
MBTA	Migratory Bird Treaty Act
Metro	Los Angeles County Metropolitan Authority
MT	metric ton
NAHC	Native American Heritage Commission
NO_X	nitrogen oxides

Abbreviations and Acronyms

O_3	ozone
OEHHA	Office of Environmental Health Hazard Assessment
PM	particulate matter
PPV	peak particle velocity
PRC	Public Resources Code
RMS	root mean square
RTP/SCS	regional transportation plan / sustainable communities strategy
SB	Senate Bill
SCAG	Southern California Association of Governments
SCAQMD	South Coast Air Quality Management District
SEASP	Southeast Area Specific Plan
SoCAB	South Coast Air Basin
SO_X	sulfur oxides
V/C	volume-to-capacity ratio
VdB	velocity decibels
VOC	volatile organic compound

Abbreviations and Acronyms

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1. Introduction

1.1 OVERVIEW

Long Beach Unified School District (LBUSD or District) is proposing to install fencing, gates and sidewalk extension at Charles F. Kettering Elementary School (Kettering ES) (see Project Description for more details). The goal of the project is to increase student and staff safety and security. The proposed project is required to undergo an environmental review pursuant to the California Environmental Quality Act. This initial study provides an evaluation of the potential environmental consequences associated with this proposed project.

1.1.1 CALIFORNIA ENVIRONMENTAL QUALITY ACT

The environmental compliance process is governed by the California Environmental Quality Act (CEQA)[1] and the State CEQA Guidelines.[2] CEQA was enacted in 1970 by the California Legislature to disclose to decision makers and the public the significant environmental effects of projects and to identify ways to avoid or reduce the environmental effects through feasible alternatives or mitigation measures. Compliance with CEQA applies to California government agencies at all levels: local, regional, and state agencies, boards, commissions, and special districts (such as school districts and water districts).

The District is the lead agency for the proposed project and is therefore required to conduct an environmental review to analyze the potential environmental effects. California Public Resources Code Section 21080(a) states that analysis of a project's environmental impact is required for any "discretionary projects proposed to be carried out or approved by public agencies…." In this case, LBUSD has determined that an initial study is required to determine whether there is substantial evidence that installation and operation of the proposed project would result in significant environmental impacts and if mitigation measures are required. An initial study is a preliminary environmental analysis to determine whether an environmental impact report (EIR), a mitigated negative declaration (MND), or a negative declaration (ND) is required for a project.[3]

When an initial study identifies the potential for significant environmental impacts, the lead agency must prepare an EIR;[4] however, if all impacts are found to be less than significant or can be mitigated to a less than significant level, the lead agency can prepare an ND or an MND that incorporates mitigation measures into the project.[5]

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1 California Public Resources Code (PRC) Sections 21000 et seq.
2 California Code of Regulations (CCR), Title 14, Sections 15000 et seq.
3 14 CCR Section 15063.
4 14 CCR Section 15064.
5 14 CCR Section 15070.

1.2 NEGATIVE DECLARATION AND SUPPORTING INITIAL STUDY

This initial study was prepared to determine if the proposed project would have a significant impact on the environment. The purpose of the initial study is to 1) provide the lead agency with information to use as the basis for deciding the proper type of CEQA document to prepare; 2) enable the lead agency to modify a project, mitigating adverse impacts before an EIR is prepared, thereby enabling the project to qualify for a negative declaration; 3) assist in the preparation of an EIR, if one is required; 4) facilitate environmental assessment early in the design of a project; (5) provide documentation of the factual basis for the findings in an MND or ND; (6) eliminate unnecessary EIRs; and (7) determine if the project is covered under a previously prepared EIR.[6]

Based on the findings in this initial study, the District has determined that an ND is the appropriate level of environmental documentation for the proposed fencing project.

1.3 IMPACT TERMINOLOGY

The following terminology is used to describe the level of significance of impacts.

- A finding of ***no impact*** is appropriate if the analysis concludes that the project would not affect the particular topic area in any way.
- An impact is considered ***less than significant*** if the analysis concludes that it would cause no substantial adverse change to the environment and requires no mitigation.
- An impact is considered ***less than significant with mitigation incorporated*** if the analysis concludes that it would cause no substantial adverse change to the environment with the inclusion of environmental commitments or other enforceable mitigation measures.
- An impact is considered ***potentially significant*** if the analysis concludes that it could have a substantial adverse effect on the environment. If any impact is identified as potentially significant, an EIR would need to be prepared.

1.4 ORGANIZATION OF THE INITIAL STUDY

The content and format of this report are designed to meet the requirements of CEQA and the State CEQA Guidelines. The conclusions in this initial study are that the proposed project would have no significant impacts. This report contains the following sections:

Chapter 1, *Introduction*, identifies the purpose and scope of the ND and supporting Initial Study and the terminology used.

[6] 14 CCR Section 15063.

Chapter 2, *Environmental Setting*, describes the existing conditions, surrounding land uses, general plan designations, and existing zoning at the school and surrounding area.

Chapter 3, *Project Description*, identifies the location, background, and describes the proposed project in detail.

Chapter 4, *Environmental Checklist*, has the CEQA checklist and the significance finding for each resource topic.

Chapter 5, *Environmental Analysis*, provides an evaluation of the impact categories and a response to questions contained in the CEQA checklist. Bibliographical references and individuals cited for information sources and technical data are footnoted throughout this CEQA Initial Study.

Chapter 6, *List of Preparers*, identifies the individuals who prepared the ND and supporting Initial Study.

1. Introduction

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2. Environmental Setting

2.1 PROJECT LOCATION

The proposed new fencing would be installed at Charles F. Kettering Elementary School campus. The approximately 10.32-acre school is at 550 Silvera Avenue, in the southeast portion of the City of Long Beach in Los Angeles County, California. Regional access to the school is from East 7th Street (State Highway 22) to Silvera Avenue (see Figure 1, *Regional Location*, and Figure 2, *Local Vicinity*).

2.2 SURROUNDING LAND USE

The Kettering ES campus is surrounded by urban development. As shown on Figure 3, *Existing Conditions,* the school is bordered by the following land uses.

- **North:** Fenced vacant parcel with utility cabinets and asphalt surface; East 7th Street (the western extension of State Highway 22 [Garden Grove Freeway] between Studebaker Road and State Highway 1 [Pacific Coast Highway]); Bixby Terrace (private single-family homes).

- **East:** Los Cerritos Channel, a 2.1-mile-long concrete stormwater drainage channel that directs stormwater flows directly into Alamitos Bay, then to the Pacific Ocean. It is part of the Los Angeles County Storm Drain System. The channel is owned by the County and maintained by the Flood Control District and Department of Public Works.

  Channel View Park: This 5.28 acre-City-owned stretch of land is adjacent to the west side of the Los Cerritos Channel. The linear urban park has ornamental trees, grass, and a walking and biking path.

  Long Beach Bikeway Route 10: This off-road concrete path connects the residential east side of the city to its urban city center by way of Belmont Heights neighborhood and the East Village, before finishing as an urban loop along the city's bike boulevards. The approximately 11-mile-long bikeway starts at East Anaheim Street near its intersection of Palo Verde Avenue and near the entrance to Hill Middle School and ends at the First Street/Junipero Avenue intersection.

- **South:** East 5th Street (2-lane undivided roadway that ends in a cul-de-sac at the southeast corner of the campus) and single-family homes.

- **West:** Silvera Avenue (2-lane undivided roadway) and single-family homes.

2.3 EXISTING CONDITIONS

Kettering ES serves 349 students in grades K through 5 and has 30 staff. The 10.32-acre school is in an area with generally flat topography. The elevation on campus is about 10 feet above mean sea level.[7] Four permanent school buildings all front on Silvera Avenue, with seven portable buildings along the northern edge of the campus. Three portables are used for the Child Development Center program, and the others are standard classrooms. The majority of the campus consists of asphalt hardcourt play yard, two small turf play yards (north pad is about 9,200 square feet, south pad is about 9,600 square feet), and seven rubber mat play equipment areas. Twelve temporary portable buildings are to the north of the parking lot (10 classrooms, a restroom building, and an administrative office) (see below for operation of portables). Several mature ornamental trees are located along the campus borders and on the interior of the campus.

An 8-foot tall chain-link fence borders the east and north side of the campus; a 6-foot tall chain-link fence borders the south side with one gate, the west side is bordered by the school buildings with 2 gates between the buildings; and a 4-foot tall chain-link fence borders the kindergarten play area with 2 gates (see Figure 4, *Site Photographs).* All of the existing gates are open all the time; none are locked.

Circulation and Parking

The school has one parking lot with access from two driveways along 5th Street and about 82 spaces. The driveways allow one-way traffic entering and exiting the lot. Parking is also permitted on both sides of East 5th Street, the west side of Silvera Avenue, and the east side of Silvera from midblock north to East 7th Street. Bus only drop-off/pick-up is along the north side of the parking lot. Student drop-off and pick-up takes place along East 5th Street, Silvera Avenue, 6th Street, and in the school parking lot.

Operation

Kettering ES campus. The kindergarten class schedule is from 8:00 AM to 12:20 PM and from 9:30 AM to 1:50 PM. First, second and third grade classes are from 8:00 AM to 2:05 PM, and fourth and fifth grades are from 8:00 AM to 2:10 PM.

Portable buildings. The 12 temporary portable buildings are being used for interim housing as the as buildings on other District campuses are undergoing modernization. Kettering ES was modernized, and construction was completed in Spring 2019. In succession over four years, Grades 3, 4, and 5 at each of 4 other schools will attend school at the Kettering interim housing while the modernization work is being done at each school campus. The CEQA document for the Interim Housing project was completed, the document was adopted, and the project approved in October 2017.

[7] US Department of the Interior, Geological Survey. Los Alamitos Quadrangle 7.5-minute Series (Topographic). 1964, Photo revised 1981.

2.4 GENERAL PLAN AND EXISTING ZONING

The zoning designation of the school property is PD-1 (Planned Development). PD-1 is the Southeast Area Specific Plan (SEASP).[8] Under the SEASP, the property is zoned 'Public' This designation provides for public and institutional uses such as elementary schools, museums and interpretive centers, parking, water tanks, and retention basins. The General Plan land use designation for the school is Institutions/Schools.[9]

[8] Long Beach zoning map. Prepared by Department of Planning & Building and Department of Technology Services. http://www.lbds.info/civica/filebank/blobdload.asp?BlobID=5030. Revised 12/2002. Municipal code: https://library.municode.com/ca/long_beach/codes/municipal_code?nodeId=TIT21ZO_CH21.37PLDEDISPPL

[9] Long Beach General Plan. 1989. Land Use Element. http://www.lbds.info/planning/advance_planning/general_plan.asp

2. Environmental Setting

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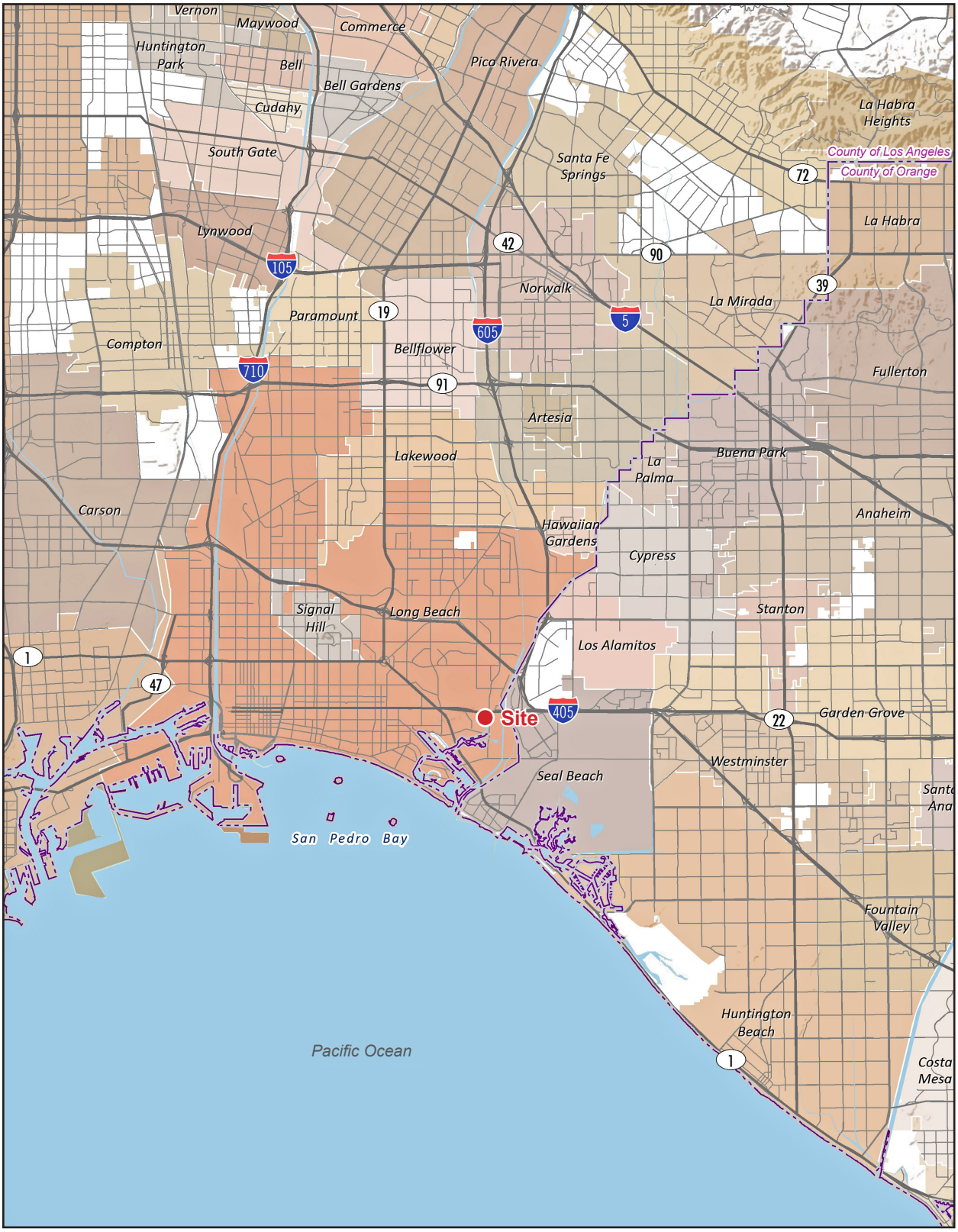
Figure 1 - Regional Location
2. Environmental Setting



Note: Unincorporated county areas are shown in white.

0 3
Scale (Miles)

Source: ESRI, 2018

2. Environmental Setting

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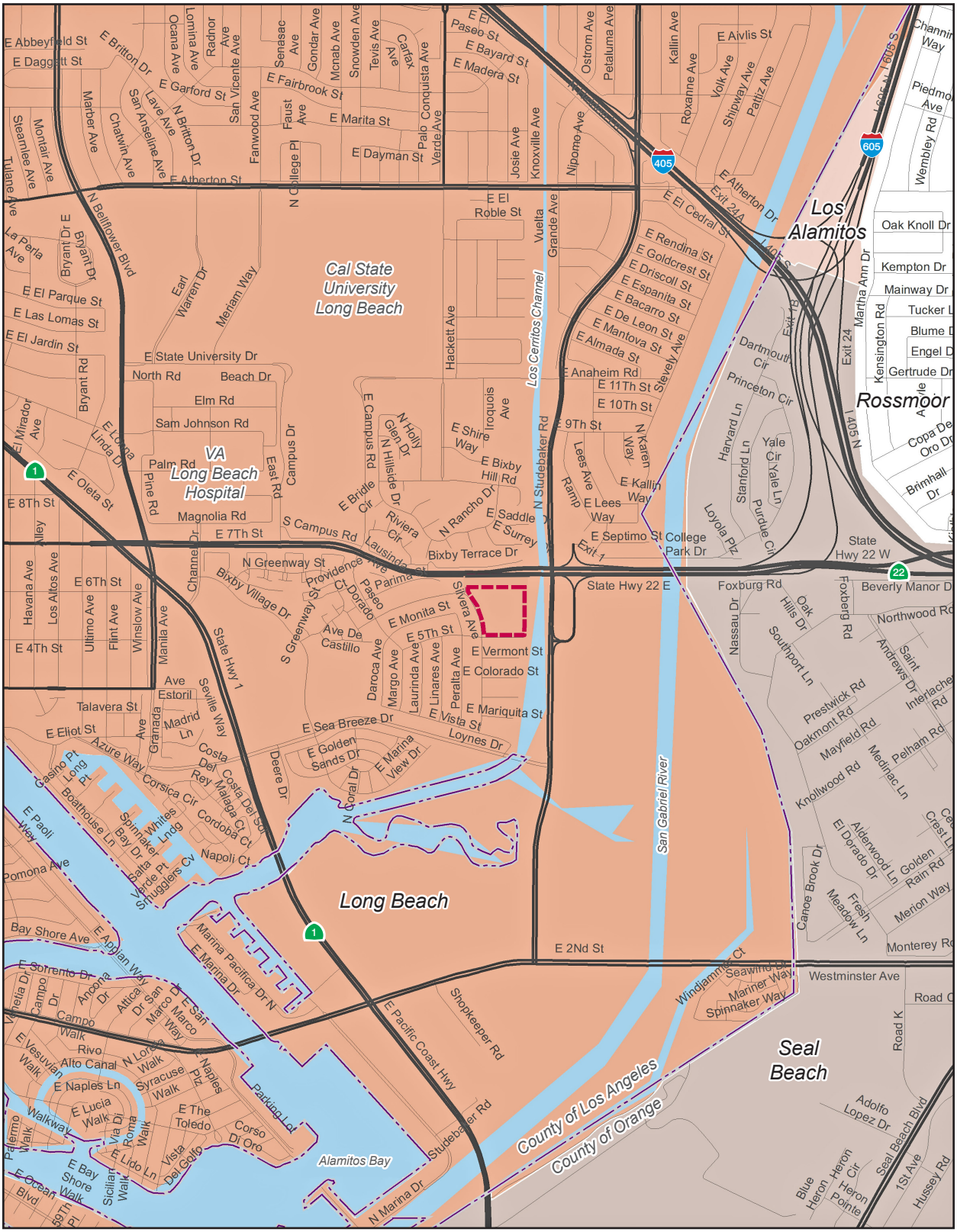
Figure 2 - Local Vicinity
2. Environmental Setting



Kettering Elementary School Boundary

Note: Unincorporated county areas are shown in white.

Source: ESRI, 2018

0 2,000
Scale (Feet)

2. Environmental Setting

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Figure 3 - Existing Conditions
2. Environmental Setting

Kettering Elementary School Boundary

0 250
Scale (Feet)

Source: Google Earth Pro, 2017

2. Environmental Setting

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Figure 4 - Site Photographs
2. Environmental Setting

View looking east toward main entrance of Kettering Elementary School from Silvera Avenue.

View looking east toward 4-foot high section of chain-link fence adjacent to play yard.

2. Environmental Setting

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3. Project Description

3.1 PROPOSED PROJECT

The entire campus is surrounded by either wrought iron or chain link fencing except for three entry points along the west and south side. The proposed project consists of the installation of three sections of fencing and the replacement of one section, to fully secure the Kettering ES campus (see Figure 5, *Conceptual Site Plan*). The goal of the project is to increase student and staff safety and security while on campus, and to protect school facilities. With the exception of these changes all remaining fencing would remain in its current condition.

Project Components (from north to south)

1. A 90-foot long section of existing chain-link fence in the northwest corner of the campus, adjacent to the Kindergarten playground, would be replaced with a new chain-link fence. This section would have two gates.

2. A 60-foot long ornamental wrought-iron fence with gate would be installed at the main entrance between the classroom building (Building A) on the north and the administration building (Building B) on the south. The concrete walkway would be expanded to provide a flat even surface in front of the two gates.

3. A 20-foot long ornamental wrought-iron fence with gate would be installed between the administration building (Building B) on the north and a classroom building (Building C) on the south. A portion of the concrete walkway that would no longer be needed would be removed.

4. South of the classroom building (Building C), a 60-foot long section of ornamental wrought-iron fence would be installed between the classroom building (Building C) on the west and the existing chain-link fence on the east.

The height of the new chain-link and ornamental wrought-iron fences would be 8 feet. The installation of the fencing would begin in summer 2019 and would take about a week.

Operation

On a typical school day, the gates would be opened by custodial staff before staff and students arrive. Custodial staff currently arrives around 6:00 AM and school starts at 8:00 AM. When classes start all gates would be locked and the front administration building door would be closed. All school visitors would be required to ring the buzzer at the front administration building door, and then wait for school staff to grant entry. At the end of the school day the gates and the administration building door would be opened so students can exit the campus. The school campus would be secured and locked-down by the night custodial staff no later than 6:30 PM. On holidays and weekends the school campus would be secured with all gates and doors locked.

In compliance with the Civic Center Act (CA Education Code Sections 38130-38139) the campus is available for community use at selected times when not in use by LBUSD. If an individual or organization has a permit to use the school, they would be issued keys for access and would be responsible for securing the school after the event. Access would also be available from a school custodian that would be assigned to open the school before and secure the school after the event.

3.2 LEAD AGENCY

The LBUSD is the lead agency under CEQA and has approval authority over the proposed project. The project-related ND must be adopted by the Board of Education, confirming its adequacy in complying with the requirements of CEQA. The Board will consider the information in the ND in deciding to approve or deny the proposed project. The analysis is intended to provide environmental review for the whole of the project, including the planning of the project; installation of the fencing; and ongoing operation.

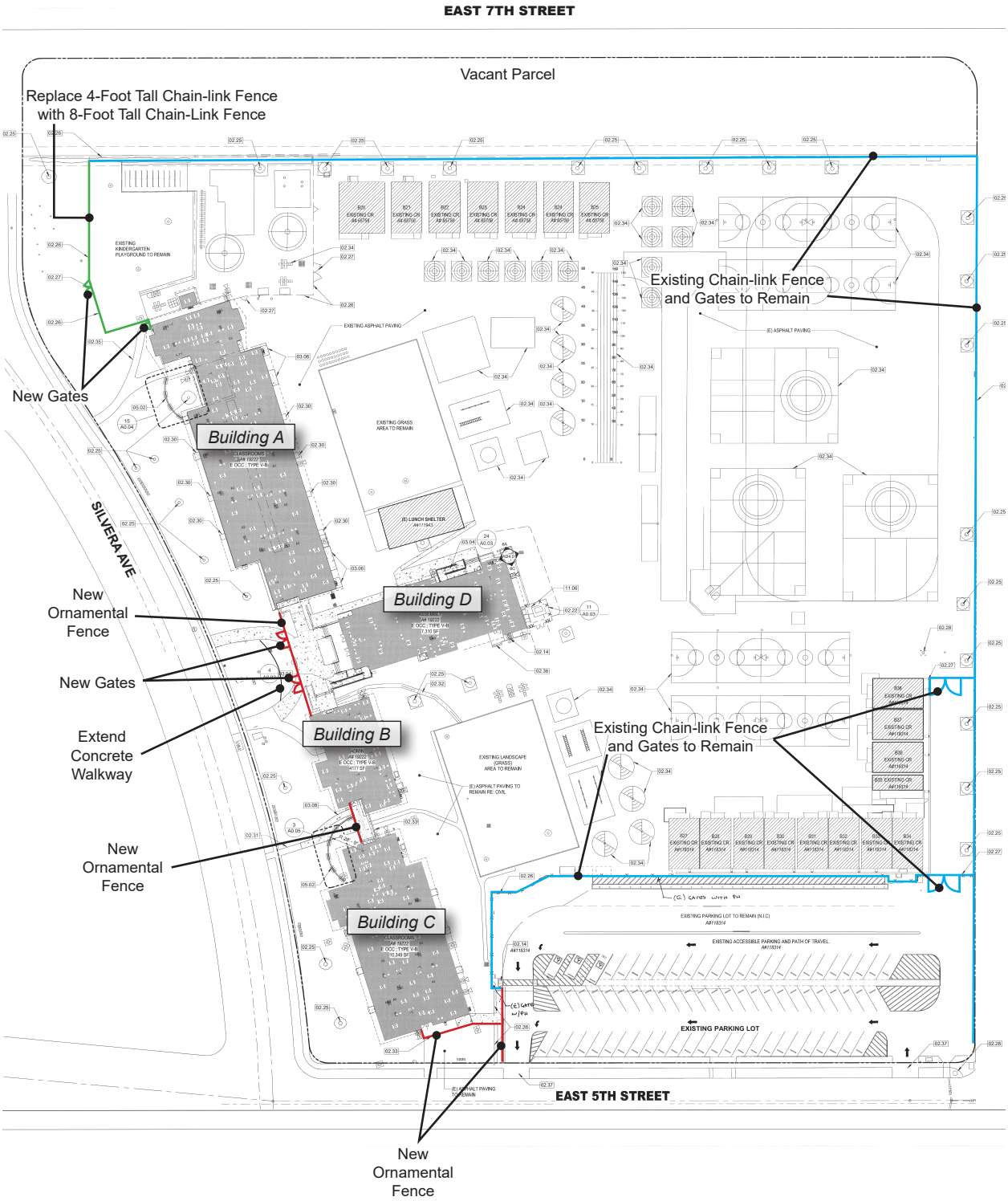
3.3 ANTICIPATED AGENCY ACTIONS

It is the intent of this CEQA document to enable the District to evaluate the environmental impacts of the proposed project, thereby enabling them to make informed decisions with respect to the requested approval. Agency actions are identified in Table 2.

Table 1 Anticipated Agency Actions

Lead Agency	Discretionary Action
Long Beach Unified School District	Adoption of the ND
	Approval of the Project
Reviewing Agency	**Action**
City of Long Beach Fire and Police Departments	Fire/Life Safety review of access gates

Figure 5 - Conceptual Site Plan
3. Project Description



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Scale (Feet)

Source: PBK, 2018

3. Project Description

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4. Environmental Checklist

4.1 PROJECT INFORMATION

1. **Project Title:** Charles F. Kettering Elementary School Fencing Plan

2. **Lead Agency Name and Address:**
   Long Beach Unified School District
   2425 Webster Avenue
   Long Beach, CA 90810

3. **Contact Person and Phone Number:**
   Jacquelyn Roberts
   (562) 997-7550

4. **Project Location:**
   The project would be installed at Charles F. Kettering Elementary School campus at 550 Silvera Avenue, in the southeast portion of the City of Long Beach in Los Angeles County, California (Assessor Parcel Number [APN 7237-001-901]).

5. **Project Sponsor's Name and Address:**
   Long Beach Unified School District
   2425 Webster Avenue
   Long Beach, CA 90810

6. **General Plan Designation:** Institutions/Schools.

7. **Zoning:** PD-1 (Planned Development; Southeast Area Specific Plan) / 'Public'.

8. **Description of Project:**
   Long Beach Unified School District is proposing the installation of three new sections of ornamental wrought-iron fence and replacement of a section of chain-link fence to fully secure the Kettering ES campus.

9. **Surrounding Land Uses and Setting:**
   The Kettering ES campus is surrounded by residential development on the north, south and west. Channel View Park and Los Cerritos Channel borders the school to the east.

10. **Other Public Agencies Whose Approval Is Required:**
    None.

4. Environmental Checklist

11. Have California Native American tribes traditionally and culturally affiliated with the project area requested consultation pursuant to Public Resources Code section 21080.3.1? If so, has consultation begun?

Note: Conducting consultation early in the CEQA process allows tribal governments, lead agencies, and project proponents to discuss the level of environmental review, identify and address potential adverse impacts to tribal cultural resources, and reduce the potential for delay and conflict in the environmental review process. (See Public Resources Code section 21080.3.2.) Information may also be available from the California Native American Heritage Commission's Sacred Lands File per Public Resources Code section 5097.94 and the California Historical Resources Information System administered by the California Office of Historic Preservation. Please also note that Public Resources Code section 21082.3(c) contains provisions specific to confidentiality

Yes. California Native American tribes have requested formal notice of proposed projects as follows: Gabrieleño Band of the Mission Indians – Kizh Nation, letter dated July 2016; San Gabriel Band of Mission Indians, letter dated December 1, 2016; Torres Martinez Desert Cahuilla Indians, letter dated May 16, 2016.

The Long Beach Unified School District notified the Tribes about the proposed work to be done at Kettering Elementary School in a letter dated July 3, 2017 and sent via certified mail and email to:

- Mr. Andrew Salas, Tribal Chairman, Gabrieleño Band of the Mission Indians – Kizh Nation
- Mr. Anthony Morales, Chief, San Gabriel Band of Mission Indians
- Mr. Michael Mirelez, Cultural Resource Coordinator, Torres Martinez Desert Cahuilla Indians

One request for consultation was received from Gabrieleño Band of the Mission Indians – Kizh Nation. The District consulted with the Tribe via phone call on August 16, 2017 at 11:00 AM. The District has complied with AB 52 consultation requirements (see Section 5.18, Tribal Cultural Resources for additional details).

4.2 ENVIRONMENTAL FACTORS POTENTIALLY AFFECTED

The environmental factors checked below would be potentially affected by this project, involving at least one impact that is a "Potentially Significant Impact," as indicated by the checklist on the following pages.

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

4.3 DETERMINATION

On the basis of this initial evaluation:

☒ I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.

☐ I find that although the proposed project could have a significant effect on the environment, there will not be a significant effect in this case because revisions in the project have been made by or agreed to by the project proponent. A MITIGATED NEGATIVE DECLARATION will be prepared.

☐ I find that the proposed project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.

☐ I find that the proposed project MAY have a "potentially significant impact" or "potentially significant unless mitigated" impact on the environment, but at least one effect 1) has been adequately analyzed in an earlier document pursuant to applicable legal standards, and 2) has been addressed by mitigation measures based on the earlier analysis as described on attached sheets. An ENVIRONMENTAL IMPACT REPORT is required, but it must analyze only the effects that remain to be addressed.

☐ I find that although the proposed project could have a significant effect on the environment, because all potentially significant effects (a) have been analyzed adequately in an earlier EIR or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier EIR or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the proposed project, nothing further is required.

Jacquelyn Roberts	Long Beach Unified School District
Name (Print)	*Lead Agency*
Signature	7-2-19
	Date

4.4 EVALUATION OF ENVIRONMENTAL IMPACTS

1. A brief explanation is required for all answers except "No Impact" answers that are adequately supported by the information sources a lead agency cites in the parentheses following each question. A "No Impact" answer is adequately supported if the referenced information sources show that the impact simply does not apply to projects like the one involved (e.g., the project falls outside a fault rupture zone). A "No Impact" answer should be explained where it is based on project-specific factors, as well as general standards (e.g., the project would not expose sensitive receptors to pollutants, based on a project-specific screening analysis).

2. All answers must take account of the whole action involved, including off-site as well as on-site, cumulative as well as project-level, indirect as well as direct, and construction as well as operational impacts.

3. Once the lead agency has determined that a particular physical impact may occur, then the checklist answers must indicate whether the impact is potentially significant, less than significant with mitigation, or less than significant. "Potentially Significant Impact" is appropriate if there is substantial evidence that an effect may be significant. If there are one or more "Potentially Significant Impact" entries when the determination is made, an EIR is required.

4. "Negative Declaration: Less Than Significant With Mitigation Incorporated" applies where the incorporation of mitigation measures has reduced an effect from "Potentially Significant Impact" to a "Less Than Significant Impact." The lead agency must describe the mitigation measures, and briefly explain how they reduce the effect to a less than significant level.

5. Earlier analyses may be used where, pursuant to the tiering, program EIR, or other CEQA process, an effect has been adequately analyzed in an earlier EIR or negative declaration. Section 15063(c)(3)(D). In this case, a brief discussion should identify the following:

   a) **Earlier Analyses Used.** Identify and state where they are available for review.

   b) I**mpacts Adequately Addressed.** Identify which effects from the above checklist were within the scope of and adequately analyzed in an earlier document pursuant to applicable legal standards, and state whether such effects were addressed by mitigation measures based on the earlier analysis.

   c) **Mitigation Measures.** For effects that are "Less than Significant with Mitigation Measures Incorporated," describe the mitigation measures which were incorporated or refined from the earlier document and the extent to which they address site-specific conditions for the project.

6. Lead agencies are encouraged to incorporate into the checklist references to information sources for potential impacts (e.g., general plans, zoning ordinances). Reference to a previously prepared or outside document should, where appropriate, include a reference to the page or pages where the statement is substantiated.

7. Supporting Information Sources: A source list should be attached, and other sources used or individuals contacted should be cited in the discussion.

8. This is only a suggested form, and lead agencies are free to use different formats; however, lead agencies should normally address the questions from this checklist that are relevant to a project's environmental effects in whatever format is selected.

9. The explanation of each issue should identify:

   a) the significance criteria or threshold, if any, used to evaluate each question; and
   b) the mitigation measure identified, if any, to reduce the impact to less than significance.

Issues	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
I. AESTHETICS. Except as provided in Public Resources Code Section 21099, would the project:				
a) Have a substantial adverse effect on a scenic vista?				X
b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?				X
c) In nonurbanized areas, 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 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?			X	
d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?				X
II. AGRICULTURE AND FORESTRY RESOURCES. In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Dept. of Conservation as an optional model to use in assessing impacts on agriculture and farmland. In determining whether impacts to forest resources, including timberland, are significant environmental effects, lead agencies may refer to information compiled by the California Department of Forestry and Fire Protection regarding the state's inventory of forest land, including the Forest and Range Assessment Project and the Forest Legacy Assessment project; and forest carbon measurement methodology provided in Forest Protocols adopted by the California Air Resources Board. Would the project:				
a) 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 use?				X
b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?				X
c) 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))?				X

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Issues	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
d) Result in the loss of forest land or conversion of forest land to non-forest use?				X
e) 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 non-forest use?				X
III. AIR QUALITY. Where available, the significance criteria established by the applicable air quality management district or air pollution control district may be relied upon to make the following determinations. Would the project:				
a) Conflict with or obstruct implementation of the applicable air quality plan?				X
b) 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?				X
c) Expose sensitive receptors to substantial pollutant concentrations?				X
d) Result in other emissions (such as those leading to odors) adversely affecting a substantial number of people?				X
IV. BIOLOGICAL RESOURCES. Would the project:				
a) 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?				X
b) 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?				X
c) 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?				X
d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?				X
e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?				X
f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?				X
V. CULTURAL RESOURCES. Would the project:				
a) Cause a substantial adverse change in the significance of a historical resource pursuant to § 15064.5?				X
b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to § 15064.5?				X

Issues	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
c) Disturb any human remains, including those interred outside of dedicated cemeteries?				X
VI. ENERGY. Would the project:				
a) Result in potentially significant environmental impact due to wasteful, inefficient, or unnecessary consumption of energy resources, during project construction or operation?				X
b) Conflict with or obstruct a state or local plan for renewable energy or energy efficiency?				X
VII. GEOLOGY AND SOILS. Would the project:				
a) Directly or indirectly cause potential substantial adverse effects, including the risk of loss, injury, or death involving:				X
i) 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? Refer to Division of Mines and Geology Special Publication 42.				X
ii) Strong seismic ground shaking?				X
iii) Seismic-related ground failure, including liquefaction?				X
iv) Landslides?				X
b) Result in substantial soil erosion or the loss of topsoil?				X
c) 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?				X
d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial direct or indirect risks to life or property?				X
e) Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste water?				X
f) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?				X
VIII. GREENHOUSE GAS EMISSIONS. Would the project:				
a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?				X
b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?				X
IX. HAZARDS AND HAZARDOUS MATERIALS. Would the project:				
a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?				X

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Issues	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
b) 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?				X
c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?				X
d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code § 65962.5 and, as a result, would it create a significant hazard to the public or the environment?				X
e) 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?				X
f) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?				X
g) Expose people or structures, either directly or indirectly, to a significant risk of loss, injury or death involving wildland fires?				X
X. HYDROLOGY AND WATER QUALITY. Would the project:				
a) Violate any water quality standards or waste discharge requirements or otherwise substantially degrade surface or ground water quality?				X
b) Substantially decrease groundwater supplies or interfere substantially with groundwater recharge such that the project may impede sustainable groundwater management of the basin?				X
c) 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, in a manner which would:				X
i) result in a substantial erosion or siltation on- or off-site;				X
ii) substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or offsite;				X
iii) 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				X
iv) impede or redirect flood flows?				X
d) In flood hazard, tsunami, or seiche zones, risk release of pollutants due to project inundation?				X
e) Conflict with or obstruct implementation of a water quality control plan or sustainable groundwater management plan?				X

4. Environmental Checklist

Issues	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
XI. LAND USE AND PLANNING. Would the project:				
a) Physically divide an established community?				X
b) 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?				X
XII. MINERAL RESOURCES. Would the project:				
a) Result in the loss of availability of a known mineral resource that would be a value to the region and the residents of the state?				X
b) 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?				X
XIII. NOISE. Would the project result in:				
a) 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?				X
b) Generation of excessive groundborne vibration or groundborne noise levels?				X
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?				X
XIV. POPULATION AND HOUSING. Would the project:				
a) 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)?				X
b) Displace substantial numbers of existing people or housing, necessitating the construction of replacement housing elsewhere?				X
XV. PUBLIC SERVICES. Would the project:				
a) 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 could cause significant environmental impacts, in order to maintain acceptable service ratios, response times, or other performance objectives for any of the public services:				
Fire protection?				X
Police protection?				X
Schools?				X
Parks?			X	
Other public facilities?				X

4. Environmental Checklist

Issues	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
XVI. 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?			X	
b) Does the project include recreational facilities or require the construction or expansion of recreational facilities which might have an adverse physical effect on the environment?				X
XVII. TRANSPORTATION. Would the project:				
a) Conflict with a program, plan, ordinance or policy addressing the circulation system, including transit, roadway, bicycle and pedestrian facilities?				X
b) Conflict or be inconsistent with CEQA Guidelines § 15064.3, subdivision (b)?			X	
c) Substantially increase hazards due to a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?				X
d) Result in inadequate emergency access?				X
XVIII. TRIBAL CULTURAL RESOURCES.				
Would the project cause a substantial adverse change in the significance of a tribal cultural resource, defined in Public Resources Code § 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) 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), or				X
b) 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 § 5024.1. In applying the criteria set forth in subdivision (c) of Public Resource Code § 5024.1, the lead agency shall consider the significance of the resource to a California Native American tribe.				X
XIX. UTILITIES AND SERVICE SYSTEMS. Would the project:				
a) Require or result in the relocation or construction of new or expanded water, wastewater treatment or storm water drainage, electric power, natural gas, or telecommunications facilities, the construction or relocation of which could cause significant environmental effects?				X
b) Have sufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry and multiple dry years?				X
c) Result in a determination by the waste water 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?				X

4. Environmental Checklist

Issues	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
d) 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?				X
e) Comply with federal, state, and local management and reduction statutes and regulations related to solid waste?				X
XX. WILDFIRE. If located in or near state responsibility areas or lands classified as very high fire hazard severity zones, would the project:				
a) Substantially impair an adopted emergency response plan or emergency evacuation plan?				X
b) 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?				X
c) 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?				X
d) 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?				X
XXI. MANDATORY FINDINGS OF SIGNIFICANCE.				
a) Does the project 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 a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory?				X
b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)				X
c) Does the project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?				X

4. Environmental Checklist

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5. Environmental Analysis

Section 4.4 provided a checklist of environmental impacts. This section provides an evaluation of the impact categories and questions contained in the checklist and identifies mitigation measures, if applicable.

5.1 AESTHETICS

a) Have a substantial adverse effect on a scenic vista?

No Impact. Vistas provide visual access or panoramic views to a large geographic area. The field of view from a vista location can be wide and extend into the distance. Panoramic views are usually associated with vantage points looking out over a section of urban or natural areas that provide a geographic orientation not commonly available. Examples of panoramic views include an urban skyline, valley, mountain range, the ocean, or other water bodies.[10]

The school campus and surrounding area are flat and developed with urban land uses, including residential, commercial, and industrial uses. The school campus has numerous one- and two-story buildings, surface parking, play fields, hardcourts, student gathering areas, and ornamental trees and landscaping. There are no protected or designated scenic vistas or views, and new fencing would not obscure any views. Existing visual access from the residential neighborhood to Channel View Park, the Los Cerritos Channel, or the Los Cerritos Wetlands (about 1,930 feet from the school) would not change. Therefore, no impact to scenic vistas would occur.

b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?

No Impact. The closest designated state scenic highway in Los Angeles County is State Route 110, California Historic Parkway (Arroyo Seco Historic Parkway), over 20 miles north of the school.[11] The fencing would not be visible from any designated scenic highway. No impact would occur.

[10] City of Los Angeles, LA CEQA Thresholds Guide, Chapter A, 2006. http://www.environmentla.org/programs/Thresholds/Complete%20Threshold%20Guide%202006.pdf

[11] California Department of Transportation (Caltrans). Updated September 7, 2011. California Scenic Highway Mapping System. http://www.dot.ca.gov/hq/LandArch/16_livability/scenic_highways/index.htm.

5. Environmental Analysis

c) In nonurbanized areas, 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 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?

Less than Significant Impact. The Project site is in a developed area and surrounded by residential, a park and a flood control channel, and qualifies as an 'urbanized area'.[12] The site is zoned PD-1 (Planned Development; Southeast Area Specific Plan).[13] Within the SEASP notable viewsheds are those visible from arterial highways, including 2nd Street, Studebaker Road, and PCH. Other scenic vistas include views southward from Marina Vista Park toward the Marine Stadium and views from elevated portions of SR-22/7th Street southward toward the Los Cerritos Wetlands.[14]

Figure 4-3 of the SEASP identifies a 'Public View Shed' from the SR-22/7th Street and the Studebaker Road on/off ramp. This location is at ground level and does not have panoramic views. It is assumed that the location may have been at the top of the Studebaker Road overpass because of the panoramic views of the Los Cerritos Channel. The proposed 8-foot chain link fence and other fence and gate improvements would not affect this view because they would be shorter than the campus buildings and would not be visible from the Studebaker Road/SR-22/7th Street viewpoint.

Additionally, Kettering ES borders a designated 'Open Edge View' area as identified on Figure 4-2. The fencing project would be to the west of Channel View Park and would not affect the east-facing views from the Channel View Park toward the Los Cerritos Channel. The project does not substantially degrade this specific view shed and edge view area because the new sections of school fencing and gates would not be visible by the general public from identified viewpoints (Studebaker Road/SR-22/7th Street and Channel View Park). These viewsheds would not change because there would be no land use changes, no tall buildings, and no changes in development density. The fencing project would not change the scenic quality of the area and would not conflict with the zoning or regulations governing scenic quality. Therefore, impacts to the scenic quality in an urbanized area would be less than significant.

d) Create a new source of substantial light or glare, which would adversely affect day or nighttime views in the area?

No Impact. The fencing project would not include new lighting and would not change the existing lighting on or near the school. No impacts would occur.

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[12] PRC § 21071/CEQA Guidelines § 15191(m)(1) for an incorporated city "Urbanized area" means the city that either by itself or in combination with two contiguous incorporated cities has a population of at least 100,000 persons. City of Long Beach has a population of about 467,354 [U.S. Census Bureau. QuickFacts. July 1, 2018 estimates. https://www.census.gov/quickfacts/fact/table/longbeachcitycalifornia,US

[13] Southeast Area Specific Plan 2060 (SEASP) was adopted by the Long Beach City Council on September 19, 2017. Long Beach Development Services. http://www.longbeach.gov/lbds/planning/advance/seasp/

[14] Southeast Area Specific Plan 2060 (SEASP). http://www.longbeach.gov/globalassets/lbds/media-library/documents/planning/environmental/seasp/docs/seasp_r5_web_10-2-17-reduced; and Environmental Impact Report, Chapter 5-1 Aesthetics. http://www.longbeach.gov/globalassets/lbds/media-library/documents/planning/environmental/env-reports/approvedcertified-part-2/southeast-area-specific-plan-seasp/draft-eir-and-appendices/ch_05-01-ae

5.2 AGRICULTURE AND FORESTRY RESOURCES

In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Dept. of Conservation as an optional model to use in assessing impacts on agriculture and farmland. In determining whether impacts to forest resources, including timberland, are significant environmental effects, lead agencies may refer to information compiled by the California Department of Forestry and Fire Protection regarding the state's inventory of forest land, including the Forest and Range Assessment Project and the Forest Legacy Assessment project; and forest carbon measurement methodology provided in Forest Protocols adopted by the California Air Resources Board. Would the project:

a) 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 use?

No Impact. The proposed project would not convert farmland to nonagricultural uses. There is no agricultural or farm use on or in the vicinity of the school campus; therefore, no project-related farmland conversion impact would occur. The school campus is fully developed and is not mapped as important farmland.[15,16] No impact would occur.

b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?

No Impact. The proposed project would not conflict with agricultural zoning or a Williamson Act contract. The existing zoning designation of the school property is PD-1 (Planned Development; SEASP).[17] The site is not zoned for agricultural use, and project development would not conflict with such zoning. Williamson Act contracts restrict the use of privately-owned land to agriculture and compatible open-space uses under contract with local governments; in exchange, the land is taxed based on actual use rather than potential market value. There is no Williamson Act contract in effect onsite. No impact would occur.

c) 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))?

[15] Division of Land Resource Protection (DLRP). 2017, J. California Important Farmland Finder. http://maps.conservation.ca.gov/ciff/ciff.html.

[16] Most of urbanized Los Angeles County, including the Kettering ES campus, is not mapped on the California Important Farmland Finder.

[17] Long Beach zoning map. Prepared by Dept. of Planning & Building and Dept. of Technology Services. http://www.lbds.info/civica/filebank/blobdload.asp?BlobID=5030. Revised 12/2002. Municipal code: https://library.municode.com/ca/long_beach/codes/municipal_code?nodeId=TIT21ZO_CH21.37PLDEDISPPL

No Impact. Fencing installation would not conflict with existing zoning for forest land, timberland, or timberland production. The school campus is zoned as PD-1 (Planned Development; SEASP).[18] No impact would occur.

d) Result in the loss of forest land or conversion of forest land to non-forest use?

No Impact. The project would not result in the loss or conversion of forest land. No vegetation onsite is cultivated for forest resources. No forest land would be affected by the proposed project, and no impacts would occur.

e) 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 non-forest use?

No Impact. There is no mapped important farmland or forest land on or near the school campus, and the fencing would not indirectly cause conversion of such land to nonagricultural or nonforest use. No impact would occur.

5.3 AIR QUALITY

Would the project:

a) Conflict with or obstruct implementation of the applicable air quality plan?

No Impact. The most recently adopted comprehensive plan is the 2016 AQMP, adopted on March 3, 2017. Regional growth projections are used by SCAQMD to forecast future emission levels in the SoCAB. For southern California, these regional growth projections are provided by the Southern California Association of Governments (SCAG) and are partially based on land use designations in city/county general plans.[19] Typically, only large, regionally significant projects have the potential to affect the regional growth projections. Installation of the fence would not generate a significant amount of air pollutants and would not obstruct implementation of the AQMP.

b) 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?

No Impact. The SoCAB is designated nonattainment for O_3 and $PM_{2.5}$ under the California and National AAQS, nonattainment for PM_{10} under the California AAQS, and nonattainment for lead under the National

[18] Long Beach zoning map. Prepared by Dept. of Planning & Building and Dept. of Technology Services. http://www.lbds.info/civica/filebank/blobdload.asp?BlobID=5030. Revised 12/2002. Municipal code: https://library.municode.com/ca/long_beach/codes/municipal_code?nodeId=TIT21ZO_CH21.37PLDEDISPPL

[19] Southern California Association of Governments (SCAG). 2016, April. The 2016-2040 Regional Transportation Plan/Sustainable Communities Strategy (RTP/SCS): A Plan for Mobility, Accessibility, Sustainability, and a High Quality of Life. http://scagrtpscs.net/Documents/2016/final/f2016RTPSCS.pdf

AAQS.[20] According to SCAQMD methodology, any project that does not exceed or can be mitigated to less than the daily threshold values would not add significantly to a cumulative impact.[21] Installation and operation of the fence would not result in emissions in excess of SCAQMD's significant thresholds. Therefore, the project would not result in a cumulatively considerable net increase in criteria pollutants and no impacts would occur.

c) Expose sensitive receptors to substantial pollutant concentrations?

No Impact. The project could expose sensitive receptors to elevated pollutant concentrations if it would cause or contribute significantly to elevated pollutant concentration levels. Receptors proximate to the project site are the residences to the west and south. Air pollutant emissions generated by the delivery of the fencing and installation of the fencing would not cause a significant increase in air pollutant concentrations. No operational pollutants would be emitted. No impacts would occur.

d) Result in other emissions (such as those leading to odors) adversely affecting a substantial number of people?

No Impact. The proposed project would not result in objectionable odors. The threshold for odor is if a project creates an odor nuisance pursuant to SCAQMD Rule 402, Nuisance, which states:

> A person shall not discharge from any source whatsoever such quantities of air contaminants or other material which cause injury, detriment, nuisance, or annoyance to any considerable number of persons or to the public, or which endanger the comfort, repose, health or safety of any such persons or the public, or which cause, or have a natural tendency to cause, injury or damage to business or property. The provisions of this rule shall not apply to odors emanating from agricultural operations necessary for the growing of crops or the raising of fowl or animals.

The type of facilities that are considered to have objectionable odors include wastewater treatments plants, compost facilities, landfills, solid waste transfer stations, fiberglass manufacturing facilities, paint/coating operations (e.g., auto body shops), dairy farms, petroleum refineries, asphalt batch plants, chemical manufacturing, and food manufacturing facilities. The project does not fall within these land uses. Therefore, no odor impacts would occur.

[20] California Air Resources Board (CARB). 2016, May. Area Designations Maps: State and National. http://www.arb.ca.gov/desig/adm/adm.htm

[21] South Coast Air Quality Management District (SCAQMD). 1993. California Environmental Quality Act Air Quality Handbook.

5.4 BIOLOGICAL RESOURCES

a) 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?

No Impact. The school campus is fully developed, with most of the site consisting of buildings, asphalt, and concrete. Vegetation on campus is limited to ornamental trees, shrubs, and turf. The proposed project would not require the removal of any trees. There is no native habitat and no suitable habitat for threatened, endangered, or rare species onsite. The proposed project would not remove any trees. No impact would occur.

b) 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?

No Impact. Sensitive natural communities are natural communities that are considered rare in the region by regulatory agencies; that are known to provide habitat for sensitive animal or plant species; or are known to be important wildlife corridors. Riparian habitats are those occurring along the banks of rivers and streams. There is no sensitive natural community or riparian habitat onsite. No impact would occur.

c) 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?

No Impact. The school campus is fully developed, and there are no protected wetlands onsite. The proposed project would be confined to the school campus and would not have the potential to impact any offsite protected wetland areas. The fencing would not change the hydrology of the site. No impact would occur.

d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?

No Impact. The project would not interfere with any native fish or wildlife species. Wildlife corridors link areas of natural habitats separated by rugged terrain, changes in vegetation, or human disturbance. Corridors accommodate animal movement to enhance genetic interchange and re-colonization of the species, and provide buffers for species populations to use in response to environmental changes and natural disasters. Large corridors (often referred to as habitat or landscape linkages) can provide both transitory and resident habitat for a variety of species.

The elementary school campus does not function as a wildlife movement corridor. The site is fully developed and does not support native resident or migratory fish or wildlife species. The site does not have any

watercourse or water body, greenbelt, or native habitat for fish or wildlife. No mature trees would be removed. No impacts would occur.

e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?

No Impact. The City of Long Beach does not have a tree preservation ordinance that could be applicable onsite. The school campus does not have any protected biological resources. The proposed project would not require the removal of any trees. Project development would not impact local policies or ordinances protecting biological resources.

f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?

No Impact. The school is not within an adopted habitat conservation plan, natural community conservation plan, or similar plan.[22] No impact would occur.

5.5 CULTURAL RESOURCES

a) Cause a substantial adverse change in the significance of a historical resource pursuant to § 15064.5?

No Impact. Section 15064.5 defines historic resources as resources listed or determined to be eligible for listing by the State Historical Resources Commission, a local register of historical resources, or the lead agency. Generally, a resource is considered "historically significant" if it meets one of the following criteria:

i) Is associated with events that have made a significant contribution to the broad patterns of California's history and cultural heritage;

ii) Is associated with the lives of persons important in our past;

iii) Embodies the distinctive characteristics of a type, period, region or method of construction, or represents the work of an important creative individual, or possesses high artistic values;

iv) Has yielded, or may be likely to yield, information important in prehistory or history.

Kettering ES was built in the early 1960s. The school is fully developed with no visible native ground surface exposed. No development is shown on or near the school in topographic maps dating back to 1896 and aerial photographs from the 1950s prior to school construction. Project development does not involve site grading. A limited amount of excavation for fence posts would be needed. No impact to historical resources is would occur.

[22] US Geological Survey (USGS). 2015, November 30. Region 8 Habitat Conservation Plans (data layer in USGS National Map). Accessed June 21, 2017. https://viewer.nationalmap.gov/viewer/?q=ags%3Ahttps%3A%2F%2Fwww.sciencebase.gov%2Farcgis%2Frest%2Fservices%2FCatalog%2F521fdafbe4b08e3fb9959e41%2FMapServer.

b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to § 15064.5?

No Impact. The school is fully developed. The project consists of the installation of fencing, gates and walkway modifications and would not involve site grading. Limited shallow excavation fence posts would occur on an operating elementary school that has had significant ground disturbance already. No impact to archeological resources would occur.

c) Disturb any human remains, including those interred outside of dedicated cemeteries?

No Impact. The project does not involve earth movement and discovery of human remains is not anticipated during shallow trenching for fence posts. Impacts to human remains would not occur.

5.6 ENERGY

Would the project:

a) Result in potentially significant environmental impact due to wasteful, inefficient, or unnecessary consumption of energy resources, during project construction or operation?

No Impact.

Short-Term Construction

Installation of the fencing would include short-term construction activities that would consume energy, primarily in the form of diesel fuel (e.g., mobile construction equipment) and electricity (e.g., power tools). There are no aspects of the project that would foreseeably result in the inefficient, wasteful, or unnecessary consumption of energy during construction activities. For example, there are no unusual characteristics that would directly or indirectly cause construction activities to be any less efficient than would otherwise occur elsewhere (restrictions on equipment, labor, types of activities, etc.).

Long-term Operation

Operation of the fencing would not generate an increase in the demand for electricity, natural gas, or transportation energy compared to existing conditions. The Project would not result in inefficient, wasteful, and unnecessary consumption of energy during construction or operation. No impact would occur.

a) Conflict with or obstruct a state or local plan for renewable energy or energy efficiency?

No Impact. The fencing would not use electricity. The project would not conflict with state or local plans for renewable energy or energy efficiency. No impact would occur.

5.7 GEOLOGY AND SOILS

a) Directly or indirectly cause potential substantial adverse effects, including the risk of loss, injury, or death involving:

i) 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? Refer to Division of Mines and Geology Special Publication 42.

No Impact. Based on a review of the Alquist-Priolo Earthquake Fault Zoning Map website,[23] the City of Long Beach General Plan (1988),[24] and the Geologic Map of the Long Beach 30' X 60' Quadrangle[25] the elementary school is not on a known fault. Therefore, there is no potential for the rupture of a known earthquake fault. No impact related to an earthquake rupture would occur.

ii) Strong seismic ground shaking?

No Impact. A number of faults in the southern California area are considered active, and the school is expected to experience strong seismic ground shaking in the future. The fencing would be installed according to industry standards to withstand an earthquake. The fencing project is DSA approved and the District's DSA inspector would perform inspections to ensure the project meets State requirements for construction and safety. The project does not require any permits or local inspections from the city of Long Beach.[26] No impact related to seismic ground shaking would occur.

iii) Seismic-related ground failure, including liquefaction?

No Impact. Liquefaction refers to loose, saturated sand or gravel deposits that lose their load supporting capability when subjected to intense shaking. Any buildings or structures on these sediments may float, sink, or tilt as if on a body of water during intense shaking. Liquefaction potential varies based on three main contributing factors: 1) cohesionless, granular soils with relatively low densities (usually of Holocene age); 2) shallow groundwater (generally less than 50 feet); and 3) moderate to high seismic ground shaking. Lateral spreading refers to lateral displacement of large, surficial blocks of soil as a result of pore pressure buildup or liquefaction in a subsurface layer.

[23] California Geological Survey, 2017. Regulatory Maps Portal website, located at http://maps.conservation.ca.gov/cgs/informationwarehouse/index.html?map=regulatorymaps

[24] City of Long Beach. General Plan, http://www.lbds.info/civica/filebank/blobdload.asp?BlobID=2544

[25] Saucedo, G. J., H. G. Greene, M. P. Kennedy, and S. P. Bezore, 2003. Geologic Map of the Long Beach 30' X 60' Quadrangle, California, Version 1.0, California Geological Survey Regional Geologic Map Series, Map No. 5, scale 1:100,000.

[26] Per phone conversations city of Long Beach Planning Department (Nick Quentin, Planner, on June 27, 2019 at 4:30 pm, and Sergio Gutierrez, Planner, on June 28 at 7:45 am.

5. Environmental Analysis

Based on a review of the California Geological Survey,[27] historical groundwater in the area is deeper than 50 feet below ground surface, and soils beneath the school are late to middle Pleistocene age. Pleistocene soils tend to be dense and less prone to liquefaction. The site is not within a Zone of Required Investigation for Liquefaction, as shown on the State of California Seismic Hazard Zones, Los Alamitos Quadrangle map, issued by California Geological Survey in March 1999.[28] No project-related impact related to liquefaction would occur.

Lateral spreading is a phenomenon where large blocks of intact, nonliquefied soil move downslope on a large liquefied substratum. The mass moves toward an unconfined area, such as a descending slope or stream-cut bluff and has been known to move on slope gradients as little as one degree. A liquefaction-induced lateral spread landslide is unlikely because of the lack of liquefaction susceptibility and the relatively flat topography. No impact related to lateral spreading would occur.

The potential hazard posed by seismic settlement and/or collapse is considered low for the site, based on the density of the underlying Pleistocene soils. Strong ground shaking can cause settlement of soils underlying the site by allowing sediment particles to become more tightly packed. Artificial fills, if not adequately compacted, may also experience seismically induced settlement. No impacts from seismic settlement or collapse would occur as a result of the new fence.

Seismically induced ground lurching occurs when soil or rock masses move at right angles to a cliff or steep slope in response to seismic waves. Structures built on these masses can experience significant lateral and vertical deformations if ground lurching occurs. The site is on relatively flat terrain, and the potential for ground lurching is considered low. Therefore, No impact related to ground lurching would occur.

iv) Landslides?

No Impact. Marginally stable slopes (including existing landslides) may be subject to landslides caused by earthquakes. The landslide hazard depends on many factors, including existing slope stability, shaking potential, and presence of existing landslides. The site terrain is relatively flat, and no landslides have been mapped on the site.[29] Therefore, landslides would not impact the site.

b) Result in substantial soil erosion or the loss of topsoil?

No Impact. Site soils have already been disturbed by development. Therefore, the loss of topsoil is not a potential impact. Soils are particularly prone to erosion during the grading phase of development, especially

[27] California Geological Survey, 1998. Seismic Hazard Zone Report for the Los Alamitos 7.5-minute Quadrangle, Los Angeles and Orange Counties, California, Seismic Hazard Zone Report 019, located at http://gmw.conservation.ca.gov/SHP/EZRIM/Reports/SHZR/SHZR_019_Los_Alamitos.pdf

[28] California Geological Survey, 1999. Earthquake Zones of Required Investigation, Los Alamitos Quadrangle, scale 1:24,000, located at http://gmw.conservation.ca.gov/SHP/EZRIM/Maps/LOS_ALAMITOS_EZRIM.pdf

[29] Saucedo, G. J., H. G. Greene, M. P. Kennedy, and S. P. Bezore, 2003. Geologic Map of the Long Beach 30' X 60' Quadrangle, California, Version 1.0, California Geological Survey Regional Geologic Map Series, Map No. 5, scale 1:100,000.

during heavy rains. No grading would be performed for this project. No impacts related to soil erosion would occur.

c) 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?

No Impact. Landsliding, lateral spreading, liquefaction and collapse have been discussed in Section 5.6-a-iii. Subsidence of basins attributed to overdraft of groundwater aquifers or over-pumping of petroleum reserves has been reported in various parts of southern California. Based on lack of shallow groundwater in the vicinity, overdraft of the groundwater aquifer beneath the site is unlikely. The school is within the boundaries of the Seal Beach oil field; however, subsidence effects have not been observed.[30,31] Project-related impacts due to subsidence.

d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial direct or indirect risks to life or property?

No Impact. Highly expansive soils swell when they absorb water and shrink as they dry and can cause structural damage to building foundations and roads. Thus, they are less suitable for development than nonexpansive soils. The site area is underlain by paralic soils (i.e., interfingered marine and land deposited).[32] The fencing would include minor amount of ground disturbance and would not result in an expansive soil impact.

e) 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?

No Impact. The project would not require the installation of a septic tank or alternative wastewater disposal system and would utilize the local sewer system. Therefore, no impacts would result from soil conditions in relation to septic tanks or other onsite wastewater disposal systems.

f) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?

No Impact. Several vertebrate fossil localities have been discovered in the southern part of the City of Long Beach. The closest known paleontological resources were identified in older Quaternary deposits near 7th Street and Pacific Coast Highway.[33] The school is mapped as being located on late to middle Pleistocene

[30] California Division of Oil, Gas and Geothermal Resources, 2003. Seal Beach and Portion of Long Beach Oil Fields Map 132, located at ftp://ftp.consrv.ca.gov/pub/oil/maps/dist1/132/Map132.pdf

[31] City of Long Beach Gas and Oil Department, 2017. Subsidence webpage located at http://www.longbeach.gov/lbgo/about-us/oil/subsidence/

[32] Saucedo, G. J., H. G. Greene, M. P. Kennedy, and S. P. Bezore, 2003. Geologic Map of the Long Beach 30' X 60' Quadrangle, California, Version 1.0, California Geological Survey Regional Geologic Map Series, Map No. 5, scale 1:100,000

[33] City of Long Beach. 2015. Southeast Area Specific Plan EIR City of Long Beach. Accessed July 3, 2017. http://www.lbds.info/civica/filebank/blobdload.asp?BlobID=5957

surficial deposits.[34] Limited shallow excavation fence posts would occur on an operating elementary school that has had significant ground disturbance already. Impacts to paleontological resources would not occur.

5.8 GREENHOUSE GAS EMISSIONS

Would the project:

a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?

No Impact. Global climate change is not confined to a particular project area and is generally accepted as the consequence of global industrialization over the last 200 years. A typical project, even a very large one, does not generate enough greenhouse gas emissions on its own to influence global climate change significantly; hence, the issue of global climate change is, by definition, a cumulative environmental impact.

The project would not generate any operational GHG emissions including from energy use (indirectly from purchased electricity use and directly through fuel consumed for building heating), mobile sources (burning of fossil fuels in vehicles), or from area sources (e.g., equipment used on-site, consumer products, coatings). No GHG impacts would occur.

b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?

No Impact. Applicable plans adopted for the purpose of reducing GHG emissions include CARB's Scoping Plan and the Southern California Association of Governments' (SCAG) Regional Transportation Plan/Sustainable Communities Strategy (RTP/SCS). The fencing project would not interfere with SCAG's ability to implement the regional strategies outlined in the RTP/SCS. No impact would occur.

5.9 HAZARDS AND HAZARDOUS MATERIALS

a) Create a significant hazard to the public or the environment through the routine transport, use or disposal of hazardous materials?

No Impact. The project involves the installation of fencing on an existing school campus. Project-related construction activities would require the use of hazardous materials such as fuels, lubricants, and greases in equipment. However, the materials used would not be in such quantities or stored in such a manner as to pose a significant safety hazard or environmental threat. No impact would occur.

[34] Saucedo, G. J., H. G. Greene, M. P. Kennedy, and S. P. Bezore, 2003. Geologic Map of the Long Beach 30' X 60' Quadrangle, California, Version 1.0, California Geological Survey Regional Geologic Map Series, Map No. 5, scale 1:100,000.

b) 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?

No Impact. The project site is on a developed elementary school campus, which does not use any significant quantities of hazardous materials in its operation. Also, installation activities would not involve a significant amount of hazardous materials. No impacts would result from the project.

c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?

No Impact. The project would not emit hazardous emissions, and significant amounts of hazardous materials, substances, or wastes would not be transported, used, or require disposal. The onsite use of hazardous materials would be restricted to typical cleaning solvents and paints used to maintain the fence. These materials would be utilized in small quantities and stored in compliance with established state and federal requirements. No impacts would result from the project.

d) 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?

No Impact. Based on a review of the Department of Toxic Substances Control's EnviroStor and the State Water Resources Control Board's GeoTracker websites, the site is not known to have hazardous waste.[35,36] The elementary school campus is not on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5. The fencing would be installed within the existing campus boundaries and would not disturb any offsite properties. No impact would occur.

e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles or 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?

No Impact. The school campus is not within an airport land use plan area or within two miles of a public use airport. The nearest public-use airport is Long Beach Municipal Airport, about three miles northwest of the school.[37] Federal Aviation Regulation 77.23 generally requires a 200-foot height restriction for development in the height restriction zone. The school is not in a height restriction zone and the proposed fencing would not exceed 8 feet. No impact would occur.

[35] Department of Toxic Substances Control, 2017. Accessed June 23, 2017. https://www.envirostor.dtsc.ca.gov/public/.
[36] State Water Resources Control Board GeoTracker, 2017. Accessed June 23, 2017. https://geotracker.waterboards.ca.gov/
[37] Caltrans. 2016, March. 2016 California Public Use Airports and Federal Airfields. http://dot.ca.gov/hq/planning/aeronaut/documents/maps/PublicUseAirports_MilitaryAirfieldsMap.pdf; and Los Angeles County Airport Land Use Commission. 2003. http://planning.lacounty.gov/assets/upl/project/aluc_airport-long-beach.pdf; and Airnav, LLC. 2017. Airport Information. http://www.airnav.com/airports.

f) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?

No Impact. The project would not conflict with any adopted emergency response or evacuation plans. The surrounding roadways would continue to provide emergency access to the school and to surrounding properties during installation. The fencing would not necessitate any offsite roadway modifications. The school has adequate emergency vehicle access by fire trucks, police units, and ambulance/paramedic vehicles. The access gates are required to comply with recommendations from the Long Beach Fire Department for emergency response or evacuation plans. Therefore, the project would not result in inadequate emergency access. No impact would occur.

g) Expose people or structures, either directly or indirectly, to a significant risk of loss, injury or death involving wildland fires?

No Impact. Kettering ES is in a residential, built-out portion of Long Beach and is outside of fire hazard severity zones designated by the California Department of Forestry and Fire Protection. The nearby cities of Signal Hill, Carson, and Seal Beach are also not zoned as fire hazard severity zones. The nearest high severity zones are in the Whittier Hills, approximately 15 miles northeast of the project area.[38] The new fencing would not pose wildfire-related hazards to people or structures. Therefore, no impact would occur.

5.10 HYDROLOGY AND WATER QUALITY

a) Violate any water quality standards or waste discharge requirements or otherwise substantially degrade surface or ground water quality?

No Impact. The school is within the jurisdiction of the Los Angeles Regional Water Quality Control Board. Drainage and surface water discharges from the project would not violate any water quality standards or waste discharge requirements. Limited soil disturbance would occur for installation of fence posts; the placement of the fence segments would not result in soil erosion. No violations of water quality standards or waste discharge requirements would occur.

b) Substantially decrease groundwater supplies or interfere substantially with groundwater recharge such that the project may impede sustainable groundwater management of the basin?

No Impact. Kettering ES is located over the Central Subbasin of the Coastal Plain of Los Angeles Groundwater Basin.[39] The project does not propose groundwater wells that would extract groundwater from the aquifer. Installation and operation of the fencing and gates would not lower the groundwater table or deplete groundwater supplies; therefore, the project would not interfere with groundwater recharge. No impact would occur.

[38] CalFire, 2011. http://www.fire.ca.gov/fire_prevention/fhsz_maps/FHSZ/los_angeles/Whittier.pdf.
[39] Department of Water Resources (DWR). 2017, June 26. Groundwater Information Center Map Interactive Map Application. https://gis.water.ca.gov/app/gicima/.

c) 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, in a manner which would:

i) Result in a substantial erosion or siltation on- or off-site?

No Impact. There are no streams or rivers on the campus. To the east of the school, the Los Cerritos Channel is part of a network of storm drains. The project would not alter existing drainage patterns or increase stormwater runoff to existing drainage facilities. Drainage from the school would continue to flow into existing storm drain systems, with no project-related increase in stormwater runoff. No impact would occur.

ii) Substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or offsite?

No Impact. Following installation of the fencing, drainage pattern would be the same as existing conditions. All fencing locations are surrounded by landscaped areas that capture stormwater. A small extension of the concrete walkway would be paved but this would not result in an increase in the amount of surface runoff. Thus, project would not increase the amount of surface runoff on- or off-site, and no impact would occur.

iii) 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?

A significant impact would occur if the proposed project would substantially degrade water quality. The fencing would not alter water quality. No impact would occur.

iv) Impede or redirect flood flows?

The school is not in a 100-year or 500-year flood zone.[40] The project would not Impede or redirect flood flows.

d) In flood hazard, tsunami, or seiche zones, risk release of pollutants due to project inundation?

No Impact. A seiche is a surface wave created when a body of water is shaken, usually by earthquake activity. Seiches are of concern relative to water storage facilities because inundation from a seiche can occur if the wave overflows a containment wall, such as the wall of a reservoir, water storage tank, dam, or other artificial body of water. Although there are no large water tanks in the area that could impact the school, there are dams in the region that could generate flooding. Thirteen dams in the greater Los Angeles area moved or cracked during the 1994 Northridge earthquake, but none were severely damaged. This low damage level was

[40] FEMA Flood Map Service Center, 2017. June 26. www.fema.gov/portal/search?AddressQuery=550%20Silvera%20Avenue%2C%20Long%20Beach%2C%20CA#searchresultsanchor

due in part to completion of the retrofitting of dams and reservoirs pursuant to the 1972 State Dam Safety Act.

The closest water feature is Los Cerritos Channel to the east. Because of the shape of the channel and the distance from the school, any seiche risk from the channel would be negligible. The fencing project would not increase the risk of inundation by seiche. A tsunami is earthquake-induced flooding that is created from a large displacement of the ocean floor. Based on the Tsunami Inundation Map for Emergency Planning for the Los Alamitos Quadrangle, the school is not within a tsunami inundation area.[41] The project is not at risk for tsunami impacts. A mudflow is a landslide event in which the debris, land mass, and soils are saturated during their displacement. The project is on a land mass that is relatively flat, with no slopes near the school that are capable of generating a mudflow. Therefore, because the Campus is not as risk of flooding, the project would not release pollutants during these flooding events. No impact would occur.

e) Conflict with or obstruct implementation of a water quality control plan or sustainable groundwater management plan?

No Impact. The small project would not affect groundwater and would not obstruct implementation of a sustainable ground water management plan. No impact would occur.

5.11 LAND USE AND PLANNING

a) Physically divide an established community?

No Impact. The school campus and surrounding land is developed with primarily residential. The project would take place within the school campus boundaries and would not divide an established community. No impact would occur.

b) 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?

No Impact. The school is zoned PD-1 (Planned Development). PD-1 is the Southeast Area Specific Plan (SEASP) and under the SEASP the specific zoning designation is 'Public'.[42] The General Plan land use designation for the school is Institutions/Schools.[43] Land use plans, policies, and regulations adopted for the purpose of avoiding or mitigating an environmental effect cover topics such as biological resources, cultural resources, air quality, etc. As discussed in this Initial Study the fencing would not significantly impact the environment and therefore would not conflict with those regulations adopted for protecting the environment. The fencing project is DSA approved and the District's DSA inspector would perform inspections to ensure the project meets State requirements for construction and safety. The project does not require any permits or

[41] California Geological Survey, 2009. Tsunami Inundation Map for Emergency Planning, State of California, County of Los Angeles, Los Alamitos Quadrangle/Seal Beach Quadrangle, scale 1:24,000.

[42] Long Beach zoning map. Prepared by Dept. of Planning & Building and Dept. of Technology Services. http://www.lbds.info/civica/filebank/blobdload.asp?BlobID=5030. Revised 12/2002. Municipal code: https://library.municode.com/ca/long_beach/codes/municipal_code?nodeId=TIT21ZO_CH21.37PLDEDISPPL

[43] Long Beach General Plan. 1989. Land Use Element. http://www.lbds.info/planning/advance_planning/general_plan.asp

local inspections from the city of Long Beach.[44] The proposed project would not conflict with existing plans, policies, or regulations adopted for the purpose of avoiding or mitigating environmental effects. No impact would occur.

5.12 MINERAL RESOURCES

a) Result in the loss of availability of a known mineral resource that would be a value to the region and the residents of the state?

No Impact. The school campus is mapped Mineral Resource Zone 3 (MRZ-3) by the California Geological Survey, indicating that it is in an area where the significance of mineral deposits cannot be determined.[45] No active mines are mapped within several miles of the school.[46] There are no oil fields near the school campus. The closest active gas and oil production well is approximately half a mile southwest and operated by Chevron.[47] The school campus is not available for mining. Therefore, the project would not cause a loss of availability of a known mineral resource valuable to the region and the state, and no impact would occur.

b) 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?

No Impact. No mining sites are identified in the City of Long Beach General Plan.[48] Therefore, the project would not cause a loss of availability of a mining site, and no impact would occur.

5.13 NOISE

a) 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?

No Impact. Chapter 8.80 (Noise) of the Long Beach Municipal Code provides regulations to control unnecessary, excessive, and annoying noise and vibration.[49] Exterior noise limits based on land use are shown in Table 7. Long Beach Municipal noise regulation is based on land use type. Residential land use has an allowable exterior noise level (dBA) of 50 from 7:00 AM–10:00 PM and 45 from 10:00 PM–7:00 AM. In addition, Section 8.80.130 (Disturbing Noises Prohibited) states that it is unlawful to make any loud, unnecessary, and unusual noise that disturbs the peace or quiet or causes discomfort or annoyance to any reasonable person, regardless of whether the noise level exceeds the standards.

[44] Per phone conversations city of Long Beach Planning Department (Nick Quentin, Planner, on June 27, 2019 at 4:30 pm, and Sergio Gutierrez, Planner, on June 28 at 7:45 am.
[45] California Geological Survey (CGS). 1994a. Generalized Mineral Land Classification Map of Los Angeles County: South Half. Open File Report 94-14, Plate 1B. ftp://ftp.consrv.ca.gov/pub/dmg/pubs/ofr/OFR_94-14/OFR_94-14_Plate1B.pdf.
[46] Office of Mine Reclamation (OMR). 2017, June 29. Mines Online. http://maps.conservation.ca.gov/mol/mol-app.html.
[47] Division of Oil, Gas, and Geothermal Resources (DOGGR). 2017, June 29. DOGGR Well Finder. http://www.conservation.ca.gov/dog/Pages/WellFinder.aspx.
[48] City of Long Beach. 1973. Long Beach General Plan. http://www.lbds.info/civica/filebank/blobdload.asp?BlobID=4092.
[49] Long Beach, California, Municipal Code Chapter 8.80 (Ord. C-5371 § 1 (part), 1977: prior code § 4430)

The project consists of the installation and use of small sections of fencing and gates at Kettering ES. An impact may occur if a project results in a noise increase. Typically, noise is generated from traffic, outdoor activities, or from stationary noise sources such as heating, ventilation, and air conditioning (HVAC) units and other mechanical equipment, and construction equipment. The fencing project would have a short installation duration and little noise and would not generate operational noise. Therefore, exposure of persons to project-related noise levels in excess of established thresholds would not occur.

b) Generation of excessive groundborne vibration or groundborne noise levels?

No Impact. The project would not include equipment that has the potential to generate groundborne vibration such as rock blasting, impact pile driving, vibratory rollers or clam shovels. Excessive groundborne vibration impacts would not occur.

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

No Impact. The school campus is not within an airport land use plan area or within two miles of a public use airport. The nearest public-use airport is Long Beach Municipal Airport, approximately three miles from the school.50 Therefore, the project would not expose people onsite to excessive noise levels from aircraft approaching or departing the airport, and no impact would occur.

5.14 POPULATION AND HOUSING

a) 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)?

No Impact. The project would not include new roads, expanded utility lines, or housing that could induce population growth. No impacts related to population growth would occur.

b) Displace substantial numbers of existing people or housing, necessitating the construction of replacement housing elsewhere?

No Impact. No people or housing would be displaced, and no replacement housing would be required. No housing impacts would occur.

[50] Caltrans. 2016, March. 2016 California Public Use Airports and Federal Airfields. http://dot.ca.gov/hq/planning/aeronaut/documents/maps/PublicUseAirports_MilitaryAirfieldsMap.pdf; and Los Angeles County Airport Land Use Commission. 2003. http://planning.lacounty.gov/assets/upl/project/aluc_airport-long-beach.pdf; and Airnav, LLC. 2017. Airport Information. http://www.airnav.com/airports.

5.15 PUBLIC SERVICES

Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, or the need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times, or other performance objectives for any of the public services:

a) Fire protection?

No Impact. The Long Beach Fire Department (LBFD) currently provides fire protection and emergency medical services to the school. The nearest two LBFD stations to the school campus are Station 22 at 6340 East Atherton Street in Long Beach about 2.2 miles to the northwest, and Station 14 at 5200 East Eliot Street in Long Beach about 2 miles to the west.

Impacts to public services such as fire protection are generally due to population growth. The project would not increase the number of people at the school and would not cause population growth. The goal of the project is to increase student and staff safety thereby reducing the risk of an emergency situation caused by individuals meaning to harm. Therefore, the project would not substantially increase demands for fire or emergency services or generate the need for additional fire protection facilities; no impacts would occur.

b) Police protection?

No Impact. Law enforcement and police protection services at Kettering ES are provided by the City of Long Beach Police Department. The City of Long Beach Police Department's East Patrol Division at 3800 East Willow Street, approximately 4.5 miles to the northwest, serves the school site. [51] The demand for police protection services generally corresponds to population. Since the project would not increase the student population or intensify use of the campus, project implementation would not increase the demand for police services or generate a need for additional law enforcement facilities. No impacts to police protection services would occur. Additionally, because the school campus would be secured during school hours and closed to the general public outside of school hours and events, calls to the police may decrease.

c) Schools?

No Impact. School service needs are related to the size of the residential population, the geographic area served, and community characteristics. The project is in response to the need for a secure campus, not in response to population growth. No impact would occur.

d) Parks?

Less than Significant Impact. Impacts to public parks and recreational facilities are generally caused by population or employment growth. The fencing project would not result in an increase in population in the

[51] Long Beach Police Department, East Patrol Division. http://www.longbeach.gov/police/about-the-lbpd/bureaus/patrol-bureau/east-patrol-division/.

5. Environmental Analysis

surrounding community; therefore, physical impacts to parks and recreation from increased population growth would not occur.

Some of the residents in the surrounding neighborhood use the school campus after school and on weekends as a nearby public recreation area. Most people will not walk more than 0.5-mile or 10 minutes; parcels within this distance are shown on Figure 6, *0.5 Mile/10 Minute Walking Distance Map*. Therefore, people using the campus are anticipated to live within this radius. Following installation of the fencing, public access to the school campus after hours would not be permitted. For outdoor recreation activities residents some residents would find other accommodations; therefore, the project may increase the use of neighborhood parks or other recreational facilities.

During the first quarter of 2019 LBUSD conducted an independent study at Kettering ES campus. The purpose of the Study was to better understand the extent of the public use of the Kettering ES campus outdoor facilities outside of school hours (before 7:00 AM or after 3:00 PM) and on weekends, to assist in determining the effects of converting the school from an open campus to a closed campus, and to assess the possible physical impact on public parks and recreation facilities (see Appendix A for detailed summary).

The methodology for this Study involved an outreach survey sent by direct mail to residents and installation of two video cameras at the back of the school. Kettering ES campus facilities available for use by the public (and listed on the survey) include:

- Basketball courts
- Small turf areas
- Children's play equipment
- Lunch shelter
- Four Square and other pavement marked games
- Other pavement areas

The Study found areas of the campus most used were the children's play equipment, overall pavement area, and the basketball courts. Most of the activities consisted of playground use; bikes, scooters, skateboards; basketball, and dog walking and about 80 percent of the activities took place on weekends.

There are 124 parks and recreation facilities within a 5-mile radius (see Appendix A, Attachment C). Based on the Study (outreach survey) people that use the campus also use other nearby facilities: most often Channel View Park and Marina Vista Park.

Channel View Park is a 5.28-acre City-owned stretch of land adjacent to the west side of the Los Cerritos Channel. The linear urban park has ornamental landscape trees, grass, benches, and a walking and biking path. The path runs from Vista Street on the south, crosses over 7th Street (SR 22), and continues north to Anaheim Street; approximately one mile.

Marina Vista Park at 5355 E Eliot Street, Long Beach, CA 90803 is 18.2 acres with two soccer fields, tennis courts, a softball diamond, tot lot with shade structure, half-court basketball, and bathrooms. The park is

about 1.9 miles driving distance from the school; 2.1 miles biking distance along the Long Beach Bikeway Route 10.

Respondents also identified the use of the following recreation facilities (listed by direct-line distance from Kettering ES; driving distance is longer).

- Edison Park – 0.6 mile (however, because there are no sidewalks on 7th Street (SR 22), the shortest drive is 1.4 miles).
- L.B. Golf Courses — 0.6 mile to the nearest course at Bixby Village Golf Course
- CSULB Student Rec and Wellness Center – 0.7 mile
- Long Beach Greenbelt (Pacific Electric Right-of-Way) – 0.8 mile
- Water Fountains – 0.8 mile for the nearest fountain at CSULB
- Whaley Park – 1.4 miles
- Los Altos YMCA – 1.4 miles
- Marine Stadium – 1.4 miles
- El Eldorado Nature Center – 1.6 miles
- El Dorado Park – 1.6 miles
- Anytime Fitness – 2.4 miles
- City parks for Saturday soccer, basketball, and volleyball games (team sports)

Because the campus is close to residential development and provides a safe environment for active play, it is a convenient place to spend a few minutes on the weekend. If the entire campus were fenced it is unlikely people would walk to other recreational facilities because of the distance, the amount of time and effort it would take, and the lack of convenience. However, recreational users have the opportunity to use continue using these facilities by obtaining a Civic Center Act permit from the District.

Because the ratio between the number of people that use the school campus after hours and the number of other recreational options, no single park or recreation facility would see a significant increase. The Study (video observations) shows that most people spend less than 15 minutes on campus and almost 70% spent 30 minutes or less. With the new fence and gates and loss of public access to the campus facilities it is anticipated that some people may use other facilities, and some may go to the closest facilities. However, not all campus users would choose to find an alternative to the school.

Based on video observations, of the six individual campus facilities available for use by the public for recreation, only three were used (basketball courts, children's play equipment, and overall pavement area).

5. Environmental Analysis

Additionally, the intensity of use (total number of people and any one time or over the entire weekend day) was low, compared to the intensity of use during the day when school is in session.

Although the campus fencing would result in an inconvenience to the residents that are currently using the school facilities, there are other options for recreation and dog walking within walking distance (0.5-mile) and about 21 within 2 miles.

Channel View Park is the only park within a 0.5-mile walk of the campus and could be used by dog walkers, bicyclists, skate boarders, etc. (see Figure 7, *Parks within Walking Distance*). But Channel View Park does not have a playground or large asphalt hardscape to accommodate the majority of recreational users at the campus. Other recreational facilities are shown on Figure 8, *Other Recreational Facilities within Walking Distance*. Some residents may go to Marina Vista Park or Edison Park; closest facilities with areas for dog walking, a playground, hardscape and basketball.

These and other facilities may have an increase in usage; however, they would not have so much increased usage that they would be physically degraded or altered because of the shift of low intensity use of Kettering School facilities. The fencing project would not result in substantial adverse physical impacts associated with the provision of new or physically altered parks and recreation facilities, or the need for new or physically altered parks and recreation facilities. The fencing project would not significantly change the service ratio of parks and recreation acreage to population. Both the park acreage and the City population would be unaffected by the new fencing at the school. Impacts would be less than significant.

e) Other public facilities?

No Impact. The project would not result in impacts associated with the provision of other new or physically altered public facilities (e.g., libraries, hospitals, childcare, teen or senior centers). Physical impacts to public services are usually associated with population in-migration and growth, which increase the demand for public services and facilities. The project would not result in an increase in school enrollment or capacity or induce population growth. Therefore, no impacts to other public facilities would occur.

Figure 6 - 0.5 Mile/10 Minute Walking Distance Map

5. Environmental Analysis

Kettering ES Boundary | Kettering ES Access | 10 Minute Walkshed | Parcels within 0.5 Mile

Note: Walkshed mapped by GIS software; however, because there are no sidewalks on 7th Street (SR 22), areas east of the Los Cerritos Channel are not within the walkshed.

0 1,000
Scale (Feet)

Source: ESRI, 2019

5. Environmental Analysis

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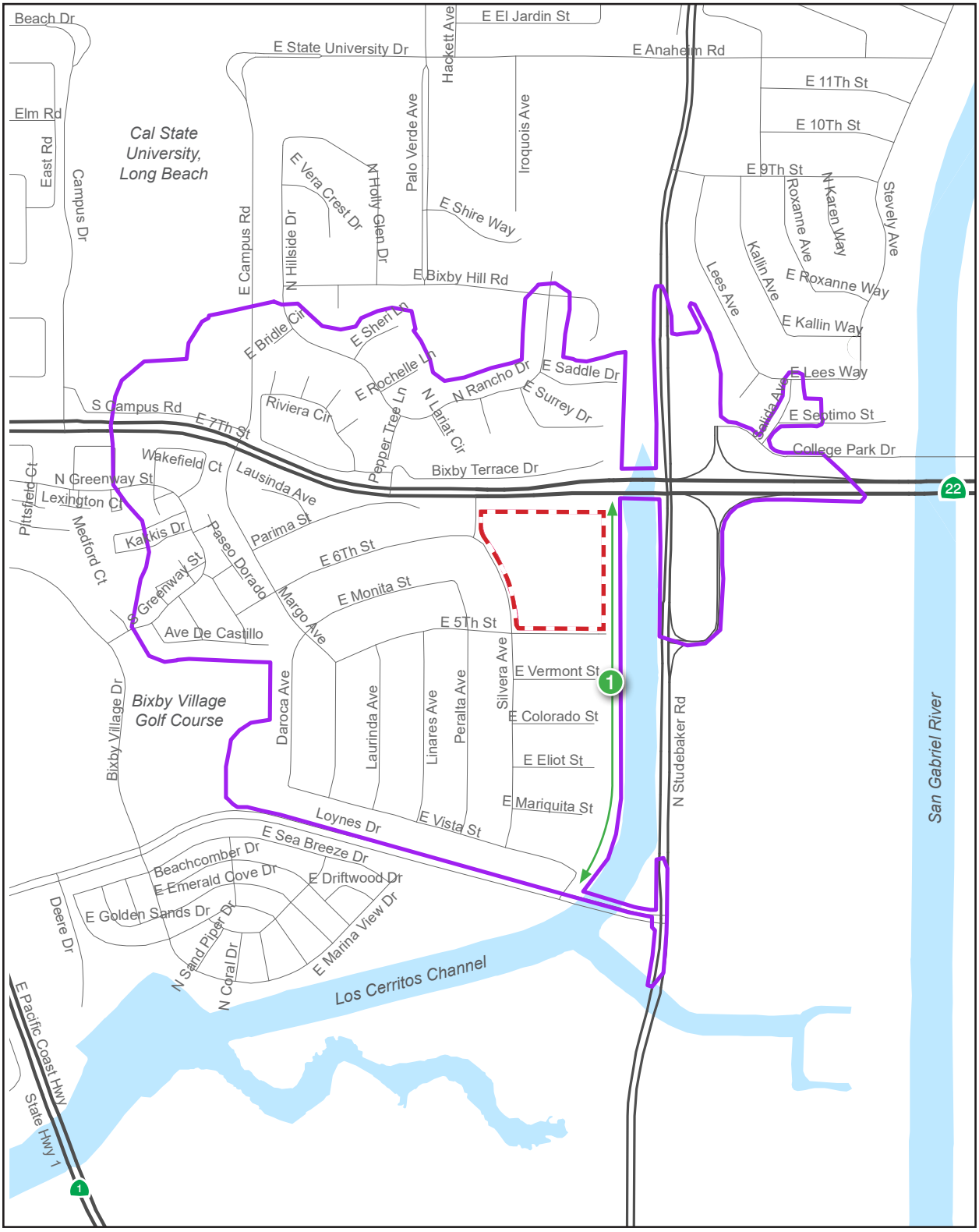
Figure 7 - Parks within Walking Distance
5. Environmental Analysis



Kettering ES Boundary

10 Minute Walkshed (0.5 Mile)

1 Channel View Park

Note: Walkshed mapped by GIS software; however, because there are no sidewalks on 7th Street (SR 22), areas east of the Los Cerritos Channel are not within the walkshed.

0 1,000
Scale (Feet

Source: ESRI, 2018

5. Environmental Analysis

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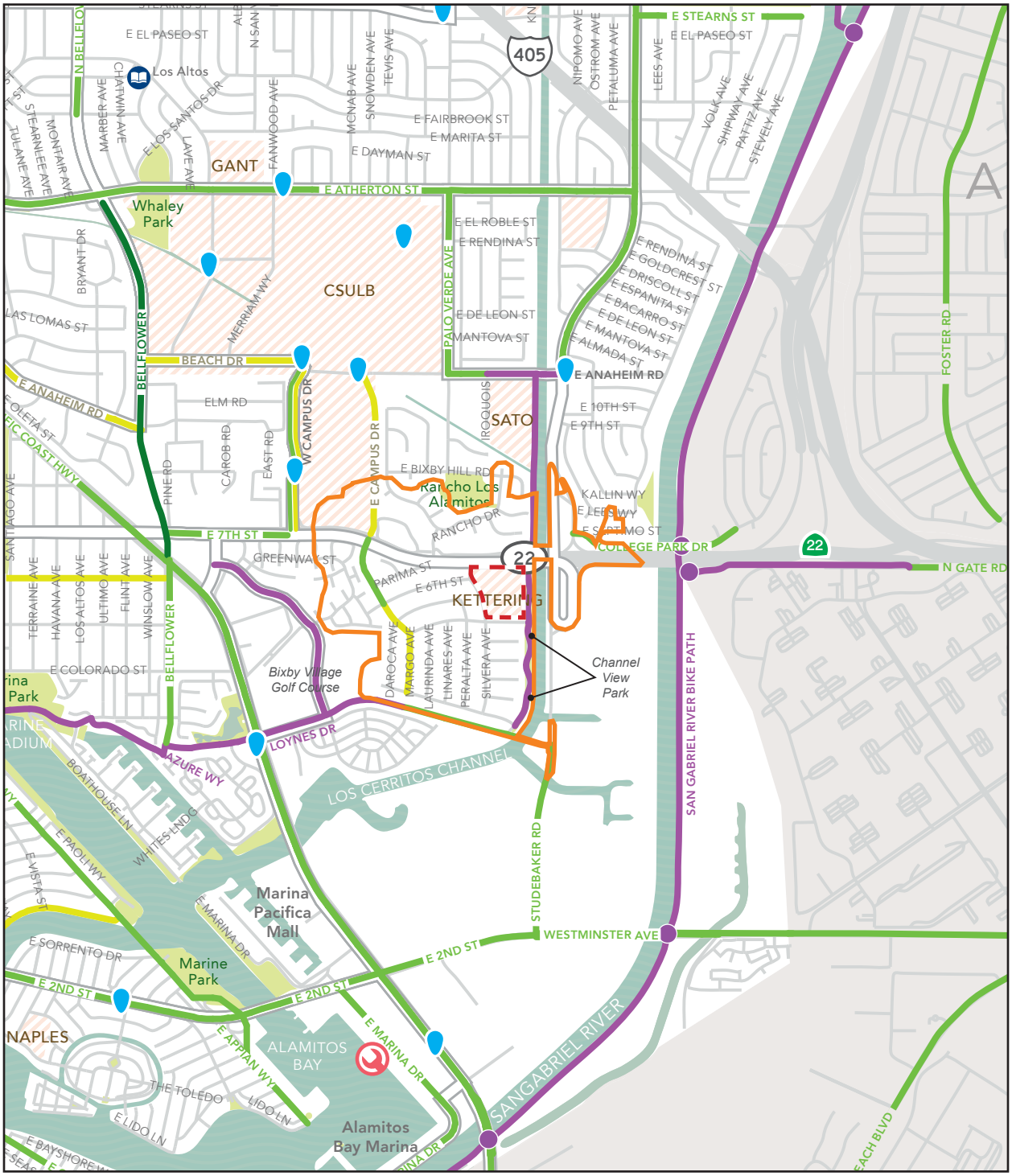
Figure 8 - Other Recreational Facilities within Walking Distance

5. Environmental Analysis



Kettering ES Boundary
10 Minute Walkshed
Bike Path (Class I)
Protected Bike Lane (Class IV)
Bike Path (Class II)
Bike Route/Bike Boulevard (Class III)
Bike Path Access Point
Fix-It Hydration Station
Bus Route
Bike Share Station
Library
Park

Note: Walkshed mapped by GIS software; however, because there are no sidewalks on 7th Street (SR 22), areas east of the Los Cerritos Channel are not within the walkshed.

0 0.5
Scale (Miles)

Source: City of Long Beach Public Works, 2017

5. Environmental Analysis

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5.16 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?

Less than Significant Impact. The project would not result in an increase in population in the surrounding community. However, it may increase the use of existing neighborhood parks or other recreational facilities. See item 5.14(d) for impact analysis.

The District has not experienced noticeable degradation of its outdoor facilities as a result of public use after school and on weekends. Thus, the shift of these recreation users to other recreation facilities would also not result in noticeable degradation and would be further attenuated by the spread of use across the multiple recreational options. The project would not cause a significant acceleration of the physical deterioration of existing parks and recreational facilities. Impacts would be less than significant.

b) Does the project include recreational facilities or require the construction or expansion of recreational facilities, which might have an adverse physical effect on the environment?

No Impact. The project would not include or require the construction or expansion of recreational facilities; no replacement of recreational facilities would be required. No impact would occur.

5.17 TRANSPORTATION

a) Conflict with a program, plan, ordinance or policy addressing the circulation system, including transit, roadway, bicycle and pedestrian facilities?

No Impact. A total of approximately 3 trucks would be required for delivery of the fence system and a few worker vehicles. The installation would take place while students and staff are on break and away from the campus. Total installation-related traffic would not have an effect on existing traffic. Long term operation of the fencing and gates would not generate any traffic; therefore, would not affect any intersections, roadway segments, sidewalks and on street bicycle lanes, Long Beach Bikeway Route 10, or public transit. It would not increase the amount of traffic during student drop-off and pick-up. The project would not conflict with the City of Long Beach plan, ordinance or policy establishing measures of effectiveness for the performance of the circulation system. No impact would occur.

b) Conflict or be inconsistent with CEQA Guidelines § 15064.3, subdivision (b), which pertains to vehicle miles travelled?

Less than Significant Impact. CEQA Guidelines section 15064.3 "describes specific considerations for evaluating a project's transportation impacts. Generally, "vehicle miles traveled" refers to the amount and distance of automobile travel attributable to a project. Other relevant considerations may include the effects of the project on transit and non-motorized travel. Except as provided in subdivision (b)(2) … (regarding roadway capacity), a project's effect on automobile delay shall not constitute a significant environmental

impact." This section eliminates auto delay, level of service (LOS), and similar measures of vehicular capacity or traffic congestion as the basis for determining significant impacts.

The project would not generate a significant amount of construction traffic or operational traffic.

Although unlikely, if everyone that is currently using the campus for recreation were to drive to other facilities/parks there would not be a significant increase in VMT because there are 21 available facilities within a 2-mile radius of the school. Also, travel would be outside AM and PM peak hours based on the hours that the campus is available to the public and observed campus use hours. The project would not conflict with CEQA Guidelines § 15064.3, subdivision (b). Impacts would be less than significant**.**

c) Substantially increase hazards due to a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?

No Impact. The traffic levels, pedestrian activity, and vehicular turning movements in the vicinity of the school would not increase. No changes to operation of the surrounding streets or the school staff or student enrollment would occur. The see-through fencing, gates and walkway modification would be on the school campus and would not obscure any line of sight for pedestrians or vehicles. The project design would not result in increased hazards. The project is not considered an incompatible use on the school campus or the surrounding neighborhood. No impact would occur.

d) Result in inadequate emergency access?

No Impact. The surrounding roadways would continue to provide emergency access to the school and to surrounding properties during installation. The project would not necessitate any offsite roadway modifications. The campus has fire lanes for emergency vehicle ingress and egress by fire trucks, police units, and ambulance/paramedic vehicles. Gate access would be required to comply with recommendations from the Long Beach Fire Department. Therefore, the project would not result in inadequate emergency access.

5.18 TRIBAL CULTURAL RESOURCES

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) 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), or

No Impact. Assembly Bill 52 (AB 52) requires meaningful consultation with California Native American tribes on potential impacts to tribal cultural resources, as defined in PRC Section 21074. Tribal cultural resources are sites, features, places, cultural landscapes, sacred places, and objects with cultural value to a

California Native American tribe that are either eligible or listed in the California Register of Historical Resources or local register of historical resources.[52]

As part of the AB 52 process, Native American tribes must submit a written request to LBUSD (lead agency) to be notified of projects within their traditionally and culturally affiliated area. LBUSD must provide written, formal notification to those tribes within 14 days of deciding to undertake a project. The tribe must respond to LBUSD within 30 days of receiving this notification if they want to engage in consultation on the project, and LBUSD must begin the consultation process within 30 days of receiving the tribe's request. Consultation concludes when either 1): the parties agree to mitigation measures to avoid a significant effect on a tribal cultural resource, or 2) a party, acting in good faith and after reasonable effort, concludes mutual agreement cannot be reached.

The school is not listed or eligible for listing in the California Register of Historical Resources, or in a local register of historical resources. No impacts would occur.

b) 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.

No Impact. The project would have minimal ground disturbance for installation of the fence. To date the District has received three tribal requests to be notified about projects. These requests were received from the following: Gabrieleño Band of the Mission Indians – Kizh Nation, letter dated July 2016; San Gabriel Band of Mission Indians, letter dated December 1, 2016; Torres Martinez Desert Cahuilla Indians, letter dated May 16, 2016. The Long Beach Unified School District notified the Tribes about the 2018 Interim Housing project on the Kettering ES campus in a letter dated July 3, 2017 and sent via certified mail and email to:

- Mr. Andrew Salas, Tribal Chairman, Gabrieleño Band of the Mission Indians – Kizh Nation
- Mr. Anthony Morales, Chief, San Gabriel Band of Mission Indians
- Mr. Michael Mirelez, Cultural Resource Coordinator, Torres Martinez Desert Cahuilla Indians

One request for consultation was received from Gabrieleño Band of the Mission Indians – Kizh Nation. The District consulted with the Tribe via phone call on August 16, 2018. Based on the consultation the District conducted cultural sensitivity training at the District offices for staff planners, project managers, and Kettering ES project construction managers. The training involved information on the types of archaeological resources that might be found, along with laws for the protection of resources, accommodation and procedures for Native American monitors, if required, and procedures for discovery of Native American cultural resources. The District has complied with AB 52 consultation requirements; no impacts would occur.

[52] California Natural Resources Agency. AB 52 Regulatory Update. http://resources.ca.gov/ceqa/.

5.19 UTILITIES AND SERVICE SYSTEMS

a) Require or result in the relocation or construction of new or expanded water, wastewater treatment or storm water drainage, electric power, natural gas, or telecommunications facilities, the construction or relocation of which could cause significant environmental effects?

No Impact. The Kettering ES campus is connected to municipal water distribution and wastewater collection systems. The fencing project would not increase the student population, induce population growth, increase water demand on campus or water treatment or wastewater treatment demands in the project region and would not. Installation of the fencing system would not require construction of new or expanded wastewater treatment facilities, and no impact would occur.

b) Have sufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry and multiple dry years**?**

No Impact. The project would not increase the need for water on the campus. No impact would occur.

c) Result in a determination by the waste water 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?

No Impact. Project development would not generate wastewater and would not impact wastewater treatment capacity. No impact would occur.

d) 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?

No Impact. The Automated Refuse Collection Division in the Department of Public Works Environmental Service Bureau provides solid waste disposal for the City of Long Beach. Project installation would not involve demolition (with the exception of a small section of sidewalk and a short section of 4-foot high chain-link fence), site grading, or building construction activities. Significant construction and demolition waste would not be generated. The student and staff population on campus would not increase; therefore, the amount of solid waste generated would not change. No impact would occur.

e) Comply with federal, state, and local management and reduction statutes and regulations related to solid waste?

No Impact. The school administrators and the District currently comply with federal, state, and local statutes and regulations related to solid waste and would continue this practice. No impact would occur**.**

5.20 WILDFIRE

If located in or near state responsibility areas or lands classified as very high fire hazard severity zones, would the project:

a) Substantially impair an adopted emergency response plan or emergency evacuation plan?

No Impact. The emergency response plans and emergency evacuation plans in effect are through the County, the District, and the City. The new fencing would not impair any adopted emergency response plan or emergency evacuation plan. Emergency services would have full access through all gates. No impact would occur.

b) 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?

No Impact. The campus is in an urban area, and there is no wildland susceptible to wildfire on or near the site. Project development would not place people or structures at risk from wildfire. No impact would occur.

c) Require the installation 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?

No Impact. The campus is in an urban area surrounded by development. The fencing project would not require the installation of new infrastructure that may exacerbate fire risk. No impact would occur.

d) 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?

No Impact. The campus is surrounded by development with flat topography. There are no natural vegetated slopes susceptible to wildfire in the surrounding area. Project would not result in result of runoff, post-fire slope instability, or drainage changes. No impact would occur.

5.21 MANDATORY FINDINGS OF SIGNIFICANCE

a) Does the project 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 a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory?

No Impact. The project site is on an elementary school and surrounded by development. The campus does not contain any special-status vegetation or animal species. The new fencing would not degrade the quality of the environment; reduce the population, range, or habitat of a species of fish or wildlife or a rare or endangered plant or animal species; or eliminate an important example of the major periods of California history or prehistory. No impacts to archaeological and paleontological resources would occur.

b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable

when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)

No Impact. The project consists of installation of fencing, gates, walkway modifications at Kettering ES. No other related projects are under construction or planned for the school. Land use plans in the Recirculated Draft Environmental Impact Report (June 2019) identifies an increase in open space and no changes to existing to parks and recreation within the Southeast Area Specific Plan. Because the fencing project would not have a significant environmental impact, and no other land use changes would reduce parks and recreation, the project's incremental effect on the environments would not be cumulatively considerable. This project would not result in cumulative impacts.[53]

c) Does the project have environmental effects, which will cause substantial adverse effects on human beings, either directly or indirectly?

No Impact. The project would provide a secure campus environment for existing staff and students. It would not substantially increase environmental effects that would directly or indirectly affect human beings. The project would not have a significant physical environmental effect both in the short-term and the long-term. No impacts would occur.

The project does not have the potential to achieve short-term environmental goals to the disadvantage of long-term environmental goals because it would not result in any significant environmental impacts, as discussed throughout this Initial Study.

[53] City of Long Beach. Recirculated Draft EIR. General Plan Land Use and Urban Design Elements Project http://www.longbeach.gov/lbds/planning/environmental/reports/#collapsef0f80

6. List of Preparers

6.1 LEAD AGENCY

LONG BEACH UNIFIED SCHOOL DISTRICT

Jacquelyn Roberts, Project Manager, Facilities Development and Planning Branch

6.2 CEQA CONSULTANT

PLACEWORKS

Dwayne Mears, AICP, Principal

Alice Houseworth, AICP, LEED AP, Senior Associate

Cary Nakama, Graphic Artist

6. List of Preparers

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Appendix A. Kettering ES Campus Study

Appendix

PLACEWORKS

MEMORANDUM

DATE	May 21, 2019
TO	Long Beach Unified School District, Facilities Development and Planning Branch
ADDRESS	2425 Webster Avenue, Long Beach, CA 90810
CONTACT	Jacquelyn Roberts, Project Manager
FROM	Dwayne Mears, Principal & Alice Houseworth, Sr. Associate
SUBJECT	Kettering ES Campus Study
PROJECT NUMBER	LBSD-20.0

Following is an overview and summary of key findings from the Long Beach Unified School District Campus Use Study that will be used to inform the environmental impact analysis for the Kettering Elementary School Fencing project. The LBUSD Board of Education will consider this information along with the analysis in the CEQA document prior to making a decision about the proposed fencing project.

Overview

The approximately 10.3-acre Charles F. Kettering Elementary School is at 550 Silvera Avenue, in the southeast portion of the City of Long Beach in Los Angeles County. During the first quarter of 2019 LBUSD conducted an independent study at Kettering ES campus. The purpose of the study was to better understand the extent of the public use of the Kettering ES campus outdoor facilities outside of school hours (before 7:00 AM or after 3:00 PM) and weekends, and to assist in determining the effects of converting the school from an open campus to a closed campus.

The methodology for this study involved an outreach survey sent by direct mail to residents and installation of two video cameras at the back of the school. Kettering ES campus facilities available for use by the public (and listed on the survey) include:

- Basketball courts
- Small turf areas
- Children's play equipment
- Lunch shelter
- Four Square and other pavement marked games
- Other pavement areas

OUTREACH SURVEY

The goal of the survey was to gauge the school facilities that were used; the amount of time spent on the school campus and frequency of visits; other activities that occur while on campus; mode of travel to the school.

On April 2, 2019 LBUSD staff mailed surveys to all addresses within a 10-minute walkshed of Kettering ES (equivalent to 0.5-mile radius) (see Attachment A – *0.5-mile / 10-minute Walkshed*). A total of 947 surveys were mailed via US Post. As requested on the survey, they were to be completed and mailed back by April 24, 2019 to LBUSD Business Department - Facilities Development & Planning, Office of the Executive Director, 2425 Webster Avenue, Long Beach, CA 90810. A total of 82 surveys or 8.7% were returned on or before April 24, 2019. Four surveys were received after March 24 deadline and were not logged; 40 surveys came back "return to sender"; 101 were questionable because they were received all at once, on photocopies of the survey. The questionable surveys were not included in the Outreach Survey Data Summary because the District did not identify them as legitimate or credible survey responses.

The survey had 8 multiple-choice questions and 1 fill-in question. All questions focused on public use of the campus prior to September 2017 (see Attachment B – *Outreach Survey*).

VIDEO OBSERVATIONS

The goal of installing video cameras on the back of the school building was to observe and verify actual use of the campus facilities.

The video recordings were reviewed and activity on the campus was documented on an Observation Log. Detailed observations were logged by time of day, location on campus, and activity starting on January 12, 2019 at 9:45 AM and ending March 31, 2019 at midnight. On days when school was in session the observation log started at 3:30 PM, after the end of the school day at 2:50 PM and when most students were off campus and ended at 7:30 AM when students start arriving at the campus - school starts at 8:00 AM.

Over the course of the 90-day video recording, a technical malfunction occurred and there was no recording for 29 days (from January 17, 2019 at 7:30 AM to January 22, 2019 at 3:36 PM and February 3, 2019 at 1:11 AM to March 1, 2019 at 7:48 AM). A total of 61 days was recorded, and 262 observations related to the active public use of the campus were logged.[1]

Key Findings

OUTREACH SURVEY

After analyzing the survey results, we have drawn the following conclusions:

Of the 82 respondents 87% said they have used the school campus after hours. This high number is expected because most people that do not use the school campus would, most likely, not have taken the time to fill out the survey. The highest ranked answers are discussed; for actual percentages see Table 1 below.

Most respondents (73%) included an address on the survey (22 did not include address). All the respondents that included an address with their response live within 0.5-mile of the school, except for two.[2]

[1] Although all observations were logged, only public use of the campus was included in the final tally. Other observations not included in final tally: school-related events, construction contractors, school operations and maintenance personnel, Kettering ES teachers, administrators and custodians. Also not included in the final tally was people observed climbing into storage bins and trying to break into the portable buildings.

[2] One address was in Long Beach north of the golf course and the other was in Laguna Niguel.

Most people use the children's play equipment followed by the pavement and grass areas, and basketball courts. This is verified by the activities identified: playground use, walking/jogging and basketball games and typically take place between 1 and 3 time per week; mostly on weekends.

Most people travel with a group of between 2 and 6 and walk to the school; most spend about one hour on campus (however, the amount of time is not verified by the video observations).

For other outdoor activity areas, most respondents currently use the adjacent Channel View Park or Marina Vista Park at 1.3 miles from the Kettering ES campus. Channel View Park is the only park within a 0.5-mile walk of the campus (see Attachment C – *Other Facilities Identified).*

Channel View Park is a 5.28-acre City-owned stretch of land adjacent to the west side of the Los Cerritos Channel. The linear park has trees, grass, benches, and a walking and biking path. The path runs from Vista Street on the south, crosses over 7th Street (SR 22), and continues north to Anaheim Street; approximately one mile.

Marina Vista Park at 5355 E Eliot St, Long Beach, CA 90803 is 18.2 acres with two soccer fields, tennis courts, a softball diamond, tot lot with shade structure, half-court basketball, and bathrooms. The park is about 1.9 miles driving distance from the school; 2.1 miles biking distance along the Long Beach Bikeway Route 10.

Respondents also identified the use of the following recreation facilities (listed by direct-line distance from Kettering ES; driving distance is longer).

- Edison Park – 0.6 mile (however, because there are no sidewalks on 7th Street (SR 22), the shortest drive is 1.4 miles).
- L.B. Golf Courses –– 0.6 mile to the nearest course at Bixby Village Golf Course
- CSULB Student Rec and Wellness Center – 0.7 mile
- Long Beach Greenbelt (Pacific Electric Right-of-Way) – 0.8 mile
- Water Fountains – 0.8 mile for the nearest fountain at CSULB
- Whaley Park – 1.4 miles
- Los Altos YMCA – 1.4 miles
- Marine Stadium – 1.4 miles
- El Eldorado Nature Center – 1.6 miles
- El Dorado Park – 1.6 miles
- Anytime Fitness – 2.4 miles
- City parks for Saturday soccer, basketball, and volleyball games (team sports)

VIDEO OBSERVATION

Campus public use observations from the video recordings were used to collaborate the findings in the outreach survey (see Table 1 at end of memo). The campus gets very little use during the week, with 82% of the activity occurring on the weekend. Most people walked or rode bikes to the campus.

The activities that occurred the most was riding bikes and scooters (42%)[3] and playing on the kinder playground equipment. Walking and playing with dogs (15%) and playing basketball (16%) were also popular activities. The most used area of the campus was the overall pavement area (71%). Several people noted on

[3] This includes the few occasions of gocarts, golf carts, roller blades, skateboards.

the Outreach Survey that they visited the campus only when their children were young, and this was also observed. Most people on campus were children; most adults that visited without children had a dog.

As shown on the video, the following activities do not collaborate the survey responses.

» The grass areas (48%), lunch shelter (22%), pavement marked games (38%) and four square (13%) were identified on the survey as having significant use, but in reality based on video observations they were not actively used.

» According to the survey walking / jogging / running was an activity that occurs often on the campus (50%); however, the video does not show this. Although several log entries identify people running and walking on the pavement area, only 3 of those are related to active exercise (or 1% of total observations). All other incidents are children playing and running around.

» The amount of time on campus the most respondents identified on the survey was one hour (41%); however, only 8% of the observations were at least an hour and only 0.4% was at least 1.5 hour (survey showed 20%). The video shows that most people spend less than 15 minutes on campus (45%) and almost 70% of people spent 30 minutes or less.

CONCLUSION

This study indicates that while Kettering ES campus is currently being used by the general public outside of school hours, most people spend less than 15 minutes on the campus. It seems the campus is popular because the kinder play equipment and large pavement area is a convenient and safe place for children to play.

Table 1. Study Findings

Description	Outreach Surveys (82)	Video Observations (262)
1 Used the Kettering Elementary School campus outside of school hours		
Yes	**87%**	
No	11%	
2 Areas of the campus have you used in the past year		
a. Basketball courts	43%	16%
b. One or both of the grass areas	**48%**	0%
c. Children's play equipment	**55%**	**31%**
d. Lunch shelter	22%	0
e. Four square	13%	0
f. Other pavement marked games	38%	0
g. Overall pavement area	**49%**	**71%[b]**
Other: handball / ball wall	3%	4%
3 Type of activities while on the school campus		
a. Basketball game	**38%**	13%[c]

b. Dog walking	22%	15%
c. Dog playtime	20%	
d. Walking / jogging / running	**50%**	1%[b]
e. Playground use	**61%**	**31%**
f. Hardcourt games	26%	0
g. Family gathering	28%	0
Other: (bike & scooter riding)	6%	**42%**
Ball Wall	--	4%[d]
4 Average frequency of visit to the campus		
a. 2x a day	2%	n/a
b. 1 x a day	9%	n/a
c. 3x a week	**23%**	n/a
d. 1 x a week	**21%**	n/a
e. 3x a month	10%	n/a
f. 1 x a month	9%	n/a
Other: When kids were young. Now 1x - 6x/yr.	**16%**	n/a
5 Typical days to visit the campus		
a. All weekdays	**28%**	**16%**
b. Weekends only	**34%**	
c. Monday	5%	
d. Tuesday	9%	
e. Wednesday	10%	
f. Thursday	10%	
g. Friday	10%	
h. Saturday	**30%**	**82%**
i. Sunday	**30%**	
Other: various	2%	
6 Travel mode to the school		
a. Walk	**80%**	(a)
b. Bicycle	**28%**	
c. Drive	7%	
d. As passenger	1%	
Other: scooter	2%	
7 Typical time spent on campus		
a. 15 min.	2%	**45%** (≤15 min.)
b. 30 min.	**21%**	24% (16-30 min.); 19% (31-60 min.)
c. 1 hour	**41%**	8% (≥60 min.)
d. 1.5 hour	20%	0.4%

Other: more than 2 hours	4%	0
8 Average number of people in group		
a. Go alone	9%	
b. Total number of others: 2-6	**65%**	

(a) Video does not show arrival at school, so the mode of travel to school is unknown; however, based on the amount of time spent on campus and the sporadic arrivals, it is likely that most people walk.

(b) Although people were on the pavement, they were not actively playing four square or any other marked games. Additionally, although people were walking and running around, the majority (99%) was not done for exercise.

(c) Although the basketball courts were used, there was no full-player games held. All use was for unofficial practice or fun.

(d) The observation log identified several people as being in the Ball Wall area, but only 10 observations were actively playing on the wall (or 4% of total observations).

List of Attachments:

A. 5-mile / 10-minute Walkshed

B. Outreach Survey

C. Other Facilities Identified

Attachment A

0.5-Mile/10-Minute Walkshed

Source: ESRI, 2019

Attachment B.

OUTREACH SURVEY

long beach unified school district

Long Beach Unified School District would like your input

The District is seeking information from nearby residents on your use of the **Kettering Elementary School campus** during non-school hours, for non-school events prior to September 2017. This survey will assist the District in its ongoing planning efforts. Thank you for your time.

Please return this survey by April 24, 2019 to: LBUSD Business Department - Facilities Development & Planning, Office of the Executive Director, 2425 Webster Ave., Long Beach, CA 90810. If you have any questions, please call LBUSD Facilities at (562) 997-7550.

The questions in this survey are only related to areas on the interior of the campus.

1. Have you ever used the Kettering Elementary School campus outside of school hours? (before 7:00 AM or after 3:00 PM)

☐ Yes ☐ No (skip the remaining questions)

2. In the past year, what areas of the campus have you used?

☐ a. Basketball courts
☐ b. One or both of the grass areas (9,200 SF north lawn; 9,600 SF south lawn)
☐ c. Children's play equipment (adjacent to north or south lawn)
☐ d. Lunch shelter
☐ e. Four square
☐ f. Other pavement marked games
☐ g. Overall pavement area
☐ h. Other: _____

3. What type of activities have you participated in while on the school campus?

☐ a. Basketball game
☐ b. Dog walking
☐ c. Dog playtime
☐ d. Walking / Jogging
☐ e. Playground Use
☐ f. Hardcourt games
☐ g. Family gathering
☐ h. Other: _____

4. On average, how often do you visit the campus?

☐ a. 2x a day
☐ b. 1x a day
☐ c. 3x a week
☐ d. 1x a week
☐ e. 3x a month
☐ f. 1x a month
☐ g. Never
☐ h. Other: _____

(continued on back)

5. What days do you typically visit the campus?

- ☐ a. All weekdays
- ☐ b. Weekends only
- ☐ c. Monday
- ☐ d. Tuesday
- ☐ e. Wednesday
- ☐ f. Thursday
- ☐ g. Friday
- ☐ h. Saturday
- ☐ i. Sunday

6. How do you travel to the school?

- ☐ a. Walk
- ☐ b. Bicycle
- ☐ c. Drive
- ☐ d. As Passenger
- ☐ e. Other: _____

7. How much time do you typically spend on campus?

- ☐ a. 15 min.
- ☐ b. 30 min.
- ☐ c. 1 hour
- ☐ d. 1.5 hours
- ☐ e. Other: _____

8. On average, how many people accompany you to the school?

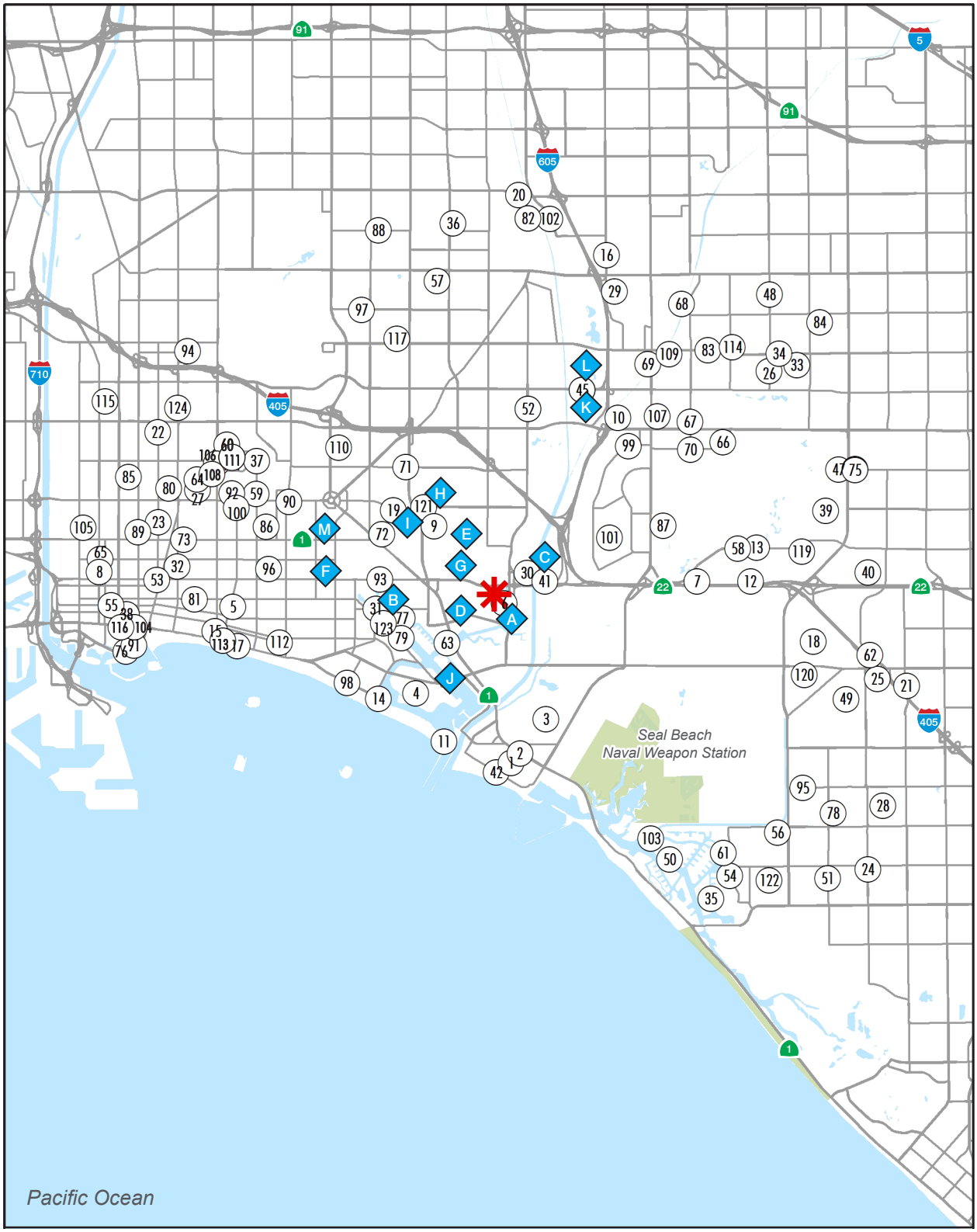
- ☐ a. Go alone
- ☐ b. Total number of others: _____

9. Do you use any other facilities for recreation? If so, which ones?

- ☐ a. _____
- ☐ b. _____
- ☐ c. _____

Attachment C

Other Facilities Identified



Charles F. Kettering Elementary School

Identified in Outreach Survey

Parks

0 2
Scale (Miles)

Source: ESRI, 2019

PlaceWorks

Other Facilities Identified

Parks within 5 Miles of Kettering Elementary School

1. Electric Avenue Median Park
2. Zoeter Field
3. Gum Grove Park
4. Naples Fountain/Plaza
5. Carroll Park
6. Channel View Park
7. Bluebell Park
8. Downtown Dog Park
9. Earl Burns Miller Japanese Garden
10. Oak Academy Park
11. Alamitos Park
12. Almond Park
13. Arbor Dog Park
14. Bayshore Park
15. Bixby Park
16. Bloomfield Park
17. Bluff Park
18. Bolsa Chica Park
19. Bouton Creek Park
20. Boyar Park
21. Buckingham Park
22. Calbrisas Park
23. California Recreation Park
24. Carr Park
25. Cascade Park
26. Cedar Glen Park
27. Chittick Field
28. Circle View Park
29. Clarkdale Park
30. College Estates Park
31. Colorado Lagoon
32. Craftsman Village
33. Damron Park
34. Darrell Essex Park
35. Davenport Beach Park
36. Del Valle Park
37. Discovery Well Park
38. East Village Arts Park
39. Eastgate Park
40. Edgar Park
41. Edison Park Community Garden
42. Eisenhower Park
43. El Dorado Dog Park
44. El Dorado East Park
45. El Dorado Nature Center
46. El Dorado Park West
47. Eucalyptus Park
48. Evergreen Park
49. Franklin Park
50. French Park
51. Gibbs Park
52. Good Neighbor Park
53. Gumbiner Park
54. Harbour View Park
55. Harvey Milk Promenade Park
56. Havenview Park
57. Heartwell Park
58. Heather Park
59. Hillbrook Park
60. Hilltop Park
61. Humboldt Beach Park
62. Indian Village Park
63. Jack Nichol Park
64. Jennie Rivera Memorial
65. K-9 Corner Dog Park
66. Labourdette Park
67. Laurel Park
68. Lee Ware Park
69. Lilly Park
70. Little Cottonwood Park
71, Los Altos Park
72. Los Altos Park Plaza
73. MacArthur Park
74. Maple Grove Park North
75. Maple Grove Park South
76. Marina Green
77. Marina Vista Park
78. Marine Park
79. Marine Stadium
80. Martin Luther King Jr. Park
81. Miracle on 4th Street Park
82. Monte Verde Park
83. Nature Park
84. Oak Knoll Park
85. Officer Daryle W. Black Memorial Park
86. Orizaba Park
87. Orville Lewis Jr. Park
88. Pan American Park
89. Peace Park
90. Plaza Zaferia
91. Rainbow Lagoon Park
92. Raymond Arbor Park
93. Recreation Park/Dog Park
94. Reservoir Park
95. Robinwood Park
96. Rose Park
97. Rosie the Riveter Park and Interpretive Center
98. Rosie?s Dog Beach
99. Rossmoor Park
100. Rotary Centennial Park
101. Rush Park
102. Rynerson Park
103. Seabridge Park
104. Seaside Dog Zone
105. Seaside Park
106. Signal Hill Park
107. Soroptimist Park
108. Spud Field
109. Stansbury Park
110. Stearns Champion Park
111. Sunset View Park
112. Trolley Park
113. Valparaiso Plaza
114. Veterans Park
115. Veterans Park
116. Victory Park
117. Wardlow Park
118. West San Gabriel River Parkway Nature Trail
119. Westgrove park
120. Westminster Village Park
121. Whaley Park
122. Wieder Park
123. Will Rodgers Mini Park
124. Willow Springs Park

Facilities Identified on Survey

- A. Channel View Park
- B. Marina Vista Park
- C. Edison Park
- D. Long Beach Golf Courses
- E. CSULB Student Recreation and Wellness Center
- F. Long Beach Greenbelt (Pacific Electric Right-of-Way)
- G. Water Fountains
- H. Whaley Park
- I. Los Altos YMCA
- J. Marine Stadium
- K. El Dorado Nature Center
- L. El Dorado PArk
- M. Anytime Fitness