

Olivehurst Public Utility District



Agenda Item Staff Report

Meeting Date: February 17, 2022

Item description/summary:

Discuss funding OPUD portion of the joint project development assistance including some traffic configurations and county EIR review for CEQA for the Southern Community Park. Proposal from Placeworks attached. As you know the community park in Plumas Lake is adjoined by high school and middle school sites. Since all parties including Plumas Lake School District, Wheatland High School District and OPUD will all be sharing in costs for common frontage improvements in this area this development assistance will help with finalizing some traffic configurations in the area and answer some CEQA questions.

Fiscal Analysis:

\$6,120 would be funded by Community Park development funds.

Employee Feedback

None

Sample Motion:

Move to approve funding OPUD's portion in the amount of \$6,120 for development assistance for the community park per the attached proposal.

Prepared by:

John Tillotson, P.E., General Manager

- » Yuba County, May 2011. Final Yuba County 2030 General Plan Environmental Impact Report.
- » Yuba County, October 1992. Plumas Lake Specific Plan.
- » Yuba County, June 1993. Final Environmental Impact Report for the Plumas Lake Specific Plan.
- » California Department of Education. August 2017. SFPD 4.0, Initial School Site Evaluation.
- » Olivehurst Public Utility District, September 2020. Plumas Lake Community Park Master Plan.

We understand that the two school districts will seek State matching funds for site acquisition and eventual construction. The State program triggers approvals from the California Department of Education the Department of Toxic Substances Control. Our scope of work includes preparation of a Geological and Environmental Hazards Assessments and a Preliminary Environmental Assessment to satisfy the requirements of these two state agencies.

PlaceWorks has a team dedicated to school facility projects. Our resumes, along with those of our technical team, are included in this proposal. PlaceWorks is the premier firm in California providing such services, having prepared more CEQA and health and safety studies for school projects than any other firm. PlaceWorks stays at the forefront of issues confronting school facilities, as demonstrated by our activities and participation in C.A.S.H. other and professional organizations.

Scope of Work

Planning for the three projects is still in preliminary stages, and the future projects have not been developed to a point where they can be defined sufficiently for CEQA purposes. However, the two school districts desire to move forward on the studies needed for CDE and DTSC approvals. At this time, we recommend completing the Geological and Environmental Hazards Assessment and Preliminary Environmental Hazards studies for the two schools and PlaceWorks is available to assist the three agencies as the CEQA strategist as the plans progress.

Once the plans have sufficient detail for the CEQA process, we recommend a combined CEQA document to maximize efficiencies of a singular process.

PROJECT DEVELOPMENT ASSISTANCE

It will be important for the projects to go through the CEQA process in combination to maximize efficiencies and minimize duplication of efforts. PlaceWorks recommends that we serve as an environmental strategist and assist with the development of conceptual site plans.

PlaceWorks will review County plans and EIRs to identify materials relevant for use in identifying environmental constraints and to inform the design process. PlaceWorks will participate in three virtual team meetings and provide recommendations to minimize impacts and neighborhood objections.

One of the most critical elements of the planning process will be the development of a circulation plan, including identification of vehicular and pedestrian access points and drop-off/pick-up zones. As outlined below, we recommend engaging Ken Anderson (KDA) to assist in this process. He is already familiar with this site, and we worked together on previous projects.

It is understood that the districts will separately engage an architectural firm to develop two or three conceptual site plans. The three districts, the architectural firm, and consulting team will work collaboratively to reach a consensus on this plan for the three project elements. Once a consensus is reached on the plan, the agencies may initiate the next steps, including the full CEQA process.

Circulation Plan Assistance

PlaceWorks will engage K.D. Anderson & Associates (KDA) to assist with developing a preliminary site circulation and access design analysis to identify a workable layout for each site. A full transportation impact analysis would follow at a later stage as part of the CEQA process.

KDA's anticipated work program includes the following tasks:

Task 1. Study Initiation. KDA will attend an initial meeting with the three districts to discuss their plan for each site, including details such as:

- » Anticipated enrollment and attendance areas
- » Policies on joint use facilities
- » Anticipated busing policies and ridership
- » Probable bell schedules (i.e., staggered or concurrent)
- » Experience with other district school / park sites
- » Goals for school circulation operation using the drop-off and loading periods
- » Student parking expectation
- » Relationships to adjoining residential neighborhood
- » Access alternatives previously considered

KDA will discuss the conceptual layout in the OPUD Park feasibility assessment to identify perceived opportunities and constraints associated with that layout. If needed, KDA will discuss other school sites as examples of circulation layouts meeting district goals.

Task 2. Assemble Available Short-Term / Long-Term Traffic Volume Information. KDA will obtain from Yuba County any available information regarding long term background traffic conditions in the Plumas Lake area for use in preliminary analysis of the schools / park site access. KDA will collect AM peak hour traffic counts at one or two intersections.

Task 3. Identify Projects' Trip Generation and Drop-off/Loading. The amount of weekday peak-hour automobile traffic that can be anticipated from each of the three projects will be estimated using relevant trip generation rates. As part of this work, we will review applicable data from the Institute of Transportation Engineers (ITE) and the results of OPUD's feasibility study. KDA will incorporate information regarding the Districts' busing policies and anticipated bell schedules. With the information, the three projects' daily AM and afternoon trip generation will be estimated. Park trip generation will be identified for weekday and Saturday conditions. We will also identify the scale of the areas needed for morning drop-off and after-school loading based on our experience with similar schools.

Task 4. Initial Evaluation of Circulation Options. We anticipate that PlaceWorks will respond to the initial meeting by preparing two or three different "bubble diagram" level site layouts that indicate the special relationship between on-site uses and the general areas available for circulation, drop-off, and parking.

KDA will make use of available cumulative background data to evaluate local school / park site access and circulation for the alternative site configurations. We will develop traffic volume forecasts for AM traffic conditions at site access and key adjoining intersections as needed. As part of this investigation, KDA will assess peak period delays and queuing as well as the volume of school traffic added through existing and planned local neighborhoods. It will also consider methods for accommodating pedestrian and bicycle facilities.

KDA will prepare a technical memorandum addressed to the project team describing the results of the analysis, suggesting modifications / improvements and presenting issues needing additional study.

Task 5. Collaborative Assessment of Other Alternatives / Meetings. Based on its experience with other school and park projects, KDA expects to attend working meetings to discuss the projects and initial analysis. KDA may also qualitatively consider refinements to the layouts and variations on access and circulation. KDA has budgeted for three video meetings under this study task. Additional meetings and subsequent analysis would be an extra cost.

PRELIMINARY ENVIRONMENTAL ASSESSMENT

High School

PlaceWorks will prepare Department of Toxic Substances Control (DTSC) studies for the proposed new Wheatland High School near the intersection of River Oaks Drive and Minorities Drive, Plumas Lake, Yuba County, California. The site is currently vacant land that was historically used for agricultural prior to the development of the Plumas Lake Community. Because the site has been used for agricultural purposes, a Preliminary Environmental Assessment (PEA) is required by DTSC for school site approval. A PEA was implemented for a nearby school site in 2006 that received DTSC approval.

The DTSC study will address the requirements of California Education Code, Sections 17210, 17213.1, 17213.2, and 17268. Based on our preliminary research, the proposed site was used for agricultural purposes from at least the 1940s until 2002 when development started in the area. The project site has been a vacant undeveloped field for the last 18 years. Due to the time period of active agricultural use, a PEA would be required for DTSC approval to assess for potential residual pesticides.

We have developed a preliminary scope of work that fulfills the requirements of the PEA guidance for agricultural sites using the DTSC's *Interim Guidance for Sampling Agricultural Properties* (3rd revision) dated August 7, 2008; DTSC's *PEA Guidance Manual* (October 2015); and DTSC's *Interim Guidance Evaluation of School Sites with Potential Soil Contamination as a Result of Lead from Lead-based Paint, Organochlorine Pesticides from Termiticides, and Polychlorinated Biphenyls from Electrical Transformers* (revised June 2006). An accurate scope and cost estimate cannot be prepared until after a site visit is conducted and files are reviewed regarding site operations and permitting. However, we will provide an estimate based on our experience at similar sites.

In order to achieve "No Further Action" approval, a scope of work has been developed that includes the following four tasks.

Task 1. PlaceWorks will assist the District with enrollment in the Environmental Oversight Agreement (EOA). This task includes preparation of site figures needed by the DTSC. As part of this task, PlaceWorks will order database searches and historical aerial photographs and prepare documentation needed for the scoping meeting with the DTSC. A site reconnaissance to inspect the property will be conducted as part of this task.

Task 2. PlaceWorks will coordinate and participate in PEA "scoping" meetings with DTSC to identify specific activities that will be required to complete the PEA, and prepare a Workplan, Quality Assurance Project Plan (QAPP), and site-specific Health & Safety Plan (HASP) for submittal to the DTSC.

A draft PEA Workplan will be prepared and submitted to the DTSC for review and comments before finalization. The Workplan will outline the approach and sampling strategy. It will also allow the DTSC to convey any concerns they may have before finalization of the Workplan and initiation of field activities. Sampling locations, frequencies, depths, and chemical analyses will be described in detail in the Workplan.



After the DTSC reviews the draft Workplan, PlaceWorks will incorporate DTSC comments and/or negotiate with the DTSC, as appropriate. A final Workplan will then be submitted to and approved by DTSC.

Task 3. PlaceWorks will implement the approved PEA Workplan. Following approval, PlaceWorks will provide notification to the DTSC and residents within the line of sight that the PEA will be implemented. PlaceWorks will collect soil samples and have them analyzed at a state-certified laboratory. Once laboratory analytical reports are received, they will be validated by a PlaceWorks project scientist. The QAPP will be used as a guideline to determine if data quality objectives and quality control elements are satisfied (precision, accuracy, representative, completeness, holding time, etc.).

Once validation is completed, the data will be reviewed to determine if chemicals were detected. If any chemicals are detected, a human health screening evaluation in accordance with DTSC PEA guidelines will be completed and incorporated in the PEA report.

For an approximately 50-acre site, the DTSC requires soil samples to be collected from 60 sample locations to assess the site for agricultural use. Soil samples will be collected from the surface and from 2.5 to 3.0 feet below ground surface (bgs). For costing purposes, we have assumed that 15 composite soil samples plus 1 duplicate will be analyzed for organochlorine pesticides by EPA Method 8081A, and 15 soil samples plus 1 duplicate for arsenic by EPA Method 6010B to assess the historical agricultural use. If elevated concentrations are detected and step-out samples are needed, a revised scope and cost estimate will be provided.

Based on a preliminary review of aerial photographs, it appears that there were two structures near the northwestern area of the project site. To assess the residential structures, termiticide and lead-based paint assessment will need to be implemented. The DTSC requires soil samples to be collected near former or existing structures constructed prior to 1979 to assess for potential lead-based paint impacts and wood structures constructed prior to 1989 for termiticides. For purposes of this proposal, we are assuming that there are two wood structures that will require testing for persistent pesticides from possible termiticide application. Discrete surface (zero to six inches below ground surface) and subsurface (two to three feet below ground surface) soil samples will be collected from four locations in a grid per structure for a total of eight soil samples per structure. Two composite samples (one from the surface and one from the deeper sampling depth) will be analyzed per structure for a total of four analyses (plus duplicate) for pesticides to assess the buildings for residual termiticides.

The surface soil samples collected for termiticide assessment can be analyzed discretely for lead for a total of nine soil samples analyzed (four from each structure plus duplicate) to assess potential lead-based paint impacts. The deeper soil samples will be placed on hold for lead analysis, and if analytical results are elevated above the DTSC screening level for lead for school sites, the deeper soil samples will be analyzed. Soil samples will be analyzed for lead by EPA Method 6010B.

Task 4. PlaceWorks will prepare and submit the PEA report for review and approval by the DTSC Schools Investigation Unit. A draft PEA report that presents the results of the overall investigation will be prepared and submitted to the DTSC for review and comment. The PEA report will be prepared in accordance with the PEA Guidance Manual.

Middle School

For the approximately 20-acre middle school site, the DTSC requires soil samples to be collected from 30 sample locations to assess the site for agricultural use. Soil samples will be collected from the surface and from 2.5 to 3.0 feet below ground surface (bgs). For costing purposes, we have assumed that eight composite soil samples plus one duplicate will be analyzed for organochlorine pesticides by EPA Method 8081A, and

eight soil samples plus one duplicate for arsenic by EPA Method 6010B to assess the historical agricultural use. If elevated concentrations are detected and step-out samples are needed, a revised scope and cost estimate will be provided.

The surface soil samples collected for termiticide assessment can be analyzed discretely for lead for a total of nine soil samples analyzed (four from each structure plus duplicate) to assess potential lead-based paint impacts. The deeper soil samples will be placed on hold for lead analysis, and if analytical results are elevated above the DTSC screening level for lead for school sites, the deeper soil samples will be analyzed. Soil samples will be analyzed for lead by EPA Method 6010B.

TITLE 5/GEOHAZARD STUDY

PlaceWorks will prepare individual Geological and Environmental Hazards Assessments (GEHA) for the two schools. PlaceWorks has assembled the sections of the Education Code, Public Resources Code, Government Code, and Title 5 that are relevant to new school sites and construction projects into a checklist for evaluation in one report, the GEHA.

The report will identify potential health and safety hazards and constraints and can be used to determine if the sites have any fatal flaws or red flags. It performs double duty by satisfying CDE's requirement for a geohazards study as well as covering broader due diligence. (The GEHA does not satisfy the separate requirement for a soils and geotechnical study, which is typically provided under contract to the design architect.) The GEHA will address potential health and safety constraints associated with these topics:

- » Flooding / Dam Inundation
- » Hazards / Hazardous Materials
 - Emission Sources / Pollution
 - Storage Tanks
 - Pipelines
 - Power Lines
 - Hazardous Waste
- » Geology Constraints
 - Earthquake Faults
 - Liquefaction / Landslides
- » Land Use Compatibility / Easements
- » Public Services
- » Traffic Noise
- » Traffic / Pedestrian Safety / Railroad Safety
- » Proximity to Airports

If the research conducted as part of the GEHA identifies issues related to these topics, additional risk assessments may be triggered. Scopes of work for these additional studies will be developed once we have collected all necessary information.

Proposed Schedule

Our proposed schedule is presented in Table 1.

Table 1. Proposed Schedule

TASK	TASK DURATION (WEEKS AFTER INITIATION)
Project Development Assistance	
Circulation Planning Process	10
Develop Conceptual Circulation Site Plans	12
Preliminary Environmental Assessment/DTSC Oversight	
Environmental Oversight Agreement	2
PEA Scoping Meeting	4
PEA Workplan	6
Final PEA Report	12
Geological and Environmental Hazards Assessment/Title 5	
Geological and Environmental Hazards Assessment (assumes prompt agency responses)	7

Cost Estimate

Table 2 presents a summary of the costs by agency. We have allocated the shared cost of the Project Development Assistance task by the respective acreage of the three sites. Table 3 details costs for Project Development Assistance, and Tables 4 through 7 show cost estimates for each PEA and GEHA for each school.

Table 2. Summary of Costs by Agency

TASK	COST
Wheatland Union High School District – High School	
Project Development Assistance (50.01 acres; 49.6%)	\$12,192
DTSC, Preliminary Environmental Assessment	27,060
Title 5, Geological and Environmental Hazards Assessment	8,047
Subtotal – Wheatland UHSD	\$47,299
Plumas Lake Elementary School District – Middle School	
Project Development Assistance (25.7 acres, 25.5%)	\$6,268
DTSC, Preliminary Environmental Assessment	22,017
Title 5, Geological and Environmental Hazards Assessment	9,047
Subtotal – Plumas Lake ESD	\$37,332
Olivehurst Public Utility District – Community Park	

Project Development Assistance (25.04 acres; 24.9%)	\$6,120
Subtotal – Olivehurst PUD	\$6,120
TOTAL	\$90,751

Table 3. Project Development Assistance

TASK	COST
Research/Review Yuba County Plans, EIRs , Relevant Documents etc.	\$3,000
Meetings (3 virtual)	4,000
Project Management	2,000
Subtotal – Labor	\$9,000
Reimbursables	
Subconsultant: K.D. Anderson (Circulation Plans)	\$15,400
Office Expenses (2% of labor)	180
Subtotal – Reimbursables	\$15,580
TOTAL	\$24,580

Table 4. Preliminary Environmental Assessment – High School

TASK	COST
Task 1. Environmental Oversight Agreement/Scoping Meeting Prep	\$2,630
Task 2. Scoping Meeting/Workplan Approval	4,115
Task 3. Fieldwork	3,970
Task 4. PEA Report Preparation	6,260
Subtotal – Labor	\$16,975
Reimbursables	
Laboratory analysis	\$3,370
Driller	5,500
Truck Mileage	275
Database search, aerials, topographic maps, supplies	600
Office Expenses (2% of labor)	\$340
Subtotal – Reimbursables	\$10,085
TOTAL	\$27,060

Table 5. Preliminary Environmental Assessment – Middle School

TASK	COST
Task 1. Environmental Oversight Agreement/Scoping Meeting Prep	\$2,650
Task 2. Scoping Meeting/Workplan Approval	4,135
Task 3. Fieldwork	2,690
Task 4. PEA Report Preparation	5,910
Subtotal – Labor	\$15,385
Reimbursables	
Laboratory analysis	\$2,700
Driller	2,750
Truck Mileage	275
Database search, aerials, topographic maps, supplies	600
Office Expenses (2% of labor)	\$307
Subtotal – Reimbursables	\$6,632
TOTAL	\$22,017

Table 6. Geological and Environmental Hazards Assessment – High School

TASK	COST
Task 1. Geologic and Environmental Hazards Assessment/Title 5	\$4,800
Task 2. Dam Inundation Study	3,030
Subtotal – Labor	\$7,830
Reimbursables	
Mileage	\$60
Misc. Office Expenses (2% of labor)	157
Subtotal – Reimbursables	\$217
TOTAL	\$8,047

Table 7. Geological and Environmental Hazards Assessment – Middle School

TASK	COST
Task 1. Geologic and Environmental Hazards Assessment/Title 5	\$4,800
Task 2. Dam Inundation Study	3,030
Subtotal – Labor	\$7,830
Reimbursables	
Mileage	\$60
Misc. Office Expenses (2% of labor)	157
Subtotal – Reimbursables	\$217
TOTAL	\$8,047

PlaceWorks – 2022 Standard Fee Schedule

STAFF LEVEL	HOURLY BILL RATE
Principal	\$275
Associate Principal	\$195-\$250
Senior Associate/Senior Scientist II	\$170-\$235
Senior Associate/Senior Scientist I	\$160-\$195
Associate/Scientist II	\$135-\$170
Associate/Scientist I	\$125-\$160
Project Planner/Project Scientist	\$105-\$150
Planner/Assistant Scientist	\$90-\$130
Graphics Specialist	\$90-\$135
Administrator	\$145-\$200
Clerical/Word Processing/Technical Editor	\$45-\$150
Intern	\$75-\$100

Subconsultants are billed at cost plus 10%.

Mileage reimbursement rate is the standard IRS-approved rate.

Possible Yearly Increase of 5% on bill rates.

2022_StandardFeeSchedule_SCHOOLS-ONLY_12-07-21



Firm Qualifications

PlaceWorks is one of the West's most eminent planning, design, and environmental consulting firms, with approximately 120 employees in seven offices. PlaceWorks was founded in 1975 (formerly The Planning Center), and we have provided environmental services to school districts throughout California since 1985.

PlaceWorks has completed many hundreds of environmental documents and risk analyses for new and expanding schools. Our work ranges from CEQA/NEPA documentation, environmental site investigations and remediation, and Title 5 risk assessments to landscape architecture and transportation and bicycle plans. Our dedicated in-house team is composed of project managers, environmental planners, scientists, licensed engineers, environmental assessors, registered geologists, designers, economists, transportation planners, and air quality/GHG and noise modeling experts.

PlaceWorks' experience and commitment to staying current with ever-changing state requirements, amendments to these requirements, and court interpretations have made us adept at navigating the inherent complexities of school projects and environmental planning. This allows us to avoid pitfalls and expedite approvals in a cost-efficient manner.

EXPERTISE WITH UNIQUE SCHOOL REQUIREMENTS

We believe PlaceWorks is California's premier consulting firm for school-related environmental documentation, site evaluation, site cleanup, and site selection services. Our senior staff members are highly involved in professional organizations and are frequent speakers at workshops and conferences. The firm is an active member of the Coalition for Adequate School Housing (C.A.S.H.), Association of Environmental Professionals, and American Planning Association.

KEEPING CURRENT WITH EVER-CHANGING SCHOOL PLANNING LEGISLATION

PlaceWorks pays close attention to the changing policies and legislation related to CEQA, the California Education Code, and Title 5 as well as requirements of state agencies such as CDE, DTSC, Division of State Architect, and State Water Resources Control Board. PlaceWorks continually monitors legal precedent and legislative proposals, and we periodically survey key governmental and industry personnel. We interpret the latest trends and share this information with our clients and friends via our *PlaceViews* newsletter, our series, and articles in professional journals.

Additionally, PlaceWorks staff sits on state-level committees that review urban and environmental constraints on schools. Principal Dwayne Mears serves as an instructor at the School Facilities Leadership Academy and previously served as an advisor on the Superintendent of Public Instruction's Schools of the Future Committee, Impact of School Siting on Communities. He also served on CDE's School Facilities Planning Division Advisory Committee. Dr. Cathy Fitzgerald was an advisor on the CDE's Working Group on Pipeline Safety Hazard Assessment.

SCHOOL FACILITIES AND ENVIRONMENTAL PLANNING EDUCATION

Our commitment to our profession and to excellence in environmental analysis compels us to take part in the education of other professionals and decision makers. PlaceWorks staff members lecture and teach courses on environmental planning, sustainable planning, and school planning at colleges and universities throughout the state.

CEQA/NEPA Training, Various Institutions and Planning Organizations. PlaceWorks staff provides CEQA instruction tailored to the needs of each audience—colleges and universities, local jurisdictions and public



agencies, and professional organizations. Audiences have included the Long Beach Unified School District; University of California, Irvine and Davis; California State University, Fullerton; Chapman University; Association of Environmental Professionals; American Planning Association; and the Building Institute of America.

Policy Planning, Sustainable Planning, and Other Design Courses, University of California, Davis. PlaceWorks staff teaches courses on a wide variety of sustainable planning and design topics at the University of California, Davis. Recent courses include: “Planning, Environmental Site Design, & Development,” “Site Planning for Creeks, Riparian Corridors, and Wetlands,” and “General Plans.”

Our *Practical Guide* Series. Another way we get involved with education is our award-winning *Practical Guide* series. These short, accessible booklets focus on critical principles and/or processes in a specific topic. Our three most recent *Practical Guides* explore CEQA, environmental risk, and healthy communities.

CALIFORNIA ENVIRONMENTAL QUALITY ACT

We view ourselves as an environmental strategist for districts, with the requisite deep understanding of the CEQA process and legal requirements. To help navigate the multiple layers of regulations, protocols, and approving agencies, PlaceWorks has developed customized templates for CEQA Initial Studies and Geological and Environmental Hazards Assessments for our school projects.

SITE ASSESSMENT AND REMEDIATION

PlaceWorks offers services that combine site assessment and environmental engineering. Our staff is expert in a variety of fields and includes environmental scientists, licensed professional engineers and geologists, and experienced environmental assessors. PlaceWorks understands the strengths and limitations of remedial technologies and relies on numerous tools to provide innovative, practical, and cost-effective solutions—risk assessment, modeling, treatability studies, negotiation, and practical know-how. Our ability to understand and apply regulatory and political closure requirements and to succinctly describe complex data sets allows us to prepare closure documents that are understandable, compliant, and trusted by local regulators and communities.

TITLE 5 / CDE RISK ASSESSMENTS

PlaceWorks is unique in its ability to complete a full range of environmental and health risk assessments needed to gain approvals for schools from the California Department of Education and Department of Toxic Substances Control. With heightened awareness about the potential safety and health risk posed by chemical plants, refineries, petroleum storage, and transportation facilities, PlaceWorks has prepared 1) health risk assessments to address toxic air contaminants from freeways, rail yards, distribution centers, ports, and refineries; 2) pipeline safety hazard assessments for high-pressure natural gas, jet fuel, and water lines across the state; 3) dam and tank inundation studies in a variety of settings; 4) EMF surveys and EMF management plans for sites surrounding major power lines; and 5) numerous rail risk studies.

RELEVANT EXPERIENCE

RIDGEVIEW CONTINUATION HIGH SCHOOL Paradise Unified School District | Paradise, CA

The Paradise Unified School District plans to relocate its 150-student continuation high school to this new site, which is across the street from Paradise High School. The proposed project involves the construction of



a single-story classroom and administration building, modified softball field, and one basketball court. PlaceWorks prepared the CEQA documentation (MND), GEHA, and Phase I Environmental Assessment.

Client Contact: David McCreedy, Assistant Superintendent, Business Services, 530.872.6400 x1233, dmccreedy@pusdk12.org

**PARADISE HIGH SCHOOL MODERNIZATION NOE
Paradise Unified School District | Paradise, CA**

The Paradise Unified School District proposes to modernize the existing Paradise High School. The proposed project will demolish existing classrooms and portables to build a new classroom/administrative building, modernize the campus sports facilities, create a new career and technical education building, and add new parking spaces. Implementation of the proposed project will result in the development of 25 new classrooms, the demolition of 38 classroom and portables, development of 27 new parking spaces, and restriping of existing spaces. The proposed project is programmed to modernize and upgrade the existing Paradise High School campus. The project does not involve an increase in student capacity and is intended to modernize the campus to serve the existing student population. PlaceWorks prepared the NOE and reviewed potential exceptions under CEQA Guidelines Section 15300.2.

Client Contact: David McCreedy, Assistant Superintendent, Business Services, 530.872.6400 x1233, dmccreedy@pusdk12.org

**WEST PARK HIGH SCHOOL ENVIRONMENTAL IMPACT REPORT/NEW AQUATIC CENTER ADDENDUM
Roseville Joint Union High School District | Roseville, CA**

The Roseville Joint Union High School District (RJUHS) approved West Park High School and certified the environmental impact report (EIR) in 2011. The now-developed comprehensive high school is intended to serve a maximum of 2,500 9th- to 12th-grade students on a 52.85-acre site. The first phase was completed, including 200,500 square feet of core academic and athletic facilities, and the school is currently in the planning stages for Phase II construction for a total of 118,900 additional square feet of new buildings, including two 3-story classroom buildings and a multipurpose building. In 2019, RJUHS adopted an addendum and approved construction of an additional 3,527 square feet beyond that considered in the EIR, for a total of 319,400 square feet of development on campus.

PlaceWorks is currently preparing an addendum for a full-sized lighted aquatic center that complies with the California Interscholastic Federation as part of Phase II construction for the West Park High School Project. The site on the existing campus consists of an empty, graded lot surrounded by paved surfaces. The key issues addressed in the addendum are the potential light and noise impacts on nearby residences from evening swim events.

Client Contact: Scott Davis, Director of Facilities Development, 916.782.4707 x1213, scdavis@rjuhsd.us

**COTTONWOOD GYMNASIUM
Cottonwood Creek Charter School | Shasta County, CA**

Cottonwood Creek Charter School is at 3425 Brush Street in Cottonwood, in unincorporated Shasta County, California. The proposed project is a new gymnasium to be located within the existing school parking lot, in the southeast part of the school campus, close to the intersection of Willow Street and Second Street. The



new gymnasium building will be 10,000 square feet and will include an 8,000-square-foot gymnasium, a foyer, bathrooms, and a warming kitchen. PlaceWorks prepared an Environmental Report for National Environmental Policy Act (NEPA) compliance related to the U.S. Department of Agriculture Rural Development grant program. PlaceWorks also prepared a Phase I PEA.

Client Contact: Mark Boyle, Director, mboyle@csusd.com

**SEARCH FOR NEW HIGH SCHOOL SITE
Beaumont Unified School District | Beaumont, CA**

PlaceWorks prepared an assessment of seven possible sites for its next high school based on California's school siting standards that appear in the Education Code, CCR Title 5, CEQA, Fire Code, and others. The intent of this effort is to identify the major environmental and health and safety constraints that may affect the suitability of these sites. The technical memorandum plotted a number of environmental constraints, including: (1) 100-year flood zone, (2) liquefaction zones, (3) fire hazard severity zones, (4) geologic faults, (5) high-pressure/hazardous pipelines, (6) electrical transmission lines, (7) railroad tracks, (8) highways, (9) water tanks, (10) oil and gas wells, and (11) hazardous air emissions sources. The various "buffer zones" along highlighted infrastructure and constraints were also identified. This preliminary review is intended to assist the Beaumont Unified School District in narrowing the number of sites for further detailed analysis.

Based on this analysis, the Beaumont Unified School District changed direction and proposed to expand Beaumont High School. PlaceWorks recently prepared a Mitigated Negative Declaration (MND) for the expansion.

Client Contact: Lisa Hendricks, Director of Facilities, 951.797.5374, lhendrix@beaumontusd.k12.ca.us

**THORNTON MIDDLE SCHOOL CONVERSION/CENTERVILLE MIDDLE SCHOOL CONVERSION
Fremont Unified School District | Fremont, CA**

Fremont Unified School District is proposing the Thornton Middle School Conversion Project. The project would involve construction of new buildings, reconfiguration and modernization of existing buildings, development of new parking and vehicular circulation areas, various campus site upgrades and campuswide technology upgrades within the existing, 18-acre footprint of the Thornton Junior High School campus. The project is intended to convert the currently 7th and 8th grade junior high school to a middle school with 6th, 7th, and 8th grades. The project would increase the capacity of the school facilities from 1,259 to 2,176 students, a 73-percent increase in student capacity.

PlaceWorks prepared an EIR, geohazards study, Phase I Environmental Site Assessment (ESA), PEA, and pipeline safety hazard assessment.

Client Contact: David Seth, (916) 575-8888, David.Seth@vanir.com

**DILLARD ELEMENTARY SCHOOL MND/BIOLOGICAL STUDIES/PEA
Elk Grove Unified School District | Sacramento County, CA**

Dillard Elementary School is on approximately 9.2 acres at the corner of Wilton and Colony Roads in unincorporated Sacramento County. The school was constructed in the 1940s or 1950s and has 23 classrooms and 459 K–6th grade students. The approximately 9.6-acre parcel to the west was purchased in



the 1970s and is in a natural state except for trails that were developed for student use. The Elk Grove Unified School District expanded the school site by 2.7 acres onto this adjacent property. Existing buildings were demolished, and new buildings constructed. The new campus was expanded to 28 classrooms, with a master plan capacity of 41 classrooms. PlaceWorks completed the CEQA process with an MND, PEA, and Remedial Action Workplan and oversaw biological resource permitting.

Client Contact: Bill Heinicke, Director of Planning, 916.686.7797 x7367, wheinick@egusd.net

NEW COMPREHENSIVE DUBLIN HIGH SCHOOL EIR

Dublin Unified School District | Dublin, CA

The proposed comprehensive high school would be Dublin Unified School District's second high school in the City of Dublin. The proposed school would consist of classrooms, education- and administration-related indoor spaces, as well as outdoor physical education, instructional, and recreational components. It would include onsite surface parking spaces and internal drop-off and passing lanes designed for onsite traffic flow and reduced queuing at school entrances. Construction of the proposed project would occur on a total of approximately 24 acres. The new comprehensive high school is planned to ultimately accommodate approximately 2,500 students and will be built in two phases (Phase I and Phase II).

Client Contact: Chris Stevens, Chief Facilities Operations Officer, Dublin Unified School District, 925.557.0109, stevenschris@dublinusd.org

ESENCIA K-8 SCHOOL/JOINT-USE PARK

Capistrano Unified School District | Rancho Mission Viejo, CA

PlaceWorks prepared the CEQA, Title 5/Geohazards, and DTSC documentation for the acquisition of property and construction and operation of a 16-acre K-8th grade school with four acres of shared/joint-use facilities. The proposed school campus has 50 classrooms for 1,236 kindergarten through 8th grade students, along with an administration/kitchen/multipurpose building, lunch shelters, hard-courts and playgrounds, a soccer field, and two parking lots.

Given the limited size of the campus, the project required joint-use sports fields shared with the adjoining park to satisfy CDE physical education requirements. The joint-use facilities included soccer and baseball fields, a multipurpose building, and parking lot.

PlaceWorks worked closely with the Capistrano Unified School District and project architect to ensure that both the school and joint-use park were cleared with all CDE-required studies.

Client Contact: John Forney, Chief Facilities Officer, 949.234.9545, sgforney@capousd.org

Acknowledgment

This proposal shall remain valid for a period of 90 days from the time of submittal. As Principal, I am authorized to bind PlaceWorks and the project team to the contents of this proposal.

We look forward to working with you to bring about the successful completion of this project. If you have any questions regarding the contents of this proposal, please feel free to contact the undersigned.

Respectfully submitted,

PLACEWORKS



Dwayne Mears, AICP
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