



INITIAL STUDY OF POTENTIAL ENVIRONMENTAL IMPACTS

1. **Project title:** Saint Mary's College High School Master Plan
2. **Lead agency name and address:** City of Albany, 1000 San Pablo Avenue, Albany CA 94706.
3. **Contact person and phone number:** Jeffrey Bond, Planning Manager; (510) 528-5760, FAX (510) 524-9359, e-mail: jbond@albanyca.org
4. **Project location:** 1600 Posen Avenue, Albany, CA
5. **Project sponsor's name and mailing address:** Saint Mary's College High School, 1294 Albina Avenue, Berkeley, CA 94706-2599
6. **General Plan designation:** Public/Quasi Public
7. **Zoning:** Public Facilities (PF)
8. **Description of project:** The Applicant has requested modifications to the existing Conditional Use Permit (CUP #93-27, as revised), primarily to delete current limitations on gross square feet to enable implementation of the proposed Master Plan for the 12.5-acre Saint Mary's College High School campus. The proposed modification of the current CUP would also remove language pertaining to construction provisions of projects that have already been completed which are no longer applicable, and to clarify language that has resulted in differences in interpretation, questions and confusion, consistent with the proposed Master Plan. An enrollment increase is not part of the application, and the implementation of the Master Plan would not result in any increase in enrollment beyond that currently allowed under the existing enrollment cap of 630 students in force since 1995 (600 students, which may be exceeded on an absolute basis by up to five percent to allow for attrition and other student body changes).

This Master Plan (see **Appendix A**) follows the completion of projects approved under a Master Plan initiated in 1972, when the school decided that it had to abandon De La Salle Hall due to its liability as an earthquake hazard. It is intended to address changes to educational programs and the facilities that support them in the years since the current Conditional Use Permit was approved. New classrooms are proposed to replace existing substandard rooms, to incorporate new technologies, to reduce class sizes, and to allow more flexible room scheduling. Old classrooms are proposed to be converted to student activity spaces (there are currently no student activity spaces of this type on campus). State-of-the-art facilities for the music program are proposed. The Master Plan also proposes that offices be removed from Vellesian Hall and centralized on campus. Additional space is proposed for offices, meeting rooms, and student life. The Master Plan improvements are designed to strengthen and develop the expression of religious beliefs and values of the Lasallian community.

The facilities program for the Master Plan has three priorities:

- Replace and update aged or inadequate facilities (band room, student center kitchen, small or inadequate classrooms) and provide for flexibility in program scheduling.
- Reinforce the community values of a Lasallian education (smaller class size, chapel, multi-use meeting spaces).
- Consolidate and improve central functions (administrative offices, library, remove Vellesian Hall).

The individual projects to be implemented under the Master Plan are shown in **Figure 1**. These are:

ONE – Performing Arts Music Building, Student Center and Multi-Use Building

A. The new Performing Arts Music Building facilities would include a new band room, choral room, dance room and practice rooms.

- Replace Band Room pavilion with new band room, choral room, dance room, and practice room.
- Offices
- Dressing and storage rooms

Though it will be for academic use, for acoustical reasons the Performing Arts Music Building should be in the active zone of the campus and away from the neighbors. Also, it will be used as a prep area for student performances in the Multi-Use Building, Gymnasium-Auditorium and Student Center – so it must be central to all three.

B. Athletic Facilities: The athletic facilities would be located on the second floor as an expansion of the existing training room, over the dance room.

- Expansion of existing training room, storage, athletic office

C. Student Center (1977) – Renovation & expansion: The Shea Center houses cafeteria and snack bar kitchen. There are two classrooms in the lower level. The principal need is space; the facility cannot accommodate all the students during lunch during periods of inclement weather. There is no space for student activities. The Shea Student Center is one of the most heavily used facilities on campus. Food service needs have expanded considerably since the building was completed. The kitchen should be expanded and improved to accommodate both snack bar and lunch service, and catering for large gatherings. Covered outdoor dining is suggested. Future removal of the existing classrooms in the lower level would allow incorporation of student-related activities, programs, and spaces (acoustics impair the use of space for classrooms).

- Expand Kitchen
- Remove eastern interior wall, expand dining, remove office
- Future – relocate existing classrooms to new classroom building and convert space to student use

KEY

- PERFORMING ARTS MUSIC FACILITIES: BAND ROOM, CHORAL ROOM AND PRACTICE ROOMS
 - TRAINING ROOM EXPANSION (UPPER FLOOR) AND CLASSROOM FOR DANCE, ETC. (LOWER FLOOR)
 - STUDENT CENTER RENOVATION, KITCHEN EXPANSION
 - NEW MULTI USE FACILITY WITH MAINTENANCE SHOP AND STORAGE
- ST. JOSEPH'S HALL RENOVATION & EXPANSION INCLUDING SEISMIC UPGRADE, IMPROVE CLASSROOMS, CENTRALIZE ADMINISTRATION, IMPROVE LIBRARY
- CHAPEL
- NEW CLASSROOM BUILDING & GALLERY
DEMOLITION OF VELLESIAN HALL AND CAMPUS ENTRY/CREEK IMPROVEMENTS

OTHER RENOVATION NEEDS

- MURPHY HALL SCIENCE BUILDING - CLASSROOM CONVERSION
- CRONIN HALL - SEISMIC UPGRADE AND CLASSROOM CONVERSION
- SHEA STUDENT CENTER - CLASSROOM CONVERSION

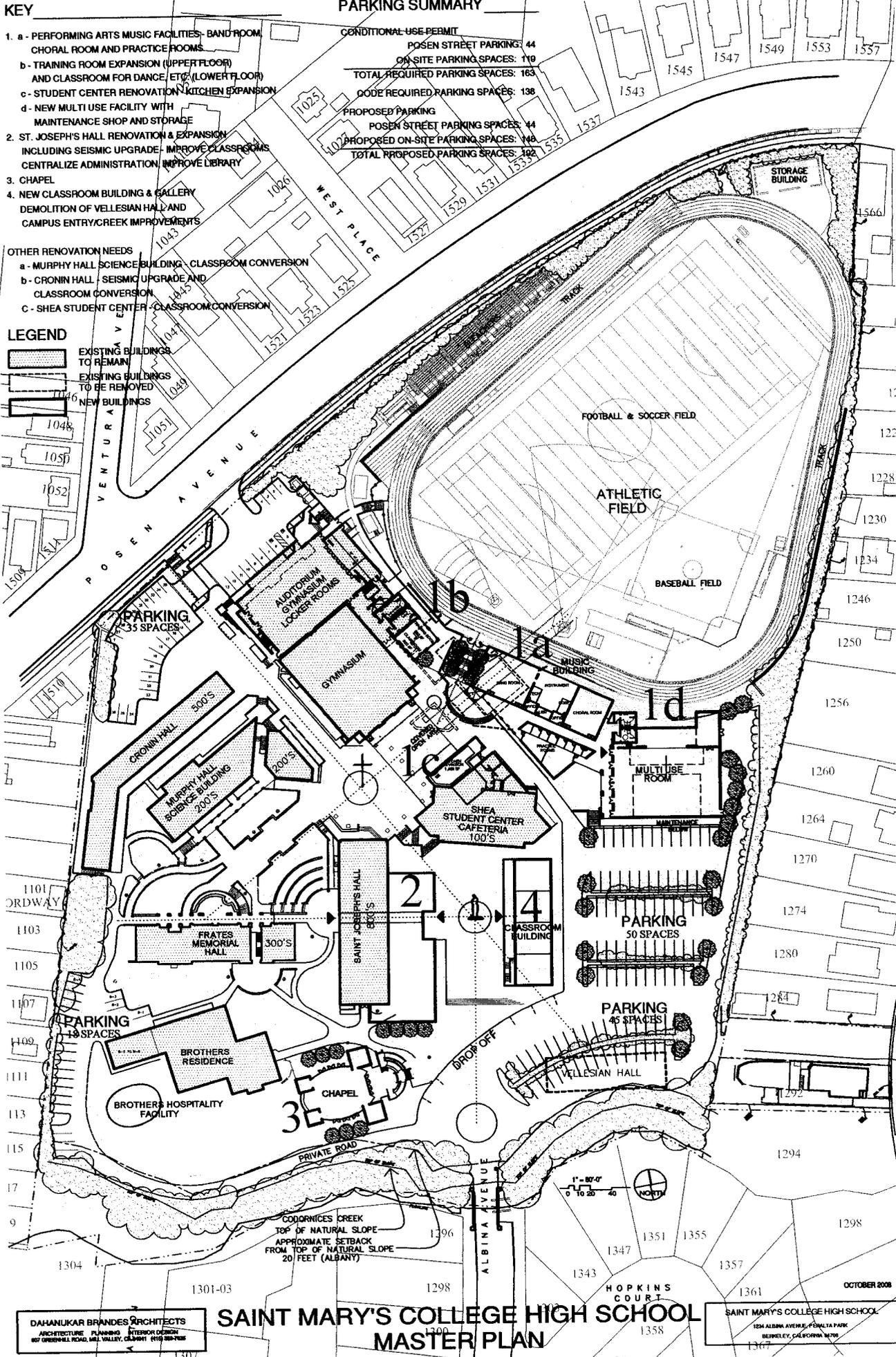
LEGEND

- EXISTING BUILDINGS TO REMAIN
- EXISTING BUILDINGS TO BE REMOVED
- NEW BUILDINGS

PARKING SUMMARY

CONDITIONAL USE PERMIT
 POSEN STREET PARKING: 44
 ON-SITE PARKING SPACES: 110
 TOTAL REQUIRED PARKING SPACES: 163
 CODE REQUIRED PARKING SPACES: 138

PROPOSED PARKING
 POSEN STREET PARKING SPACES: 44
 PROPOSED ON-SITE PARKING SPACES: 146
 TOTAL PROPOSED PARKING SPACES: 192



DAHANUKAR BRANDES ARCHITECTS
 ARCHITECTURE PLANNING INTERIOR DESIGN
 807 GREENHILL ROAD, MIL VALLEY, CALIF. 94538-1158

**SAINT MARY'S COLLEGE HIGH SCHOOL
 MASTER PLAN**

SAINT MARY'S COLLEGE HIGH SCHOOL
 124 ALBINA AVENUE, FORTUNA PARK
 BERKELEY, CALIFORNIA 94709

OCTOBER 2008

- D. Multi-Use Facility: Currently the Gymnasium-Auditorium uses are in conflict with each other. There is need for an additional facility to avoid concurrent demands for space. The Student Center, the other large multi-use facility on campus, is also heavily used as well. The new multi-use space should have retractable tiered seating to allow flexible use. It should be located adjacent to the Performing Arts rooms which would function as preparation area, Green Room, and staging area for performances.

The lower level would replace the maintenance shop space currently in Vellesian Hall and would provide storage for a variety of needs including performing arts materials.

- Multi-Use Facility – performing arts for band, choral, and dance performances, space for assemblies; 750 seats to accommodate students, faculty, and guests; banquet facility, and recreational use.
- Maintenance Shop: shop, storage for materials, supplies and equipment for maintenance, janitorial, and grounds; maintenance office, toilets and showers; washing machine and dryer
- Student Activities Storage: for materials, supplies, and equipment
- Performing Arts Storage: for materials, supplies, equipment, and sets
- General School Storage: for office and classroom furniture and equipment
- Shea Center Storage: for cafeteria table, chairs, supplies, and equipment
- Parent Association & Booster Parents Storage: for materials, supplies, and equipment

The Multi-use Building serves a variety of functions. It supports the program and performance needs of the Music Building, and it should be adjacent to the Student Center to support campus functions. It should be connected to the Music Building, adjacent to the Student Center, and in proximity to the Gymnasium-Auditorium.

TWO – Saint Joseph’s Hall (1957) – Renovation & Expansion, Including Seismic Upgrade

The central campus building in location and function is the preferred location for students and educational program support, including: offices, library, media center, and special classrooms (language lab, etc.). Saint Joseph’s Hall is the most prominent building on campus. It is highly regarded and should be retained. It is composed of three floors. The upper level, once a student dormitory, is now administrative offices; the lower level is a library and media center and classroom; a classroom and small storage area are on the lowest level. There would be significant benefits in locating all administrative offices together (offices are also currently located in Vellesian Hall). The size of the library is adequate, but in need of upgrade. An internal technology and materials and finish upgrade of existing library, media center, and offices is desired. Improvements to this building should include seismic upgrade. Though the building was well designed and constructed for its time, there are deficiencies in several areas. The wood roof system should be more securely tied to the concrete walls; supplementary bracing should be added in this area. The length of the building should be more adequately seismically braced; an intermediate transverse wall should be added near the building mid-point. Some windows may need to be closed to provide additional lateral resistance. The brick veneer is probably unsecured; it should be removed or reinforced. It may not be possible to upgrade the building

to current seismic code; however, for preservation of this significant building a rehabilitation program could bring the building to an acceptable level of seismic safety.

- 3rd Floor – Administrative Offices
- 2nd Floor – Reception
- 2nd Floor – Library and Classrooms
- 1st Floor – Facilities (computer server, archives, elec., storage, etc.)

Expansion of Saint Joseph's Hall accommodates the consolidation of administration in one building and provides for improvement of the library. The expansion toward the southeast is feasible and offers opportunity for a new campus entry.

THREE – Chapel

A center stone for the campus should be a structure symbolizing the mission of the school and focusing on the values of the community. A chapel would be an expression of the school's Catholic identity, a special place of gathering, worship and prayer; a point of orientation, and a place of thoughtful reflection. The location selected is one that is visible when arriving on campus, but set aside from other facilities on the tree-sloped hillside. General use of the Chapel would be for worship, religious services, quiet prayers and meditation, religious instruction and a place for the Blessed Sacrament. The capacity would be 200 people to accommodate one grade level, faculty, and guests. Specific uses would include:

- Adoration of the Blessed Sacrament
- Class Masses
- Brothers Community Masses and Morning and Evening Prayers
- Masses during lunch, especially during Advent and lent
- Alumni Masses
- Group Prayer Services (Immersion programs, Athletic Teams, faculty and Staff, New teachers, Student Leadership, etc.)
- Memorial Services, especially on All Soul's Day and throughout November
- Observance of Liturgical Year
- Programmatic: Ritual and Worship Classes, World religion Class, Reconciliation Services, Day of the Dead prayer service, Prayer Service for Holocaust Victims, etc.

The Chapel site should be separate from, but closely related to the Brothers residence and academic part of the campus. It should be visible from the main entrance to the school – its image is central to the

mission of the school. It is desirable that the setting be well landscaped. These criteria suggest a location on the hillside between the campus entry, Brothers Residence and Saint Joseph's Hall.

FOUR – Classroom Building

This facility will provide needed classrooms to better accommodate educational programs. The nine classrooms should be similar to those provided in the new Frates Memorial Hall, large and multi-use. Two classrooms should be divided with an operable wall. Because of the location of this building and the adjacency of the multi-use building, it is expected that the focus of the classrooms be related to the fine and performing arts. One of the classrooms should be a 2D studio, the other a 3D studio. AV/TV production facility may be another possible program.

- Classrooms – 2 floors of 4 each, Lower (partial) floor classroom and Gallery
- Demolition of Vellesian Hall and Campus Entry/Creek Improvements: Vellesian Hall (3,900 square feet) was originally a worker dormitory, used for many years as a storage shed. Currently it is used for offices and maintenance. Vellesian Hall has served the school well over the years. However, the remote location compromises the function of the offices and the spaces do not adequately serve the development functions of the school. A removal of this building would allow improvements to parking and vehicle circulation. It would also allow an opportunity to visually improve the eastern side of the campus and showcase the creek.

The classrooms should be located in the academic quadrangle – but there is no space available in that portion of campus. To facilitate student circulation during change of class, the new classrooms should be readily accessible to the other classrooms. The challenge in separating the new classrooms from the others by Saint Joseph's Hall will be addressed with the provision of a linking passage through Saint Joseph's Hall, with offices above and on a separate level from the academic spaces.

OTHER RENOVATION NEEDS

Cronin Hall (1952, 1959)

Cronin Hall houses nine classrooms built in two phases. Four classrooms on the lower level are remote and not very accessible; they are substandard with awkward shapes, poor light and ventilation. The upper level classrooms are large and prized because of size, windows, and views. The structural characteristics should be evaluated in detail; deficiencies have been previously noted. The wood frame building would probably perform adequately in an earthquake with strengthening of wall to roof connections, lateral reinforcing of the covered arcade, and additional lower floor lateral bracing. Serious structural deficiencies could be corrected with a program of improvements.

Seismic design issues and poor classroom space in the basement can be improved. With some reasonable investment, the building should remain serviceable for some time.

- Reinstate one classroom removed from service as required by City (2005)
- Lower floor renovations to convert one classroom to accommodate student activities (after the proposed classroom buildings).
- Convert one of the classrooms into an additional science laboratory

Murphy Hall Science Building (1986)

The triangular classrooms are small.

- Two small classrooms to be converted to office use.

Student Center – Second Phase Renovation

Removal of the existing classrooms in the lower level would allow incorporation of student-related activities, programs, and spaces (acoustics impair the use of space for classrooms).

- Lower floor renovations to convert two classrooms to accommodate student activities (after the proposed classroom building).

Existing buildings that would remain include the Gymnasium (1948, which is in need of improved acoustics and window coverings), the Gymnasium Auditorium (1995, which is over-used, since it serves as both gymnasium and auditorium), and Frates Hall (2002, with 8 large classrooms which should be considered as a standard for future classrooms).

Saint Mary's College High School is dependent on donations for its new facilities, which leads to uncertainty in scheduling the various improvement projects identified in the Master Plan. The Applicant has indicated that the scheduling priorities for projects identified in the Master Plan are:

ONE – Performing Arts Music Building, Athletic facilities, Student Center, and Multi-Use Building: The replacement of the current band room is the highest priority – the space is inadequate and the acoustics cannot be managed. It was never designed for this use; it was originally an exterior dining pavilion and no amount of acoustical treatment can make it acceptable for this use.

- The planned location of the new building would require demolition of the existing building. There would be a need for an interim portable facility to house the music program during construction.
- The construction of the music building would require that the expansion of the training room be done at the same time – there would be no construction access to the training room after the music building is built. The construction of the training room will require an interim facility. Similarly, the expansion of the Student Center kitchen would also be recommended. Food will be catered in the Student Center during construction of the kitchen.
- Access to the field would be impaired, but there is access through the Gymnasium-Auditorium lobby. The relocation of three parking spaces would be required.
- The Multi-Use Building would be on the existing softball infield. There would be some disruption of campus activities, but the construction would not reduce parking or require relocation of school activities.

TWO – Saint Joseph's Hall: Saint Joseph's Hall renovation and expansion would be the most disruptive of school activities.

- It would require temporary relocation of Administrative offices, library and classrooms. This would require temporary facilities on the softball field, or use of the Multi-Use Building if that structure has been completed.
- It would not require displacement of parking spaces, though the circle would be eliminated; vehicles would be required to use the parking lot loop.

THREE – Chapel: The third major construction phase would be the Chapel – it is the component of the Master Plan for which there is no current facility on campus. In sequence, it could be built at any time funding is available; it requires no precedent and has no planning consequences. It would not require relocation of existing uses; it would be constructed on an open slope and would not require removal of any existing structures or parking spaces.

FOUR – Classroom Building and Parking: This would likely be the last phase of construction.

- It would require that the Music Building and Multi-Use Building be completed (because of access limitations). It also requires that Vellesian Hall be removed prior to work proceeding.
- The parking lot reconstruction would likely be scheduled during the summer to avoid loss of parking spaces, minimize disruption to campus activities, and avoid storm drainage issues during the construction.

All of the major construction projects would require access from the Albina Avenue side of the campus, and would, after Master Plan approval by the City, require review of the project design.

Existing facilities at the Saint Mary’s College High School campus total 93,707 square feet of usable floor space, and includes a total of 29 classrooms. At Master Plan buildout, the campus would support facilities with a total of 141,147 square feet of usable floor space, and would provide 36 classrooms. Of that total, 70,447 square feet of existing usable floor space and 22 existing classrooms would remain in place. Development as proposed under the Master Plan would add 70,700 square feet of new usable floor space, including 14 new classrooms. None of the proposed structures would exceed the City of Albany’s current Planning and Zoning Code height limitation of 40 feet.

The Saint Mary’s College High School Campus is currently supported by 44 parking spaces along Posen Avenue and 119 parking spaces on-site (this does not include private parking spaces provided at the Brothers Residence). Under the Master Plan, existing parking areas on-site would be reconfigured, and 29 new on-site parking spaces would be added. Since no increase in enrollment would result from implementation of the Master Plan, existing parking demand during a normal school day would not increase.

As indicated above, there would be no expansion of student enrollment beyond the existing enrollment cap in force since 1995. Although there would be additional student activity space provided under the proposed Master Plan, the types of student activities would remain similar to those of today, with the opportunity to “spread out” these activities rather than require the shared use of the limited activity space currently available on campus. For example, in the case of the current gymnasium/auditorium, the facility is currently shared by the basketball teams and the theater group, with use of the facility by one group precluding use by the other group at any given time. With the completion of the proposed Multi-Use Facility under the Master Plan, the gymnasium/auditorium could be used more often by the basketball teams (except during actual theatrical performances), with the theater group using the Multi-Use Facility for rehearsals (rather than

relying on the gymnasium/auditorium for rehearsals as today, which conflicts with basketball scheduling). Today, both uses of the gymnasium/auditorium cannot take place concurrently. However, as shown in this example, once the proposed Multi-Use Facility is in operation, there may be some increase in the use of the campus after normal classroom hours, since both activities (basketball and theatrical rehearsals) could then be scheduled at the same time in different buildings.

9. **Surrounding land uses and setting:** The Saint Mary's College High School campus is located in the Peralta Park neighborhood, a predominantly residential area with some homes located in Albany, and others located in Berkeley (see aerial photograph on page 54). The campus is adjacent to residences fronting on Ordway along the westernmost edge of the property, and adjacent to Posen Avenue to the west and north, with residences located along the opposite side of Posen Avenue (and up the hill behind the houses along Posen Avenue, including residences on Ventura Avenue and Beverly Place). To the east, the campus is adjacent to residences which front along Monterey Avenue in Berkeley. To the south, the campus is adjacent to Codornices Creek, with residences on the opposite side of the creek in Berkeley. No portion of the Project site is located outside of the City of Albany.

10. **Other public agencies whose approval is required:** The Applicant will be required to submit a Notice of Intent to the State Water Resources Control Board and to develop an acceptable Storm Water Pollution Prevention Plan (SWPPP) prior to obtaining coverage under the NPDES General Permit for construction activity prior to the start of demolition, site preparation or construction at the campus.

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 checklists on the following pages. (***NONE – All potentially significant environmental impacts identified in the Initial Study can be reduced to a level of less than significant through implementation of the mitigation measures recommended in the Initial Study***)

	Aesthetics
	Biological Resources
	Hazards & Hazardous Material
	Mineral Resources
	Public Services
	Utilities/Service Systems

	Agriculture Resources
	Cultural Resources
	Hydrology/Water Quality
	Noise
	Recreation
	Mandatory Findings of Significance

	Air Quality
	Geology/Soils
	Land Use/Planning
	Population/Housing
	Transportation/Traffic

DETERMINATION: (To be completed by the Lead Agency)

On the basis of this initial evaluation:

	I find that the project COULD NOT have a significant effect on the environment, and the project qualifies for a Categorical Exemption pursuant to CEQA Guidelines Section 15303, which allows exemption of construction of small or appurtenant structures such as fences; and Section 15304, which allows exemption of minor alterations of land, such as grading of a slope of less than 10%. A NOTICE OF EXEMPTION will be filed with the County Clerk.
	I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
X	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.

Signature: _____

Date: _____

Printed Name: Jeffrey Bond, Planning Manager

For: City of Albany Community Development Department

EVALUATION OF ENVIRONMENTAL IMPACTS:

I. AESTHETICS -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
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.	Substantially degrade the existing visual character or quality of the site and its surroundings?				X
d.	Create a new source of substantial light or glare, which would adversely affect day or nighttime views in the area?				X

Existing Conditions: The Saint Mary’s College High School campus is visible from adjacent residences along Monterey Avenue, from adjoining residences along Posen Avenue, from vehicles traveling to the end of Albina Avenue, from residences on the opposite side of Posen Avenue (and also from some residences further up the hill behind Posen Avenue, including some residences on Ventura Avenue and Beverly Place), and from vehicles moving along Posen Avenue. Trees and other vegetation currently screen views of the campus from the residences along Monterey Avenue and Codornices Creek to a large extent, and the view along Posen Avenue is characterized by the athletic field [Thomas M. Brady Park], the gymnasium/auditorium and the adjacent parking area. The campus is located in a residential area where light from homes, streetlights and passing vehicles is visible at night. Existing campus buildings are sometimes used in the evenings, at which time there may be interior lights visible through some windows from some off-campus locations. Portions of the campus have limited security lighting, and lighting is provided at all on-campus parking areas. There is no athletic field lighting. Although light from the campus is visible to those living in (or moving through) the surrounding area at night (particularly in areas above Posen Avenue which are located above the campus) this has not been the basis for any formal complaints associated with light or glare.

Explanation:

a. Scenic vistas: There are no formally-identified scenic vistas in the vicinity of the campus. Therefore, implementation of the Master Plan would not have any substantial adverse effect on any scenic vista. [Sources: 1, 17]

b. Scenic resources: There are no scenic resources (formally identified by the City of Albany or any other agency) on, or in the vicinity of, the campus that would be adversely affected by implementation of the Master Plan. [Sources: 1, 17]

c. Visual character: Implementation of the Master Plan as proposed (e.g., the demolition or modification of existing structures, the construction of new structures, the modification of existing landscaping, etc.) would result in a change in the existing visual character of the campus, but would not substantially degrade the visual character of the campus. Saint Mary's College High School has indicated that the proposed Master Plan projects are intended to improve and enhance the visual character of the campus. Following implementation of the Master Plan, the basic visual elements of the campus (e.g., buildings, the athletic field, parking areas, etc.) would remain generally similar in visual appearance to what is currently seen on campus, although the placement of buildings and parking areas on some portions of the campus would be modified to some extent., No new structure proposed under the Master Plan would exceed the City of Albany's current 40-foot height restriction. The removal of mature eucalyptus trees along Posen Avenue (which has taken place as part of the athletic field renovation project currently underway) has changed the visual character of that portion of the campus, although the proposed replacement landscaping would continue to provide some screening of that portion of the campus from viewers at street level. [Sources: 7, 17]

d. Glare: The construction of new buildings (e.g., the Music Building, the Chapel, and the Multi-Use Facility and related parking area) and the demolition and/or renovation of existing buildings would be expected to result in some changes in the placement of exterior lighting fixtures (e.g., light poles in parking areas, bollards along walkways, security lighting along buildings) on campus, but the basic concept and purpose behind the existing lighting patterns at the campus would not change. Some buildings on campus that would be used during evening hours would be illuminated internally, with light visible from the windows when in use after dark, as is the case with existing structures on the campus today. Although some living near the campus (particularly those living in homes above Posen Avenue) may be able to see light coming from the campus under existing conditions or following development anticipated under the proposed Master Plan, the proposed increase of existing floor space under the proposed Master Plan would not be expected to represent a new source of substantial light or glare, given the intent of Saint Mary's College High School to maintain its current approach toward facility lighting on campus, the level of visual screening present around the campus and compliance with City height limitations. The proposed addition of 29 on-campus parking spaces would not be expected to require any substantive increase in existing parking area lighting. [Sources: 7, 17]

II. AGRICULTURE RESOURCES -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
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.	Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use?				X

Existing Conditions: There are no farmlands on, or in the vicinity of, the Saint Mary’s College High School campus. No land on, or in the vicinity of, the campus has been zoned for agricultural use. No portion of the campus is currently protected by an active Williamson Act contract. [Source: 1]

Explanation: The campus is located in an urbanized area that has essentially been built-up with residential and institutional uses. The area is not zoned for agricultural use, and does not contain farmland or otherwise relate to agricultural resources. Implementation of the Master Plan as proposed would not result in the conversion of any agricultural land to non-agricultural uses. [Source: 1]

III. AIR QUALITY -- Where available, the significance criteria established by the applicable air quality management or air pollution control district may be relied upon to make the following determinations. Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Conflict with or obstruct implementation of the applicable air quality plan?				X
b.	Violate any air quality standard or contribute substantially to an existing or projected air quality violation?		X		
c.	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 (including releasing emissions which exceed quantitative thresholds for ozone precursors)?				X
d.	Expose sensitive receptors to substantial pollutant concentrations?		X		
e.	Create objectionable odors affecting a substantial number of people?				X

Existing Conditions:

Current Air Quality

Air quality conditions in the San Francisco Bay Area have improved significantly since the BAAQMD was created in 1955 (see **Appendix B** for background information on criteria contaminants and the air quality regulatory framework). Following years of declining emissions and ambient concentrations, in 1995 the Bay Area was redesignated as an attainment area for the national 1-hour ozone standard. However, hot, stagnant weather led to new exceedances of the national ozone standard in the summers of 1995 and 1996, and in 1998 EPA redesignated the region a nonattainment area with respect to the national 1-hour ozone standard. The Bay Area also violates the more stringent State ozone standard. The region has violated the State PM₁₀ standard fairly frequently in recent years, but has not exceeded the national standard since 1991. Neither State nor national standards for other criteria pollutants have been violated in recent years. **Table 1**, below presents a summary of air quality trends in the San Francisco area between 1999 and 2006.

Table 1: EXCEEDANCES OF AAQS AT SAN FRANCISCO MONITORING STATION, 1999-2007

<u>Pollutant</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Ozone									
National 1-Hour	0	0	0	0	0	0	-	-	-
State 1-Hour	0	0	0	0	0	0	0	0	0
National 8-Hour	0	0	0	0	0	0	0	0	0
State 8-Hour	-	-	-	-	-	-	0	0	0
Carbon Monoxide									
	0	0	0	0	0	0	0	0	0
Nitrogen Dioxide									
	0	0	0	0	0	0	0	0	0
Sulfur Dioxide									
	0	0	0	0	0	0	0	0	0
PM ₁₀									
National	0	0	0	0	0	0	0	0	0
State	6	2	7	2	1	1	0	3	2
PM _{2.5}									
	N/A	N/A	N/A	4	0	0	0	3	5

Source: Bay Area Air Quality Management District, Air Pollution Summaries, 1999 – 2007

Sensitive Receptors

Sensitive receptors are facilities that house or attract a concentration of children, the elderly, people with illnesses or others who are especially sensitive to the effects of air pollutants. Hospitals, schools, convalescent facilities, and residential areas are examples of sensitive receptors. The Saint Mary’s College High School campus is located in a predominantly residential area, and surrounding residences (and the school buildings themselves) would be regarded as sensitive receptors. Although campus-related traffic, facility heating/maintenance, and other day-to-day campus activities may generate air pollutants in relatively small quantities, routine operations at the campus do not expose sensitive receptors either on- or off-campus to substantial concentrations of air pollutants.

Explanation:

a. Air Quality Plans: With no increase in student enrollment, implementation of the Master Plan would not result in any substantive increase in the use of the campus relative to current use patterns, and would not result in any substantive change in existing traffic patterns or traffic volumes in the vicinity of the campus. With no significant changes in existing local traffic patterns or traffic congestion resulting from implementation of the Master Plan as proposed, there would be no conflict with the current Bay Area Clean Air Plan. [Sources: 4, 5]

b. Violation of Air Quality Standards: Site preparation and construction activities at the campus associated with implementation of the proposed Master Plan could temporarily generate dust and equipment/haul truck exhaust emissions that could be considered potentially significant in the absence of appropriate measures to control these emissions. The City has adopted permit and review procedures for monitoring of construction activities and enforcement of code requirements. City requirements include information on amount of cut and fill, weight and number of axles of haul vehicles, a traffic control plan and designation of a haul route. The Performance

Standards, Section 20.36 of the Zoning Ordinance, include standards for avoidance of dust and other particulate matter.

Mitigation: A dust control program shall be prepared by the Project developer and approved by the Community Development Department and City Engineer prior to issuance of a grading permit. The dust control plan shall address such items as covering stockpiled material, frequent watering of graded areas, revegetating graded areas, speed limits for grading equipment, and similar items.

Implementation of a dust control program as approved by the Community Development Department and the City Engineer, and compliance with the Performance Standards in Section 20.36 of the Zoning Ordinance would reduce the potential impacts associated with possible exposure of sensitive receptors to dust and exhaust emissions during construction associated with implementation of the proposed Master Plan to a level of *less than significant*. [Sources: 2, 14, 17]

c. Net Increase in Criteria Pollutants: With no increase in student enrollment, implementation of the Master Plan would not result in any substantive increase in the use of the campus relative to current use patterns, and would not result in any substantive change in existing traffic patterns or traffic volumes in the vicinity of the campus. With no changes in local traffic congestion resulting from implementation of the Master Plan as proposed, there would be no cumulative increase of any criteria pollutant for which the regional air basin is currently nonattainment. [Sources: 5, 7, 14]

d. Sensitive Receptors: Residences are located west, north, east and south of the Saint Mary's College High School campus. Following implementation of the proposed Master Plan, routine day-to-day activity on the campus would not expose any sensitive receptors either on- of off-campus to substantial air pollutant concentrations. However, those living in the nearby residences, and those using other portions of the campus could be exposed to dust and equipment/haul truck exhaust emissions temporarily during site preparation and construction activity associated with individual Master Plan projects, an impact that could be considered potentially significant in the absence of appropriate measures to control these emissions. The Performance Standards, Section 20.36 of the Zoning Ordinance, include standards for avoidance of dust and other particulate matter.

Mitigation: A dust control program shall be prepared by the Project developer and approved by the Community Development Department and City Engineer prior to issuance of a grading permit. The dust control plan shall address such items as covering stockpiled material, frequent watering of graded areas, revegetating graded areas, speed limits for grading equipment, and similar items.

Implementation of a dust control program as approved by the Community Development Department and the City Engineer, and compliance with the Performance Standards in Section 20.36 of the Zoning Ordinance would reduce the potential impacts associated with possible exposure of sensitive receptors to dust and exhaust emissions to a level of *less than significant*. [Sources: 2, 14, 17]

e. Odors: Implementation of the Master Plan would not result in the development of any new facilities that would create objectionable odors. In addition, the Project would be required to comply with the Performance Standards, Section 20.36 of the Zoning Ordinance, which include standards for avoidance of odors. [Sources: 2, 7]

IV. BIOLOGICAL RESOURCES -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
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 Game 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 Game or US Fish and Wildlife Service?			X	
c.	Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (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

Existing Conditions: The Saint Mary’s College High School campus has been in active use for more than 100 years. Although there are trees and other vegetation along the edges of the athletic field (between the track and the homes fronting on Monterey Avenue, between the track and the sidewalk along Posen Avenue), and along Codornices Creek, these trees are not known to support any candidate, sensitive, or special-status species. However, raptors are known to nest in at least one tree in the vicinity of the campus.

The Federal Migratory Bird Treaty Act (MBTA, 16 U.S.C., Sec. 703, Supp I) prohibits any person to:

“...pursue, hunt, take, capture, kill, attempt to take, capture or kill, possess, offer for sale, sell, offer to purchase, purchase, deliver for shipment, ship, cause to be shipped, deliver for transportation, transport, cause to be transported, carry, or cause to be carried by any means

whatever, receive for shipment, transportation or carriage, or export, at any time, or in any manner, any migratory bird, included in the terms of this Convention ... for the protection of migratory birds ... or any part, nest, or egg of any such bird."

The list of migratory birds includes almost every native bird in the United States. This law also extends to parts of birds, nests and eggs. It is, therefore, a violation of the MBTA to directly kill or destroy an active nest of any bird species. The MBTA is typically applied on domestic projects to prevent injury or death of nesting birds and their chicks.

Explanation:

a. Effects on species: Implementation of the proposed Master Plan would result in the replacement of existing facilities and in the construction of new facilities in an area that already supports similar facilities (e.g., buildings, parking areas, etc.). Completion of the proposed improvements under the Master Plan would not have a substantial adverse effect on any species identified as a candidate, sensitive, or special-status species, as none are currently known to inhabit this previously-developed site. However, the possible disturbance of any nesting raptors (or any other species covered by the MBTA that may be nesting on, or in the vicinity of, the campus), during tree removal or construction activity associated with implementation of the proposed Master Plan would represent a potentially significant impact.

Mitigation: If proposed tree removal were to occur during the period August through February, no pre-construction survey for nesting birds would be required. If tree removal occurs during the March through July breeding season, however, a biologist shall conduct a pre-construction survey to determine if special-status birds are nesting on or near the site. The biologist shall conduct the survey no more than 30 days prior to initiation of tree removal. If there were no nest observed, tree removal or grading could proceed.

If a nest is observed in or near a tree on the site, it will be monitored for bird egg-incubation, including:

- Incubation behavior (e.g., regular periods of “disappearance” into the same location followed by short, secretive flights to forage),
- Extreme distress and alarm calls when in close vicinity of the nest tree, and
- Observation of food carried in the beak or claws to the nest.

If the biologist observes incubation behavior, incorporating the following measures should protect the nest location:

- Establishment of a buffer using orange construction fencing around the tree in accordance with CDFG recommendations until the young have fledged. The nest tree should be monitored a minimum of once per week to confirm that the young have fledged and that no new nesting pairs are present before the buffer is removed.
- If it is not feasible to delay or modify construction activities around the tree, the biologist shall contact the CDFG to discuss alternative buffer options.

Implementation of the above mitigation measure would reduce the environmental impacts associated with implementation of the Master Plan on nesting raptors (or any other species covered by the MBTA) to a level of ***less than significant***. Surveying for active nests prior to the start of construction for each Master Plan project

would confirm either the presence or absence of such nests, and if active nests are found, appropriate measures to establish an effective buffer to be enforced during all construction activity (or other measures acceptable to CDFG) can then be taken. [Sources: 7, 17]

b. Sensitive biological community: There are no areas of the campus which would be affected by the Master Plan construction projects that provide riparian habitat, or that have been formally identified as sensitive natural communities. Storm drainage from the campus would ultimately be directed primarily into Codornices Creek, which passes along the southern edge of the Saint Mary's College High School campus (some stormwater also flows from the site toward Posen Avenue, but such storm drainage would not have the potential to adversely affect any sensitive biological community in a significant way). Although the creek and immediately adjacent areas may provide some riparian habitat values, compliance with all RWQCB stormwater collection and treatment requirements would effectively limit any possible adverse effects that drainage from the campus could have on these areas to a level of less than significant. [Sources: 7, 13, 17]

c. Wetlands: There are no federally-protected wetlands located at the campus, and the implementation of the Master Plan would not have any adverse effects on any wetlands. [Sources: 13, 17]

d. Wildlife movement: The majority of the Saint Mary's College High School campus is currently fenced, which already limits the movement of native resident or migratory wildlife species through the site and the surrounding residential neighborhood to a large extent. One element of the athletic field renovations currently underway will be installing a new stepped six foot tall ornamental iron fence along a the Posen Avenue side of the athletic field, but as this area is already fenced today, this would not further restrict potential wildlife movement in the area. The construction of a fence along the portion of the athletic field adjacent to homes fronting on Monterey Avenue has been required to enhance the privacy of adjacent residents as a condition of approval for the athletic field renovation project (currently underway), but this fence would replace an existing fence, and would not be expected to further restrict wildlife movement in any substantive way. No aspect of Master Plan implementation would interfere with the movement of fish, as no improvements are proposed in the vicinity of nearby Codornices Creek as part of the Master Plan. The campus is not located within a wildlife corridor, and does not provide any wildlife nursery sites. [Sources: 13, 17]

e. Policies on biological resources: There is no City tree preservation ordinance in force in this portion of the City. In the absence of such a an ordinance or similar policy, removal of existing trees at the campus as proposed would be considered a less than significant impact. [Sources: 2, 7, 13, 17]

f. Habitat conservation plans: The City of Albany has not adopted any Habitat Conservation Plan, Natural Community Conservation Plan, or other similar local plans intended to protect habitat areas or natural communities, and there are no similar regional or state habitat conservation plans in force at the Saint Mary's College High School campus. [Sources: 1, 2]

V. CULTURAL RESOURCES -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Cause a substantial adverse change in the significance of a historical resource as defined in §15064.5?		X		
b.	Cause a substantial adverse change in the significance of an archaeological resource pursuant to §15064.5?		X		
c.	Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?		X		
d.	Disturb any human remains, including those interred outside of formal cemeteries?		X		

Existing Conditions. There are four buildings located on the Saint Mary’s College High School campus that are either more than 50 years old (St. Joseph’s Hall, the original portion of the Gymnasium, and part of Cronin Hall) or are approaching age 50 (Vellesian Hall). However, despite the age of these structures, none have been formally identified as “historic resources” by the City of Albany or any other agency.

JRP Historical Consulting, LLC (JRP) inventoried and evaluated Vellesian Hall, Saint. Joseph’s Hall, and Cronin Hall because they are the only buildings that implementation of the proposed SMCHS would impact that have potential to be considered historical resources. This evaluation was intended to assess whether any of these buildings should be considered a historical resource for the purposes of CEQA (i.e., whether they are listed in, determined to be eligible for listing in, or appear to meet the criteria for listing in the California register of Historical Resources [CRHR] or national Register of Historic Places [NRHP]). Because the City of Albany does not have a historic preservation ordinance, there were no local criteria to apply. The three buildings are described and evaluated on Department of Parks and Recreation Primary and Building Structures and Objects Record forms (DPR 523) forms, provided in **Appendix C**.

JRP concluded that the three buildings evaluated do not appear to meet the criteria for listing in the NRHP/CRHR. Thus, Saint Joseph’s Hall, Cronin Hall, and Vellesian Hall are not historical resources for the purpose of CEQA.

There are no known archaeological, paleontological or unique geologic resources at the Saint Mary’s College High School campus. No portion of the campus has been previously used as a cemetery, and no human remains are known to be present.

Explanation:

a. **Historical Resources:** The campus has been previously developed, no historic structures are present at the site, and no unidentified historical resources are known to exist below the soil surface at the site. However, if historical resources were to be uncovered during site preparation associated with individual Master Plan projects, and subsequently damaged, this would represent a potentially significant environmental impact.

Mitigation: In the event that any previously unidentified historical resources are uncovered during site preparation, excavation or other construction activity, all such activity shall cease until these resources have been evaluated by a qualified archaeologist and specific mitigation measures can be implemented to protect these resources.

Incorporation of this mitigation measure will reduce the impacts associated with possible disturbance of unidentified historical resources at the campus to a level of *less than significant*. [Sources: 1, 17]

b. Archaeological Resources: The campus has been previously developed, and no archaeological resources are known to exist at the site. Implementation of the proposed Master Plan would not be expected to affect any archaeological resources. However, if archaeological resources were to be uncovered during site preparation associated with individual Master Plan projects, and subsequently damaged, this would represent a potentially significant environmental impact.

Mitigation: In the event that any previously unidentified archaeological resources are uncovered during site preparation, excavation or other construction activity, all such activity shall cease until these resources have been evaluated by a qualified archaeologist and specific mitigation measures can be implemented to protect these resources.

Incorporation of this mitigation measure will reduce the impacts associated with possible disturbance of unidentified archaeological resources at the campus to a level of *less than significant*. [Sources: 1, 17]

c. Unique Paleontological Resources /Geologic Features: The campus has been previously developed, and no paleontological resources or unique geologic features are known to exist at the site. Implementation of the proposed Master Plan would not be expected to affect any paleontological resources or unique geologic features. However, if paleontological or unique geologic resources were to be uncovered during site preparation associated with individual Master Plan projects, and subsequently damaged, this would represent a potentially significant environmental impact.

Mitigation: In the event that any previously unidentified paleontological or unique geologic resources are uncovered during site preparation, excavation or other construction activity, all such activity shall cease until these resources have been evaluated by a qualified archaeologist and specific mitigation measures can be implemented to protect these resources.

Incorporation of this mitigation measure will reduce the impacts associated with possible disturbance of unidentified paleontological or unique geologic resources at the campus to a level of *less than significant*. [Sources: 1, 17]

d. Human Remains: The campus has been previously developed, and no human remains are known to exist at the site. Implementation of the proposed Master Plan would not be expected to disturb any human remains. However, if human remains were to be uncovered during site preparation associated with individual Master Plan projects, and subsequently damaged, this would represent a potentially significant environmental impact.

Mitigation: In the event that any human remains are uncovered during site preparation, excavation or other construction activity, all such activity shall cease until these resources have been evaluated by the County Coroner, and appropriate action taken in coordination with the Native American Heritage Commission.

Incorporation of this mitigation measure will reduce the impacts associated with possible disturbance of human remains at the campus to a level of *less than significant*. [Sources: 1, 17]

VI. GEOLOGY AND SOILS -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Expose people or structures to 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.				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 risks to life or property?		X		
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?				X

Existing Conditions:

Regional Seismicity and Geology

The Saint Mary’s College High School campus lies in the tectonically active Coast Ranges Geomorphic Province of Northern California in Alameda County, a region characterized by frequent seismic activity along the margin between the North American and Pacific Plates. Tectonic stress is periodically released when there is slip along one of the area faults, causing an earthquake. Active faulting and crustal deformation affects the topographic geometry of the region; ridges and valleys trend northwest to southeast, parallel to the strike of the faults. In the San Francisco Bay region, fault displacement is primarily right lateral strike-slip (horizontal) with lesser dip-slip

(vertical) components. Active earthquake faults may include several fault strands in a broad zone, or a single actively creeping identifiable fault. Most slip is accommodated along fault planes that cause surface rupture along fault traces, but slip may also occur in the subsurface and not cause surface rupture, instead occurring along “blind” thrust faults. The California Geological Survey has mapped active faults in the area, which show evidence of rupture during the past 11,000 years. These faults, most of which have had historical earthquakes, are summarized on the official Alquist-Priolo Earthquake fault zone maps published by the State of California Geological Survey (California Division of Mines and Geology, *Digital Images of Official Maps of Alquist-Priolo Fault Zones of California, Central Coast Region*, DMG CD 2000-004, 2000). The fault nearest to the campus is the Hayward fault, located 0.9 miles east of the site (DCM Engineering, *Geotechnical Engineering Investigation Report – Field Renovation Project - Saint Mary’s College High School, Albany, California*, 2004).

Area Geology

The campus is located in Albany, California, in an area of gently sloping topography located near the toe of the Berkeley Hills. According to published geologic mapping of the area (Dibble, *Preliminary Geologic Map of Richmond Quadrangles Alameda: U.S. Geological Survey Open-File Report 1100*, 1980; Helley, E.J. and Graymer, R.W., *Quaternary Geology of Alameda County and Surrounding Areas, California: derived from the Digital Database, U.S. Geological Survey Open-File Report 97-97*, 1997), the site is underlain by alluvial soil deposits identified as older alluvium and Pleistocene age alluvial fans and fluvial deposits at depth. Geologic mapping shows bedrock consisting of Rhyolite volcanic rock and sheared greenstone, sandstone, and shale about 3,000 feet northeast of the campus. No bedrock was encountered within the borings drilled for the athletic field renovation project (currently underway), but variably hard alluvial deposits were encountered. The geologic mapping is generally consistent with native subsurface conditions encountered within the borings drilled for the athletic field renovation project and the adjacent previous gymnasium addition project.

Existing Site and Subsurface Conditions

Although much of the campus lies on a relatively level graded pad, historic topographic maps and the general lay of the land indicate that prior to grading, an east-west trending ridge occupied the site. The north side of the ridge sloped down towards present-day Posen Avenue, and the south side of the ridge sloped down towards Codornices Creek.

According to the Geotechnical Engineering Investigation Report (DCM Engineering, *Geotechnical Engineering Investigation Report - Field Renovation Project - Saint Mary’s College High School, Albany, California*, 2004), fill used to grade the level track and field pad consists of borrowed materials excavated from natural ridge areas of the Project site generally described as stiff or hard sandy clay with some medium dense to very dense clayey sand. Soil was found to be moist and moderately plastic, with occasional gravels. Penetration resistance within the native fill indicates the fill is presently in a compacted state. Overlying the bulk fill soils is an approximately 1½- to 2-foot thick layer of clayey fill imported for the natural turf field. In the geotechnical report, this is described as dark gray and dark brown, highly plastic clay with sand that was very moist to wet at the time of sampling.

Existing fills are underlain by native alluvial soils. These occur at or near the surface at the east end of the level pad at the athletic field, and below the fill elsewhere. The alluvial soils consist of moderately plastic clay, sandy clay, clayey sand, and silty or poorly graded sand. During the geotechnical investigation for the athletic field renovation project (currently underway), occasional gravels were found within the alluvial layers.

According to an earlier Geotechnical Investigation (Treadwell & Rollo, *Geotechnical Investigation – Saint Mary’s College High School Classroom Building, Berkeley, California*, 2000), the portions of the campus nearest Frates Memorial Hall are underlain by fill ranging in thickness from seven feet to 12 feet. The fill consists of a 1-

to 1½-foot thick layer of highly expansive clay at the existing ground surface, with the remainder of the fill consisting of dense to very dense clayey and gravelly sand and hard sandy clay. The fill was underlain by stiff clay and sandy clay to the depths explored (except at one boring, where a five-foot-thick layer of medium dense clayey sand was encountered below the fill).

Groundwater

Groundwater levels fluctuate with the rainy season and schedule of irrigation. Due to the hill slope nature of the site, there is no permanent underlying aquifer in the shallow subsurface, but a transient layer of perched water. Groundwater seepage is apparently limited to the northwestern end of the campus within two boreholes, at 23 and 9 feet below the ground surface. In this area, very moist soil was found in the upper 15 feet (DCM Engineering, *Geotechnical Engineering Investigation Report - Field Renovation Project - Saint Mary's College High School, Albany, California, 2004*), with some seepage at or near the interface of the fill and alluvial soils. No groundwater seepage was encountered at any of the other borehole locations. Groundwater was not encountered during the earlier Geotechnical Investigation (Treadwell & Rollo, *Geotechnical Investigation – Saint Mary's College High School Classroom Building, Berkeley, California, 2000*).

Regulatory Setting

State Laws and Regulations

Alquist-Priolo Earthquake Fault Zoning Act

The California Legislature passed the Alquist-Priolo Earthquake Fault Zoning Act in 1972 to mitigate the hazard of surface faulting to structures for human occupancy (California Division of Mines and Geology, *Fault-Rupture Hazard Zones in California, DMG Special Publication 42, 1997 revision*). The Act's main purpose is to prevent the construction of buildings used for human occupancy on the surface trace of active faults. The Act addresses only the hazard of surface fault rupture and is not directed toward other earthquake hazards. Local agencies must regulate most development in fault zones established by the State Geologist. Before a project can be permitted in a designated Alquist-Priolo Earthquake Fault Zone, the city or county with jurisdiction must require a geologic investigation to demonstrate that proposed buildings would not be constructed across active or potentially active faults.

California Seismic Hazards Mapping Act

The California Seismic Hazards Mapping Act of 1990 (California Public Resources Code Sections 2690-2699.6) addresses seismic hazards other than surface rupture, such as liquefaction and seismically induced landslides. The Seismic Hazards Mapping Act specifies that the lead agency for a project may withhold development permits until geologic or soils investigations are conducted for specific sites and mitigation measures are incorporated into plans to reduce hazards associated with seismicity and unstable soils.

California Building Code

The California Building Code (CBC) has been adopted by the City of Albany to oversee construction. The CBC defines four Seismic Zones in California, which are ranked according to their seismic hazard potential. Zone 1 has the least seismic potential and Zone 4 has the highest seismic potential. The Bay Area is located in Seismic Zone 4, and thus development is required to comply with all design standards applicable to Seismic Zone 4. The earthquake protection law (California Health and Safety Code section 19100 et seq.) requires that structures be designed to resist stresses produced by lateral forces caused by wind and earthquakes. Specific minimum

standards for seismic safety and structural design to meet earthquake protection requirements are set forth in Chapter 16 of the CBC.

Local Laws and Regulations

City of Albany Municipal Code

Chapter 23 of the Albany Municipal Code, the Grading Ordinance, regulates grading work on private property. A Grading Permit must be obtained if a project includes excavation in excess of 50 cubic yards. In order to obtain a Grading Permit, the developer must submit an application that includes a Drainage Plan, Soils Report, Grading Plan, and Erosion and Sedimentation Control Plan (among other requirements). According to the City of Albany Municipal Code, projects must also comply with the California Building Code, as amended by Chapter 23 of the Albany Municipal Code. A building permit is required for retaining walls greater than 4 feet high, measured from the base of footing.

Explanation:

Geology-related impacts associated with implementation of the Master Plan would occur should structures become unstable and prone to damage or collapse, therefore posing a physical hazard to people. This may occur as a result of unstable underlying soils, geologic conditions, seismicity, erosion, or some other geotechnical constraint. Impacts could also occur should there be a disruption in drainage causing soil erosion or flooding, creation of unstable slopes, cuts or other foreseeable hazards as a result of grading and construction. Impacts may be confined to the construction period or be present over the long term. Impacts are described below pertinent to the CEQA significance criteria.

a. Seismic Hazards: Seismic hazards are generally classified as two types, primary and secondary. The primary seismic hazard is surface fault rupture. Secondary seismic hazards, caused by the sudden movement along a fault, include strong ground shaking, liquefaction, dynamic densification and seismically-induced ground failure.

- i) **Surface Fault Rupture**: No active faults cross the campus, and the campus is not located within an Alquist-Priolo Special Studies Zone (Hart, E.H., and Bryant, W.A., *Fault-Rupture Hazard Zones in California: Division of Mines and Geology Special Publication 42*, 1997, referenced in the Geotechnical Engineering Investigation Report [DCM Engineering, 2004]). Therefore, the probability of ground surface rupture due to faulting across the campus is low. Consideration of ground cracking not directly caused by fault movement, but sometimes related, is discussed under the potential impact of geologic instability, below. Implementation of the Master Plan would have *no impact* related to the exposure of people or structures to danger from surface rupture of a known earthquake fault. [Sources: 4, 15]
- ii) **Strong Seismic Ground Shaking**: The campus is subject to strong ground shaking. The campus is located approximately 0.9 miles southwest of the nearest active fault (Hayward Fault). The California Division of Mines and Geology ranks the Hayward Fault as a Type A fault with a maximum magnitude of $M=7.1$.

Paleoseismic studies by the Working Group on California Earthquake Probabilities conclude that there is a 27 percent probability of a magnitude 6.7 or greater earthquake on the Hayward-Rogers Creek Fault by the year 2032 (Working Group on California Earthquake Probabilities [WGCEP], *Earthquake Probabilities in the San Francisco Bay Region: 2002-2031: U.S. Geological Survey Open-File Report 02-214*, 2003, referenced in the Geotechnical Engineering Investigation Report

[DCM Engineering, 2004]). Consequently, the campus will likely be subject to strong ground shaking during the lifetime of new structures and other improvements proposed under the Master Plan.

A joint U.S. Geological Survey and California Division of Mines study concluded that a peak horizontal bedrock acceleration of 0.7 to 0.8g has a 10 percent probability of being exceeded in 50 years within the vicinity of the campus (Cao, T., and others, *The Revised 2002 California Probabilistic Seismic Hazard Maps: California Geological Survey*, an update to DMG Open-File Report 96-08, 2003, referenced in the Geotechnical Engineering Investigation Report [DCM Engineering, 2004]). The actual ground surface acceleration that would occur at the campus depends upon the engineering characteristics of, and the interaction between, the underlying bedrock and overlying soils at the campus during seismic shaking. These characteristics and interactions may result in ground shaking amplification. The potential for shaking amplification at the campus is considered moderate (Association of Bay Area Governments, *Earthquake Hazard Map for Albany based on Underlying Geologic Material*, 1997, referenced in the Geotechnical Engineering Investigation Report [DCM Engineering, 2004]).

Earthquake hazard maps by the Association of Bay Area Governments for the campus area indicate a Modified Mercalli Intensity of IX (or violent ground shaking) during either a rupture of the north segment of the Hayward Fault or during full-length rupture of the Hayward Fault (Association of Bay Area Governments, *Earthquake Hazard Maps for Albany: Scenarios: Hayward Fault*, <http://quake.abag.ca.gov>, 2003, referenced in the Geotechnical Engineering Investigation Report [DCM Engineering, 2004]). Less intense shaking ranging from moderate to very strong is expected to occur from a more distant earthquake on faults such as the San Andreas, Calaveras, Concord, or Rodgers Creek faults. Seismic shaking is a potentially significant environmental impact.

Mitigation: The Project plans shall be reviewed by a qualified Civil Engineer employed or retained by the City of Albany to assure conformance with seismic safety design requirements; no grading permit or building permit shall be issued until plans are approved as meeting all code requirements.

Mitigation: All foundation and structural work shall be monitored for construction quality and assurance in accordance with design recommendations. Construction observation and testing shall be completed for foundation excavations, grading, and filling, to make sure material and compaction specifications are met, keyways are excavated into suitable material and are of suitable size, and that foundations are constructed properly in accordance with design recommendations and modified or augmented where necessary since subsurface conditions may differ from those initially encountered during the geotechnical investigation.

Work shall be completed under the direction of a state-licensed Geotechnical Engineer. Special Inspection of structural elements such as shear walls, foundation bolting, steel reinforcement rods, and concrete work shall be completed under the supervision of a licensed Civil Engineer by a qualified Special Inspection firm.

Incorporation of seismic construction standards will reduce the potential for catastrophic effects of ground shaking such as complete structural failure to an acceptable standard, but will not completely eliminate the hazard of seismically-induced ground shaking. Prior to use of improvements, all construction inspection documents (as-built plans) shall have been submitted and recorded by the appropriate regulatory agency with approval granted prior to occupancy.

Implementation of the Mitigation Measures identified above would reduce the impact of seismically-induced ground shaking to a level of *less than significant*. [Sources: 7, 15]

- iii) Liquefaction and Lateral Spreading: Liquefaction is a phenomenon in which soil deposits undergo a loss of internal strength as a result of increased pore water pressure generated by cyclic loading. Such cyclic loading is commonly induced by strong ground shaking during earthquakes. Soils that have historically experienced liquefaction are typically saturated silts and sands of low to medium density that are relatively free of clay.

A published liquefaction potential map by Knudson and others indicates that the subsurface soils in the area of the campus have a low likelihood of being liquefied in an earthquake (Knudsen, Keith L., Sowers, Janet M., Witter, Robert C., Wentworth, Carl M., and Haley, Edward J., *Preliminary Maps of Quaternary Deposits and Liquefaction Susceptibility, Nine-County San Francisco Bay Region, California*, 2000, referenced in the Geotechnical Engineering Investigation Report [DCM Engineering, 2004]). The mapping is consistent with the soils encountered in test borings taken during the Geotechnical Engineering Investigation for the athletic field renovation project which is currently underway (DCM Engineering, *Geotechnical Engineering Investigation Report - Field Renovation Project - Saint Mary's College High School, Albany, California*, 2004), which were found to have a low potential for liquefaction (i.e., stiff to hard clayey soils, dense sand and gravels).

Lateral spreading may occur during seismic ground shaking when an area of land moves towards a free face such as an open body of water. Lateral spreading is often associated with liquefaction. The Geotechnical Engineering Investigation for the athletic field renovation project (currently underway) did not specifically identify or discuss lateral spreading as a potential impact, and soils at the site have a low potential for liquefaction.

Implementation of the Master Plan would have a *less than significant* impact related to exposing people or structures to potential substantial adverse effects associated with seismic related ground failure, including liquefaction and lateral spreading. [Sources: 7, 15]

- iv) Landslides: A landslide is a mass of rock, soil and debris displaced down-slope by sliding, flowing or falling. Steep slopes greater than 50 percent are especially prone to landslides in areas of weak soil and/or bedrock. The campus is located in an area of gently sloping topography, without any extreme slopes at or surrounding the site. According to the ABAG Landslide Information Hazards Map, the campus is not in an earthquake-induced landslide zone (Association of Bay Area Governments, *Earthquake-Induced Landslide Hazard Map for Albany*, 2005, retrieved from <http://www.abag.ca.gov/bayarea/eqmaps/landslide/>). Implementation of the Master Plan is anticipated to create *no impact* relating to landslides. The campus does, however, exhibit evidence of long-term soil creep (DCM Engineering, *Geotechnical Engineering Investigation Report - Field Renovation Project - Saint Mary's College High School, Albany, California*, 2004). These impacts are addressed in section c) Unstable Geologic Unit, below. [Sources: 7, 15]

b) Erosion or Loss of Topsoil: Although the majority of the existing buildings present at the campus would remain in place following implementation of the proposed Master Plan, the demolition of the existing band pavilion/snack bar and Vellesian Hall, and the construction of the proposed Music Building, the Chapel, and the Multi-Use Facility would involve either post-demolition grading, or pre-construction grading and site preparation, respectively. The grading for the proposed Multi-Use Facility is anticipated to be the most extensive (comparable to that required to provide a basement), as this structure is intended to be set down lower into the hillside (at the site of the existing softball field) in order to reduce its apparent height and potential visual effects (detailed

grading plans for this structure and all other structures to be developed under the Master Plan will be submitted to the City during the Design Review for each structure). During grading and soil surcharging activities, site soils and surcharge soils would be subject to soil erosion. Construction activities associated with individual Master Plan projects could include clearing, grubbing, and grading that will remove ground cover and expose/disturb soil on slopes. Exposed and disturbed soil is vulnerable to erosion from stormwater runoff and site watering during construction when soil is likely to be mobilized and flow down slope. The risk of erosion is most significant on steep slopes, but erosion can also occur on relatively flat slopes. Absent effective erosion control measures, resulting runoff would be muddy, and could greatly increase the turbidity of adjoining waterways, including the adjacent Codornices Creek. Turbid water is known to be harmful to aquatic organisms, while turbid runoff and mud or sludge could easily clog drains. Clogged drains could become restricted enough to overflow and then unexpected redirected and concentrated runoff would further exacerbate the erosion problem. Unchecked erosion would have numerous unintended and detrimental consequences such as slope failure and habitat disruption. This is considered to be a potentially significant environmental impact.

Mitigation: The Project applicant shall prepare and implement an updated Stormwater Pollution Prevention Plan (SWPPP) for each project identified in the proposed Master Plan that would involve soil disturbance (e.g., grading, demolition of existing structures, construction of new structures). A Notice of Intent (NOI) must be submitted to the State Water Resources Control Board to receive a Construction General Permit. The updated plan for each Master Plan project with the potential for soil disturbance shall address National Pollutant Discharge Elimination System (NPDES) requirements and be designed to protect water quality both during and after construction. The SWPPP shall include the following mitigation measures for the construction period:

Erosion Control Plan. The plan shall include erosion control/soil stabilization techniques such as straw mulching, erosion control blankets, erosion control matting, and hydro-seeding. Silt fences used in combination with fiber rolls shall be installed down slope of all graded slopes. Fiber rolls shall be installed in the flow path of graded areas receiving concentrated flows and fiber rolls or proven sediment traps shall be placed around all storm drain inlets. The construction entrance shall be stabilized to prevent tracking of dirt onto roads next to the site through use of a gravel base, erosion control blankets or other approved elements. Additionally, rock checks, fiber rolls, or other suitable material shall be placed below any culvert outfalls to Codornices Creek to prevent soil erosion from concentrated flow in these areas.

“Best Management Practices” shall be implemented for preventing the discharge of other construction-related NPDES pollutants beside sediment (i.e. paint, concrete, etc) to downstream waters.

After construction is completed, all drainage facilities shall be inspected for accumulated sediment, and these drainage structures shall be cleared of debris and sediment.

Long-term mitigation measures to be included in the updated Project SWPPP shall include, but are not limited to, the following:

Description of potential sources of erosion and sediment at the proposed Project site, and any hazardous or potentially hazardous materials and chemicals. This will include a thorough assessment of existing and potential pollutant sources.

Development of a monitoring and implementation plan. Maintenance requirements and frequency shall be carefully described including vector control, clearing of clogged or obstructed inlet or

outlet structures, vegetation/landscape maintenance, replacement of media filters, regular sweeping of parking lots and other paved areas, etc. Wastes removed from BMP facilities may be hazardous, therefore, maintenance costs should be budgeted to include disposal at a proper site.

The monitoring and maintenance program shall be conducted at the frequency agreed upon by the RWQCB and/or City of Albany. Monitoring and maintenance shall be recorded and submitted annually to the SWRCB. The SWPPP shall be adjusted, as necessary, to address any inadequacies of the BMPs.

Following development, a maintenance plan shall be implemented addressing groundskeeping and the protection of storm drain inlets, proper storage of potentially hazardous chemicals, proper use of landscaping chemicals, clean-up and appropriate disposal of hazardous materials and chemicals, and prohibition of any washing and dumping of materials and chemicals into storm drains.

City of Albany Community Development staff shall visit the site during grading and construction to ensure compliance with the grading ordinance and SWPPP, and note any violations, which shall be corrected immediately.

The City of Albany Municipal Code, Chapter 23, mandates that an Erosion and Sedimentation Control Plan be developed in order to obtain a Grading Permit. The SWPPP described can potentially address these requirements, and shall be developed accordingly. Alternatively, a supplemental Erosion and Sedimentation Control Plan that meets City requirements shall be developed as part of the Project.

Implementation of the Mitigation Measure above would reduce the potential impact of soil erosion associated with the construction activities related to individual Master Plan projects to a level of *less than significant* [Sources: 7, 15]

c) Unstable Geologic Unit: As previously described, there is a little to no potential for landslides, lateral spreading, or liquefaction at the campus. There is, however, evidence of geologic instability at the site, including soil creep, soil expansion and compaction, and vertical shrink-swell movement. Evidence of these occurrences includes cracks and slumping on the athletic track, exposure of the bleacher footings, and vertical cracks and concrete spalls in the wall of the concrete block retaining wall (west of the bleachers).

According to the Geotechnical Engineering Investigation Report for the athletic field renovation project currently underway (DCM Engineering, *Geotechnical Engineering Investigation Report - Field Renovation Project - Saint Mary's College High School, Albany, California, 2004*), there is significant instability due to existing soils conditions at the portion of the campus, which indicates that similar conditions may be present elsewhere on the campus. The Geotechnical Engineering Investigation found that the upper two feet of soil underlying the field area consists of highly plastic, dark grey and dark brown clayey fill, likely imported to support the growth of the natural turf. An earlier Geotechnical Investigation (Treadwell & Rollo, *Geotechnical Investigation – Saint Mary's College High School Classroom Building, Berkeley, California, 2000*) also found that the portions of the campus nearest Frates Memorial Hall are underlain by a 1- to 1½-foot thick layer of highly expansive clay at the existing ground surface. Clay soils are potentially expansive and susceptible to significant vertical shrink-swell movements with changes in soil moisture content and loss of shear strength upon wetting. The imported clayey fill that has been identified below the existing track and near Frates Memorial Hall may also be present elsewhere on campus, and this fill would not be a suitable subgrade material for support of structures proposed in the Master Plan. This is considered a potentially significant environmental impact.

Mitigation: As a condition of Project approval, the Project Geotechnical Engineer and/or City Engineer shall review and approve the Final Design Plans to ensure that each of the proposed Master Plan projects that involve the construction of new structures will implement and/or adhere to the recommendations from the site-specific Geotechnical Engineering Investigation Report (to be provided by Saint Mary's College High School as each Master Plan project comes forward for environmental review). Alternative designs and/or construction procedures may be implemented, subject to review and approval by the Project Geotechnical Engineer and/or City Engineer.

Implementation of the Mitigation Measure identified above would reduce the impact of unstable soils at the Project site to a level of ***less than significant***.

If there is insufficient stabilization of fill slopes, soil creep could persist, threatening the condition of improvements proposed under the Master Plan. At worst, existing retaining walls could potentially collapse causing slides, erosion, and possible bodily injury. This is considered a potentially significant environmental impact.

Mitigation: A structural engineer shall evaluate the ability of the existing retaining walls to support existing and new fills required for the Project and recommended herein. This shall include an analysis of existing structures, as well as proposed structures, according to final construction details.

Mitigation: In the event that existing and proposed structures are determined to provide insufficient support of fills at the site, the Project shall supplement or replace existing retaining walls with improvements of sufficient structural integrity to prevent soil creep and retaining wall failure.

Implementation of the Mitigation Measures identified above would reduce the impact of insufficient structural stabilization of fill slopes to a level of ***less than significant***. [Sources: 7, 15]

d) **Expansive Soils.** The Geotechnical Engineering Investigation found that the upper two feet of soil underlying the athletic field area are highly expansive and are susceptible to significant vertical shrink-swell movements with changes in soil moisture content and loss of shear strength upon wetting (DCM Engineering, *Geotechnical Engineering Investigation Report - Field Renovation Project - Saint Mary's College High School, Albany, California, 2004*). An earlier Geotechnical Investigation earlier Geotechnical Investigation (Treadwell & Rollo, *Geotechnical Investigation – Saint Mary's College High School Classroom Building, Berkeley, California, 2000*) also identified a 1- to 1½-foot thick layer of highly expansive clay at the existing ground surface in the area near Frates Memorial Hall. These expansive soils may be present elsewhere on the campus. Impacts associated with expansive soils are analyzed in the previous section, c) Unstable Geologic Unit. Implementation of the Mitigation Measure (identified above in association with Unstable Geologic Unit) would reduce impacts of expansive soils to a level of ***less than significant***. [Sources: 4, 7, 15]

e) **Capability of Soils to Support Septic Tanks:** The Applicant does not propose to build any new septic tank or alternate waste disposal systems. Implementation of the Master Plan would not generate any substantial new sources of wastewater. The school facilities are already served by the local sewer system. Therefore, there is *no impact* due to soils incapable of supporting septic systems. [Sources: 7, 15]

VII. HAZARDS AND HAZARDOUS MATERIALS - Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?				X
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 Section 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 for people residing or working in the project area?				X
f.	For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?				X
g.	Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?				X
h.	Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?				X

Existing Conditions: Limited applications of herbicides have been employed for landscape maintenance on campus, and limited quantities of hazardous materials (e.g., cleaning agents, motor fuels, lubricants, etc.) are used for routine building and grounds maintenance and in classroom training (e.g., chemistry and biology lab work). Activities at the campus do not involve the routine use, transport or disposal of significant quantities of hazardous materials. No portion of the campus has been included on a list of hazardous materials sites. The campus is not located within two miles of any public use airport, within an area covered by an airport land use plan, or near a private airstrip. The campus is not located in an area identified by the Albany Fire Department as a “high fire hazard zone”.

Explanation:

a. Implementation of the Master Plan, and the subsequent use of the facilities built or renovated under the Master Plan, would not involve the routine transport, use, or disposal of significant quantities of hazardous materials. [Sources: 7, 17]

b. Implementation of the Master Plan, and the uses of the facilities built or renovated under the Master Plan, would not entail any reasonably foreseeable upset or accident involving the release of any hazardous materials. [Sources: 7, 17]

c. Although the Saint Mary’s College High School campus is within one-quarter mile of Martin Luther King Jr. Junior High School, none of the activities associated with construction, renovation or subsequent uses of facilities proposed under the Master Plan would involve hazardous emissions or the handling of significant quantities of hazardous materials, substances or wastes. [Sources: 7, 17]

d. No portion of the campus has been included on a list of hazardous materials sites. [Sources: 1, 17]

e. The campus is not located within two miles of any public use airport, or within an area covered by an airport land use plan. Implementation of the Master Plan as proposed would have no impact on aviation safety, or place those using the new or renovated facilities at increased risks associated with aviation operations. [Source: 1]

f. The campus is not located within the vicinity of any private airstrip. Implementation of the Master Plan as proposed would have no impact on aviation safety, or place those using the new or renovated facilities at increased risks associated with aviation operations. [Source: 1]

g. With no increase in enrollment, implementation of the Master Plan would not result in any substantive changes in existing traffic patterns in the local area, and would have no effect on the implementation of any adopted emergency response plan or emergency evacuation plan. [Sources: 1, 13, 17]

h. The campus is not located in an area identified by the Albany Fire Department as a “high fire hazard zone”, and those using the new or renovated facilities associated with implementation of the Master Plan would not be subject to the risks associated with wildland fires. [Sources: 1, 17]

VIII. HYDROLOGY AND WATER QUALITY -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Violate any water quality standards or waste discharge requirements?		X		
b.	Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pro-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?				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, in a manner which would result in substantial erosion or siltation on- or off-site?			X	
d.	Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?			X	
e.	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?		X		
f.	Otherwise substantially degrade water quality?		X		
g.	Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?				X
h.	Place within a 100-year flood hazard area structures which would impede or redirect flood flows?				X
i.	Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?				X
j.	Inundation by seiche, tsunami, or mudflow?				X

Existing Conditions:

Codornices Creek

The campus is sloped to the south where runoff enters a series of storm drain drop inlets located along the edge of the athletic field. Runoff is conveyed to an existing drain line approximately 430 feet uphill from the creek that discharges via a 12" culvert to Codornices Creek to the south. The discharge point is an open, concrete-lined segment of the creek, immediately upstream of the Albina Avenue Bridge.

Codornices Creek is one of five creeks that flow within and along Albany's borders from the Berkeley Hills to the San Francisco Bay, including Cerrito, Marin, Middle, and Village Creeks (City of Albany Environmental Clean Water Program, *Our Local World of Water*, from <http://www.albanyca.org/dept/ERCleanwaterprog.html>, updated 2007). Codornices Creek forms the municipal boundary between the cities of Albany and Berkeley in this area. The Codornices Creek watershed encompasses an area of approximately 1.42 square miles in a largely urban setting (Waterway Restoration Institute, *Codornices Creek-1301 Oxford Street Channel Assessment and Concept Design Study for Congregation Beth El*, calculation from Figure 1, 1999). It is a perennial stream with headwaters in the Berkeley Hills near the Berkeley-Oakland boundary at Grizzly Peak. The Creek empties to San Francisco Bay near Golden Gate Fields. There are significant lengths of Codornices Creek that are culverted, the longest being an approximate 500-foot section from Henry Street to Milvia Street (Questa Engineering Corporation, *Congregation Beth El EIR Hydrology, Water Quality and Stream Corridor Protection*, 1999), and the creek appears to have several straight sections with some right angle turns, suggesting the creek is not in its natural alignment throughout some of its length.

The creek along the southern edge of the Saint Mary's College High School campus is likely in its historic alignment, given that the school has been located on the north bank for over 100 years. This section of the creek is characterized by a narrow and deep channel, with a variety of hard bank armor (including poured concrete, riprap and retaining walls), especially along the south bank (City of Albany, *City of Albany Watershed Plan*, 1998, referenced in the *Riparian Enhancement Plan for Codornices Creek, Saint Mary's College High School, Albany, CA*, prepared by Questa Engineering Corporation, 2001). The slope of the channel is steep, at about 3 to 4 percent, with the depth of the channel (measured from top of bank to channel bed) varying from approximately 12 to 15 feet upstream of the Albina Bridge, to nearly 40 feet downstream at the lower boundary of the school property (Questa Engineering Corporation, *Riparian Enhancement Plan for Codornices Creek, Saint Mary's College High School, Albany, CA*, 2001). In some areas, concrete drop structures and concrete lining have been added to the bottom and lower slopes of the channel, possibly intended to arrest further channel bed incision. The most noticeable of these structures occur: 1) at the upper or east end of the creek at the campus boundary, 2) just upstream of the Albina Avenue Bridge, and 3) at the lower (or west) end of the campus. The drop structures are typically less than 14 inches high.

Creek Erosional Features

Drainage from the campus discharges to Codornices Creek, and any changes or alterations to runoff and stream discharge have the potential to contribute to further channel instability. There are visible erosion problems along the creek alignment adjacent to the Saint Mary's College High School campus. Problem areas were identified in the Riparian Enhancement Plan for Codornices Creek (Questa Engineering Corporation, *Riparian Enhancement Plan for Codornices Creek, Saint Mary's College High School, Albany, CA*, 2001), and recently observed by Questa Engineering staff (February 9, 2007, site visit by Environmental Scientist Nicolas Duffort, Questa Engineering Corporation). There is significant downcutting immediately downstream of the Albina Avenue Bridge, likely a result of increased runoff volumes from urbanizing of the watershed. The south bank of the creek, away from the Saint Mary's College High School campus, is experiencing slope instability and erosion. Riprap

and other hard structures have been installed (likely by neighboring residents) to alleviate these problems, with little apparent success. Generally, the north bank adjacent to the Saint Mary's College High School campus is in fair condition, with no widespread areas of significant bank erosion and exposed/bare soil areas, although there are several isolated soil slumps or cavities along this length.

Creek Restoration Activities

Unrelated to the Master Plan, the Urban Creeks Council (a locally-based non-profit stream advocacy group) has completed a project that flattened and stabilized bank slopes upstream of the crossing near the parking lot at Saint Mary's College High School. The project involved excavating the steepened portion of the bank and flattening existing slopes, reducing slope steepness from ½:1 (existing) to 2:1 (post-project). In addition to this project, Saint Mary's College High School commissioned a report from Josh Brant of the Urban Creeks Council to identify additional methods to stabilize the creek bank near the campus, and there will likely be more bank stabilization projects in the future.

Although the precise effects of any these bank stabilization efforts are uncertain, it is expected that they will improve bank stability along this reach of Codornices Creek. It is unlikely that they will directly affect implementation of the Saint Mary's College High School Master Plan. Similarly, the Master Plan would only affect these creek restoration activities if it were to alter drainage to the creek, which will be prevented by installing all necessary drainage system improvements.

Regulatory Setting

Site development under the Master Plan is required to proceed in accordance with the laws, regulations, and regulatory programs administered by local, state, and federal regulators. In some cases, federal laws are administered and enforced by state and local government. In other cases, state and local regulations in California are stricter than those imposed by federal law. This section summarizes relevant regulatory programs, laws, and regulations with respect to hydrology including drainage, stormwater management, flooding, erosion control, and water quality regulations.

Federal Laws and Regulations

Clean Water Act

The Federal Water Pollution Control Act Amendments of 1972 were enacted to protect water quality in the United States. As amended by Congress in 1977, this Act became commonly known as The Clean Water Act (CWA) and it has been amended several times since its inception. It is the primary federal law regulating water quality in the United States, and forms the basis for several state and local laws throughout the country. Its objective is to reduce or eliminate water pollution in the nation's rivers, streams, lakes, and coastal waters. The CWA prescribes the basic federal laws for regulating discharges of pollutants and sets minimum water quality standards for all waters of the United States. At the federal level, the U.S. Environmental Protection Agency (EPA) administers the CWA. At the state and regional level, the CWA is administered and enforced by the State Water Resources Control Board (SWRCB) and the Regional Water Quality Control Boards (RWQCB). The State of California has developed a number of water quality laws, rules, and regulations to assist in the implementation of the CWA and related federally mandated water quality requirements. In many cases, the federal requirements set minimum standards, and the laws, rules, and regulations adopted by the State and Regional Boards are more restrictive, i.e., more protective of the environment.

State Laws and Regulations

Porter-Cologne Water Quality Control Act

The Porter-Cologne Water Quality Control Act established the SWRCB and the RWQCB as the principal state agencies having primary responsibility for coordinating and controlling water quality in California. The Porter-Cologne Act establishes the responsibility of the RWQCB for adopting, implementing, and enforcing water quality control plans (Basin Plans), which set forth the state's water quality standards (i.e., beneficial uses of surface waters and groundwater) and the objectives or criteria necessary to protect those beneficial uses.

NPDES Permit Requirements

The CWA has nationally regulated the discharge of pollutants to the waters of the U.S. from any point source since 1972. In 1987, amendments to the CWA added section 402(p), which established a framework for regulating non-point source (NPS) storm water discharges under the National Pollutant Discharge Elimination System (NPDES). The current NPDES storm water program regulates storm water discharges from industrial facilities, large and medium-sized municipal separate storm sewer systems (those serving more than 100,000 persons), small municipal separate storm water systems, and construction sites that disturb one or more acres of land. Under the program, the Project applicant will be required to comply with two NPDES permit requirements.

The NPDES General Construction Permit Requirements apply to clearing, grading, and disturbances to the ground (such as excavation). The Project applicant is required to submit a Notice of Intent (NOI) with the State Water Resource Control Board's (SWRCB) Division of Water Quality. The NOI includes general information on the types of construction activities that will occur on the site. The Project applicant will also be required to submit a site-specific plan called the Stormwater Pollution Prevention Plan (SWPPP) for construction activities. The SWPPP will include a description of Best Management Practices (BMPs) to minimize the discharge of pollutants from the site during construction. It is the responsibility of the property owner to obtain coverage under the permit prior to site construction.

Local Programs and Regulations

San Francisco Bay Water Quality Control Plan (Basin Plan)

The San Francisco Bay RWQCB is responsible for the development, adoption, and implementation of the Water Quality Control Plan (Basin Plan) for the San Francisco Bay region. The Basin Plan is the master policy document that contains descriptions of the legal, technical, and programmatic bases of water quality regulation in the San Francisco Bay Region. The Basin Plan identifies beneficial uses of surface waters and groundwater within its region and specifies water quality objectives to maintain the continued beneficial uses of these waters. The proposed Project will be required to adhere to all applicable water quality objectives identified in the Basin Plan.

Alameda Countywide Clean Water Program

The Alameda Countywide Clean Water Program (ACCWP) was established in 1991 as an entity to receive NPDES permits. As part of the program, each of the 17 member agencies is a co-permittee of the NPDES Permit requirements and is responsible for verifying compliance with the NPDES permit requirements for storm water discharges.

The NPDES municipal storm water permit (2003 to 2008) requirements (administered by the ACCWP) were expanded by the San Francisco Bay Regional Water Quality Control Board to require, beginning in February 2005, that projects of one acre size and greater provide permanent water quality treatment for storm water. The program includes requirements to treat water to reduce the potential for pollution. While soil- and land-based treatment measures are preferred, mechanical solutions are acceptable where soil- and land-based features are not feasible. The program also requires that projects limit increases in stormwater flow to downstream receiving channels. The program requires that maintenance requirements for treatment features be determined prior to finalization of a proposed project. Property owners are required to provide maintenance of storm water quality controls. The ACCWP requires a maintenance plan to be recorded with the property deed.

Alameda County Watercourse Protection Ordinance

The Alameda County Watercourse Protection Ordinance (Sections 13.12.010 et seq. of the County ordinances) was enacted for the purpose of regulating development located near or adjacent to watercourses. The ordinance includes a list of requirements related to: storm water discharges; drainage pattern and/or watercourse modifications; earthwork; the placement, modification, or removal of structures within a watercourse; and setback requirements. Section 13.12.030 of the Alameda County Code defines a watercourse as:

“...any conduit or appurtenant structure or any natural or man-made channel through which water flows continuously or intermittently in a definite direction and course or which is used for the holding, delay or storage of water. Natural channels shall generally be limited to those designated by a solid line or dash and three dots as shown in blue on the most recent U.S. Geological Survey 7.5 minute series of topographic maps. At the discretion of the director of public works the definition of natural channel may be limited to those channels having a watershed area of fifty (50) acres or more...”

Codornices Creek meets the above definition. Therefore, the Project would be required to comply with the Alameda County Watercourse Protection Ordinance.

City of Albany Municipal Code

Chapter XXIII of the Albany Municipal Code, the Grading Ordinance, regulates grading work on private property. This ordinance mandates, among other requirements, that a Drainage Plan and Erosion and Sedimentation Control Plan be developed to receive a grading permit (projects including excavation in excess of 50 cubic yards). All construction projects need also comply with the Uniform Building Code, as amended by Chapter XII of the Albany Municipal Code.

Explanation:

It is expected that implementation of the Master Plan would increase impermeable surface areas, by replacing existing areas of landscaping, grass, and other permeable surfaces with buildings, parking spaces, and hardened pedestrian walkways. These anticipated surface area changes are described in the table below, with square footage values obtained from the proposed Master Plan, unless otherwise noted.

Estimate of 10-Year Storm Runoff Peak Flow
Total Site Area: 385,453 sq. ft. (8.85 ac)

Surface Type	Estimated "C" Factor	Existing Conditions (sq. ft.)	Proposed Conditions (sq. ft.)
Building surface area	0.95	64,221	90,538
Pedestrian Circulation	0.85	72,740	98,930
Outdoor Recreation & Sports (not included in Athletic Field Improvements)*	0.35	33,285	9,075
Parking Spaces	0.95	42,680	58,065
Roadways	0.95	22,210	14,252
Creek	N/A	28,300	28,300
Hillside	0.35	20,000	10,725
Misc. Undefined Grass/Landscape Areas**	0.35	102,017	75,568
Weighted Mean "C" Factor		0.62	0.71
10-Year Storm Runoff Peak Flow		10.97 CFS	12.57 CFS

(Does not include area of Athletic Field Renovations, which has been evaluated in a previous environmental review document)

** Existing and proposed square footage values were calculated by subtracting the Athletic Field Renovation Area (159,000 sq. ft.) from the area of Outdoor Recreation and Sports given in the Master Plan (192,285 square feet. existing, 168,075 square feet proposed)*

*** Out of a total Project site size of 544,453 square feet, the Master Plan describes surface types for 442,436 square feet of existing conditions and 468,885 square feet of proposed conditions. It is assumed that remaining area not defined within the Master Plan includes miscellaneous landscape areas within the site.*

As shown above, renovations associated with the proposed Master Plan are estimated to increase 10-year stormwater runoff peak flows from 10.97 cubic feet per second (cfs) to 12.57 cfs, an increase of 1.6 cfs (or 15 percent). Design-level plans have not yet been developed for any of the proposed Master Plan improvements (with the exception of the athletic field renovation project currently underway, which has been evaluated in a previous environmental review), and runoff calculations, therefore, rely on standard assumptions regarding building materials and associated "C" values. Nonetheless, it is highly likely that the improvements described within the proposed Master Plan will increase impermeable surface areas and stormwater runoff. These improvements can, and should, be designed so as to reduce or eliminate these increases, possible by installing permeable concrete and asphalt, or concrete pavers over a gravel bed, and by improving drainage infrastructure. The Applicant has indicated that any future projects under the Master Plan (e.g., new buildings, parking areas or drives) will be designed to limit storm run-off to Codornices Creek to less than (or not to exceed) current levels. The athletic field renovation project currently underway (a component of the Master Plan, which has been subject to previous environmental review) will utilize oversized piping under the field to store, retain and reduce flow to the creek. Future parking area and building projects will utilize similar retention systems, swales, or retention basins to manage run-off rates.

Implementation of the Master Plan projects would not significantly alter the existing slope along the Posen Avenue side of the campus, so there should be no measurable increase in either the volume or velocity of runoff coming from this area toward the Posen Avenue streetscape. Overall storm drainage improvement plans for the Posen/Ventura area have been schematically designed to solve existing drainage problems in that area. Under the terms of the current Conditional Use Permit, Saint Mary's College High School paid the City of Albany a pro-rated share of the cost of those improvements prior to the issuance of an occupancy permit for the gymnasium.

The need for an overall drainage solution for the Posen Avenue area is recognized by the City, although sufficient funding for such a project is not currently available. When sufficient funding has been secured, a drainage improvement project can be expected to be included in the City's Capital Improvement Program.

a. Violation of Water Quality Standards or Waste Discharge Requirements: Implementation of the Master Plan is unlikely to significantly degrade runoff water quality, as the current patterns of land use on campus would remain basically the same. Maintenance activities on campus are not expected to significantly increase or add pollutants entering the creek, nor will they violate existing water quality standards or waste discharge requirements.

During construction associated with individual Master Plan projects, grading and excavation will remove protective vegetation and disturb the ground, thereby exposing soil to increased erosion from stormwater runoff, site watering, and wind. As a result, implementation of the Master Plan could potentially generate temporary increases in sediment loads and associated urban pollutants to vicinity waterways during the construction period. Eroded soil contains nitrogen, phosphorus, and other nutrients, which when transported to water bodies, can trigger algal blooms that reduce water clarity, deplete oxygen, and create odors. The overall increase in turbidity and resulting decline in photosynthesis can be detrimental to the entire aquatic ecosystem. Eroded sediment may also contribute to flooding and erosion downstream by clogging drains or natural waterways, thereby rerouting stormwater into areas not designed to handle the flow. This can cause channel incision and slope instability, and flooding, among the unintended consequences.

To address the issue of construction-related pollutants, the federal government implemented the National Pollution Discharge Elimination System (NPDES), which mandates that each population center obtain a permit to discharge stormwater. This permit is referred to as a General Permit for Discharges of Storm Water Associated with Construction Activity (Construction General Permit, 99-08-DWQ). Such a permit would address issues including clearing, grading, ground disturbances such as stockpiling or excavation. A Stormwater Pollution Prevention Plan (SWPPP) is required to be prepared and implemented in order to obtain the general permit.

Construction activities associated with implementation of the Master Plan could result in increased erosion and temporary increases in sediment loads and associated urban pollutants to vicinity waterways, a potentially significant environmental impact.

Mitigation: The Project applicant shall prepare and implement an updated Stormwater Pollution Prevention Plan (SWPPP) for each project identified in the proposed Master Plan that would involve soil disturbance (e.g., grading, demolition of existing structures, construction of new structures). A Notice of Intent (NOI) must be submitted to the State Water Resources Control Board to receive a Construction General Permit. The updated plan for each Master Plan project with the potential for soil disturbance shall address National Pollutant Discharge Elimination System (NPDES) requirements and be designed to protect water quality both during and after construction. The Project SWPPP shall include the following mitigation measures for the construction period:

Erosion Control Plan. The plan shall include erosion control/soil stabilization techniques such as straw mulching, erosion control blankets, erosion control matting, and hydro-seeding. Silt fences used in combination with fiber rolls shall be installed down slope of all graded slopes. Fiber rolls shall be installed in the flow path of graded areas receiving concentrated flows and fiber rolls or proven sediment traps shall be placed around all storm drain inlets. The construction entrance shall be stabilized to prevent tracking of dirt onto roads next to the site through use of a gravel base, erosion control blankets or other approved elements. Additionally, rock checks, fiber rolls, or other suitable material shall be placed below any culvert outfalls to Codornices Creek to prevent soil erosion from concentrated flow in these areas.

“Best Management Practices” shall be implemented for preventing the discharge of other construction-related NPDES pollutants beside sediment (i.e. paint, concrete, etc) to downstream waters.

After construction is completed, all drainage facilities shall be inspected for accumulated sediment, and these drainage structures shall be cleared of debris and sediment.

Long-term mitigation measures to be included in the updated Project SWPPP shall include, but are not limited to, the following:

Description of potential sources of erosion and sediment at the proposed Project site, and any hazardous or potentially hazardous materials and chemicals. This will include a thorough assessment of existing and potential pollutant sources.

Development of a monitoring and implementation plan. Maintenance requirements and frequency shall be carefully described including vector control, clearing of clogged or obstructed inlet or outlet structures, vegetation/landscape maintenance, replacement of media filters, regular sweeping of parking lots and other paved areas, etc. Wastes removed from BMPs may be hazardous, therefore, maintenance costs should be budgeted to include disposal at a proper site. Parking lot areas shall be cleared of debris that may enter the storm drain system on a daily basis.

The monitoring and maintenance program shall be conducted at the frequency agreed upon by the RWQCB and/or City of Albany. Monitoring and maintenance shall be recorded and submitted annually to the SWRCB. The SWPPP shall be adjusted, as necessary, to address any inadequacies of the BMPs.

Following development, a maintenance plan shall be implemented addressing groundskeeping and the protection of storm drain inlets, proper storage of potentially hazardous chemicals, proper use of landscaping chemicals, clean-up and appropriate disposal of hazardous materials and chemicals, and prohibition of any washing and dumping of materials and chemicals into storm drains.

City of Albany Public Works staff shall visit the site during grading and construction to ensure compliance with the grading ordinance and SWPPP, and note any violations, which shall be corrected immediately.

The City of Albany Municipal Code, Chapter 23, mandates that an Erosion and Sedimentation Control Plan be developed in order to obtain a Grading Permit. The SWPPP described can potentially address these requirements, and shall be developed accordingly. Alternatively, a supplemental Erosion and Sedimentation Control Plan that meets City requirements shall be developed as part of the Project.

Implementation of the Mitigation Measure above would reduce the potential impact of soil erosion associated with the construction phase of Master Plan projects with the potential to disturb soils to a level of *less than significant* [Sources: 7, 15]

b. Deplete or Interfere Substantially with Groundwater: Implementation of the Master Plan as proposed would not significantly deplete groundwater. There would be an increase in impermeable surfaces as a result of implementation of the Master Plan, but increased runoff would be conveyed via an improved drainage system. Although it has not

yet been designed for future Master Plan projects, it is anticipated that in order to meet all applicable Regional Water Quality Control Board requirements, the drainage system will be designed to retain water and allow it to be absorbed more slowly, contributing to summer creek flow. It is not expected to intercept flow that would otherwise go to replenish the shallow groundwater zone. Increases in impermeable surface area and drainage system alterations resulting from the implementation of the Master Plan would result in a minimal effect upon shallow zone groundwater recharge. The campus is located in a highly urbanized area, and the underlying groundwater body that may be impacted by implementation of the Master Plan is not considered a suitable source of drinking water, nor would it serve agricultural or industrial uses. Implementation of the Master Plan would not affect any of these water sources, and would have *no impact* with regards to groundwater depletion. [Sources: 7, 15]

c. Alter Existing Drainage Patterns/Erosion and Siltation Effects: The improvements proposed under the Master Plan would largely follow the existing drainage pattern (with an underground drainage system discharging to Codornices Creek), although they would likely increase the impervious surface area at the site.

Increased runoff and stream discharge (were it to occur) could potentially exacerbate existing bank instability and erosion problems in the immediate vicinity of the Saint Mary's College High School campus along Codornices Creek. The athletic field renovation project currently underway includes drainage infrastructure improvements designed to reduce stormwater discharge velocities to levels equal to or below those of existing conditions, thereby eliminating any potential erosion problems along Codornices Creek associated with that project. With the inclusion of similar design elements (if necessary), implementation of the projects identified in the proposed Master Plan would be expected to result in *less than significant* impacts related to erosion and siltation.

As described in the related discussion above, improvements associated with the Master Plan would likely increase impermeable surfaces and could potentially increase peak runoff volumes by approximately 15 percent. However, it is possible that any campus renovations associated with the Master Plan may be designed so as to reduce or largely eliminate potential increases in peak runoff, for instance by using permeable paving or additional underground detention structures. There is a possibility that this could include additional changes to the drainage infrastructure at the Saint Mary's College High School campus. Plans for such changes have not yet been developed. [Sources: 7, 15]

d. Alter Existing Drainage Patterns/Flooding Effects: As discussed above, the proposed post-construction drainage patterns would largely follow the existing drainage pattern, and implementation of the Master Plan would include drainage system improvements designed to offset any potential increase in peak runoff resulting from increased impermeable surface area. These improvements are discussed in c. Alter Existing Drainage Patterns/Erosion and Siltation Effects, above. Although it has not yet been designed for future Master Plan projects, it is anticipated that in order to meet all applicable Regional Water Quality Control Board requirements, the drainage system will be designed to prevent such projects from significantly altering existing drainage patterns or contributing to flooding.

The Federal Emergency Management Agency (FEMA) shows that the campus is located outside the FEMA-designated 100-year floodplain (FEMA-Issued Flood Map Berkeley, CTY/Alameda CO, 1978, from <http://map1.msc.fema.gov/idms/IntraView.cgi?KEY+96518986&IFIT=1>, February 13, 2007). The City of Berkeley Storm Drainage Master Plan also reports that the Codornices Creek system is capable of transporting 100-year storm flows (CH2MHill, *City of Berkeley Storm Drainage Master Plan*, 1994, referenced in the *Congregation Beth El EIR Hydrology Section* by Questa Engineering Corporation, 2000).

With the installation of drainage system improvements as described in c. Alter Existing Drainage Patterns/Erosion and Siltation Effects, above, and given the low likelihood of flooding at the campus, implementation of the

Master Plan would be expected to have a *less than significant* impact in relation to increased flood risk due to increased off-site runoff. [Sources: 7, 15]

e. Runoff Capacity of Drainage Systems/Additional Sources of Polluted Runoff: As previously discussed in c. Alter Existing Drainage Patterns/Erosion and Siltation Effects, above, implementation of the Master Plan would include drainage system improvements similar to those associated with the athletic field renovation project currently underway to prevent increased stormwater flows that could potentially occur as a result of increased impermeable surfaces. Although it has not yet been designed for future Master Plan projects, it is anticipated that in order to meet all applicable Regional Water Quality Control Board requirements, the drainage system will be designed to ensure that implementation of the Master Plan would not contribute to runoff that would exceed the capacity of drainage systems.

Construction activity associated with individual Master Plan projects could potentially generate temporary increases in sediment loads and associated urban pollutants to waterways in the vicinity, as previously discussed. This potential impact is addressed with the Mitigation Measure associated with a. Violation of Water Quality Standards or Waste Discharge Requirements, above, which recommends that a Stormwater Pollution Prevention Plan be developed and implemented. Implementation of the Master Plan is not anticipated to provide substantial additional sources of polluted runoff following the construction phase.

Implementation of the Master Plan would be expected to result in a *less than significant* impact (with mitigation as specified above) with regard to exceeding the capacity of drainage systems or creating new sources of polluted runoff. [Sources: 7, 15]

f. Otherwise Degrade Water Quality: As previously discussed, construction activity associated with individual Master Plan projects could potentially generate temporary increases in sediment loads and associated urban pollutants to vicinity waterways. However, the potential for such impacts is addressed in the Mitigation Measure associated with a. Violation of Water Quality Standards or Waste Discharge Requirements, above, resulting in an impact that is *less than significant*. Implementation of the Master Plan is not expected to increase non-point source pollution, nor degrade water quality in any other way. [Sources: 7, 15]

g. Place Housing Within 100-Year Flood Hazard Area: According to the FEMA National Flood Insurance Program Map (FEMA-Issued Flood Map Berkeley, CTY/Alameda CO, 1978, from <http://map1.msc.fema.gov/idms/IntraView.cgi?KEY+96518986&IFIT=1>, February 13, 2007), the campus is not located within a FEMA designated 100-year floodplain. Implementation of the Master Plan would not create new housing of any kind (the existing housing for the Brothers on campus would remain intact). Therefore, implementation of the Master Plan would create *no impact* related to the placement of any housing within the 100-year flood hazard zone. [Sources: 7, 15]

h. Redirect or Impede Flood Flows Within 100-Year Flood Hazard Area: The athletic field renovation project currently underway (which has been evaluated in a previous environmental review) includes installation of a new detention basin that would be slightly larger than the existing system. This detention basin would be comprised of 2,696 linear feet of 12-inch pipe, which would intercept subflow that would otherwise go to replenish the shallow groundwater zone and contribute to summer creek base flow.

Although implementation of the Master Plan would involve slight flood flow changes, no portion of the campus is located within a FEMA designated 100-year floodplain. Therefore, there would be *no impact* as a result of impeding or redirecting flows in a 100-year flood hazard area. [Sources: 7, 15]

i. Dam Inundation Hazard: The ABAG Dam Failure Inundation Hazard Map (Association of Bay Area Governments, *Dam Failure Inundation Map*, 1995) shows the campus as being located in the Dam Failure Inundation Area of Berryman Dam. However, Berryman Dam was drained and permanently removed from service in March 2006 (East Bay Municipal Utility District, Berryman Reservoir replacement, 2006, from http://www.ebmud.com/water&environment/water_supply/current_projects/berryman_reservoir_replacement/default.htm, February 14, 2007). The nearest existing dam inundation area is at Fairmount Avenue in El Cerrito, less than two miles from the campus. This area (not the Saint Mary's College High School campus) would be inundated with water in the event of a complete failure of San Pablo Clearwell Dam. There are no major levees in the vicinity of the campus. Implementation of the Master Plan would have *no impact* related to exposure of people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam. [Sources: 7, 15]

j. Tsunami Hazards: A tsunami is a series of long waves generated by any sudden displacement of a large volume of water, triggered by events including earthquakes, volcanic eruptions, landslides, meteor impacts, and even onshore slope failures that fall into the ocean or a bay. Tsunami waves can travel across ocean basins as well as into bays and bay inlets. When they impact land they can rise to as much as 40 feet high. A seiche is a periodic oscillation of water in an enclosed basin such as the San Francisco Bay. These tsunami-like waves are similarly caused by sudden displacements of water.

The United States Geological Survey has estimated that the San Francisco Bay will experience a 20-foot high tsunami at a frequency of once every 200 years. The wave height would be reduced by half the height by the time it reaches the Albany/Berkeley shoreline (Design, Community & Environment, *County of Alameda Eden Area General Plan Draft EIR*, Hydrology and Flooding Section, 2006, retrieved from http://www.edenplan.net/Publications/DraftEIR/4-9_HydrologyFlooding.pdf, February 14, 2007). The largest known wave to have occurred in the San Francisco Bay Area was recorded in April, 1964, following the Alaskan earthquake. This event generated a wave that reached a height of seven and one half feet at the Golden Gate. The largest seiche wave ever measured in the San Francisco Bay, following the 1906 earthquake, was four inches high. At elevation 158-feet above sea level, the campus is well above tsunami and seiche hazard elevation.

Mudflows are common where there are thick soils on a long slope that start to flow when saturated (see **Geology and Soils** section, above, for discussion of slope stability). The gentle topography and urbanized nature of the campus suggests that mudflows are highly unlikely. Implementation of the Master Plan is expected to create *no impact* related to exposing people or structures to inundation by seiche, tsunami or mudflow. [Sources: 7, 15]

IX. LAND USE AND PLANNING - Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Physically divide an established community?				X
b.	Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?				X
c.	Conflict with any applicable habitat conservation plan or natural community conservation plan?				X

Existing Conditions: The Saint Mary’s College High School campus is currently designated “Public/Quasi Public” in the Albany General Plan, and this designation includes educational activities. The zoning classification of the site is “Public Facilities (PF)”. Use of the campus is subject to the provisions of a Conditional Use Permit which has been approved by the City of Albany and amended from time to time.

The Albany Zoning Code contains an objective about the orderly expansion of and establishment of community facilities, such as educational institutions.

It should be noted that existing access points to the campus from Monterey Avenue and Albina Avenue are within the jurisdiction of the City of Berkeley. No changes to the existing access conditions are proposed as part of the application.

Explanation:

a. The Saint Mary’s College High School has been in operation at the site for more than 100 years, and is centrally located within the Peralta Park neighborhood. Implementation of the improvements proposed in the Master Plan would not provide any new limitations to campus access, and would not result in any further division of the established Peralta Park neighborhood. The existing access points to the private Saint Mary’s College High School campus would remain in place following the proposed Master Plan improvements [Sources: 1, 17]

b. Implementation of the Master Plan would not be in conflict with any applicable City of Albany land use plan, policy or regulation adopted for the purpose of avoiding or mitigating an environmental effect. Implementation of the proposed Master Plan would result in the development of campus facilities that would support existing uses of the campus, consistent with the current General Plan land use designation (Public/Quasi-public) and zoning classification (PF – Public Facilities). Although development under the proposed Master Plan would be inconsistent with the provisions of the current Conditional Use Permit (CUP #93-27, as revised), in order to pursue such development the Applicant has requested revisions to the current Conditional Use Permit which would allow such development to take place. If the City of Albany determines that the existing Conditional Use

Permit should be modified to allow implementation of the proposed Master Plan, such development would then be consistent with the updated Conditional Use Permit. On the other hand, if the City of Albany determines that the existing Conditional Use Permit should not be modified as requested by Saint Mary's College High School, then future development at the campus may be limited to those elements of the Master Plan that could be completed under the existing Conditional Use Permit, with the major limitation being the existing restriction on the total floor area of campus buildings. [Sources: 1, 17]

c. The City of Albany has not adopted any Habitat Conservation Plan, Natural Community Conservation Plan, or other similar local plans intended to protect habitat areas or natural communities, and there are no similar regional or state habitat conservation plans in force at the campus. [Sources: 1, 17]

X. MINERAL RESOURCES -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?				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

Existing Conditions: There are no known locally-important mineral deposits located at the campus.

Explanation:

a. No mineral resources have been identified at the campus. [Sources: 1, 17]

b. The campus does not support any locally important mineral resource recovery sites. [Sources: 1, 17]

XI. NOISE -- Would the project result in:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?			X	
b.	Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?				X
c.	A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?			X	
d.	A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?			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 expose people residing or working in the project area to excessive noise levels?				X
f.	For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?				X

Existing Conditions: Saint Mary’s College High School is located in Albany, on the border of Berkeley, at the end of Albina Avenue. Although routine use of the campus buildings by faculty, students and staff does not usually generate noise loud enough to be heard off-campus, use of the athletic field represents a major source of noise that may be heard beyond the campus during normal operation. The current renovation of the athletic field was subject to prior environmental review in an earlier Initial Study/Mitigated Negative Declaration [adopted by the Planning and Zoning Commission in September 2007], and the athletic field (Thomas M. Brady Park) renovations were subsequently approved by the City of Albany under the existing Conditional Use Permit. Extensive analysis of existing noise conditions associated with the use of the athletic field was conducted and presented in that earlier Initial Study.

Regulatory Setting

City of Albany General Plan Noise Element

The City of Albany General Plan Noise Element establishes policies applicable to assess noise impacts to noise-sensitive land uses. The General Plan specifies that a 3-dBA increase or decrease in noise level is required before the average person can hear it.

City of Albany Municipal Code, Chapter 8-1, Noise

The City of Albany’s Municipal Code includes provisions to “control noise nuisances, which are not necessary to the normal functioning of the City, and which, because of their disturbing nature, have an adverse impact on the health and welfare of people residing within the City of Albany”. The following policies would be applicable to the Project:

- e. Regularly Scheduled School Athletic Events. The provisions of this Chapter shall not apply to regularly scheduled athletic events conducted by public schools or licensed private schools, the City Recreation and Community Services Department, or other seasonal, organized athletic and recreational programs such as the little league, soccer leagues, etc. This exception shall apply only between the hours of 8:00 a.m. and 11:00 p.m.

- g. Construction/Demolition.
 - 1. Construction and demolition activities conducted within the City of Albany are permitted in the City of Albany, except as follows, which are prohibited: Operating or causing the operation of any tools or equipment used in construction, drilling, repair, alteration, or demolition work between weekday and Saturday hours of 6:00 p.m. and 8:00 a.m., or 6:00 p.m. and 10:00 a.m. on Sundays or legal holidays such that the sound there from creates a noise disturbance across a residential or commercial real property line, except for emergency work of public service utilities shall be prohibited.
 - 2. All construction equipment used in the City of Albany shall be equipped with appropriate sound muffling equipment, which shall be properly maintained, and used at all times such equipment is in operation.
 - 3. The City of Albany Director of Public Works may impose additional restrictions on construction activity if such activity is determined to be creating a noise disturbance, as defined in subsection 8-1.2 n. of this Chapter. Restrictions shall be limited to those restrictions, which are necessary to protect the public health, safety and welfare. In any case, the restrictions imposed may not be more restrictive than the general noise limits specified in this Chapter.

Athletic Field Use Restrictions

In October, 2007, Saint Mary’s College High School agreed to concede to the demands of the Peralta Park Neighborhood Association in exchange for Planning & Zoning Commission approval of the athletic field renovation project currently underway. The Peralta Park Neighborhood Association represented that their concerns related to noise associated with the use of the athletic field, both before and after the proposed renovations (renovations which were subsequently approved by the City of Albany). This concession by Saint Mary’s College High School commits the school to the following:

Weekday Use of Panther Park for Practices

- Team practices will end by 6:30 p.m.
- Team practices will cease use of whistles at 6:00 p.m.
- Batting-cage practice will cease at 6:00 p.m.

- On seven (7) occasions in the Spring athletic season (February 1 – May 31) team practices may last until 7:15 p.m. Batting practice and use of whistles will cease by 6:00 p.m. on those days.
- No whistles, batting practice, hitting of baseballs, or repetitive shouting will occur before school on the athletic field.

Weekend Use of Panther Park for Practice

- Organized team practices will begin Saturdays after 9:00 a.m. & end by 3:00 p.m.
- Panther Park will not be used on Sundays by Saint Mary’s athletic teams or by outside organizations.

Use of Panther Park for Interscholastic Athletic Contests (These conditions apply to games held on weekdays and Saturdays.)

- Saint Mary’s will continue to follow the existing practices of using amplified sound for football games and, when appropriate, at NCS playoff games. Volume will be kept at a level so that neighborhood impacts are minimized. Amplified music will not be used on the field, with the exception of half-time cheerleader routines at football games. Non-amplified live music (e.g., pep bands) is allowed.
- Litter produced by the crowd during games will be removed immediately following interscholastic athletic contests.
- Activities surrounding Saturday interscholastic athletic contests will begin after 9:00 a.m. and generally end by 5:30 p.m. unless extended by overtime or extra innings. Exceptions to the ending time may occur if the Bay Shore Athletic League (BSAL), North Coast Section (NCS), or California Interscholastic Federation (CIF) determines the starting times for post-season contests (i.e., playoffs).
- Panther Park will not be used on Sundays by Saint Mary’s athletic teams or by outside organizations.
- Saint Mary’s may host one special athletic event per year sponsored by an outside organization (e.g., CYO, American Cancer Society).
- Number of CIF Regular-Season Athletic Contests on Saint Mary’s Athletic Field:

5 Football games per team (with every 4th year a 6th game)
 4 Track (with every 4th year a 5th meet)
 24 Baseball
 39 Soccer
 3 Lacrosse

- North Coast Section (NCS) playoff contests may be hosted by Saint Mary’s in baseball, soccer, and lacrosse only in those years when Saint Mary’s teams qualify for the post-seasons and the team is seeded high enough to host a contest.

Summertime (June 1 – August 15) Use of Panther Park

- Summer Programs will begin after 9:00 a.m. and end by 5:00 p.m. Only activities involving Saint Mary’s students and staff will use the field.
- Summer Sports Camps on the field will include the Sports & Fitness Camp (which runs concurrently with Saint Mary’s Summer School program), a one-week football camp for elementary- and middle-school-aged students (1 p.m. to 5 p.m.), and a one-week baseball camp for elementary- and middle-school-aged students (9 a.m. to 4 p.m.).
- The field will not be used on Saturdays by Saint Mary’s teams or by outside organizations.

- Panther Park will not be used on Sundays by Saint Mary’s teams or by outside organizations.

Since use and maintenance of the athletic field is the major source of noise associated with the operation of Saint Mary’s High School that may be heard off-campus, these concessions are presented here to provide reviewers with some context regarding efforts made by Saint Mary’s College High School to reduce noise levels at the athletic field. Noise effects associated with the current and future use of the athletic field were evaluated in the previous Initial Study/Mitigated Negative Declaration, which was adopted by the City of Albany in September, 2007. The City of Albany has not received noise complaints associated with other activities that routinely take place at the campus.

Explanation:

The City of Albany defines 3 dBA as the noise level increase that is considered noticeable to the average person. Typically, this increase would be assessed with respect to an increase in the day-night average noise level, L_{dn} . However, outdoor school activities would only take place during daytime hours; therefore, a significant impact would be identified if the average noise level over the period of time from 7:00 a.m. to 7:00 p.m. would increase by 3 dBA L_{eq} as a result of the Project.

Construction and demolition activities conducted within the City of Albany are permitted, so long as construction activities fall within the specified hours of construction, and all construction equipment is equipped with appropriate sound muffling equipment and properly maintained.

Normal activities associated with the day-to-day operation of the campus, including use of the athletic field, are also subject to existing use permit conditions. However, there are essentially no noise-related restrictions on the use of the athletic field or campus buildings in the approved use permit (CUP #93-27, as revised).

Construction Noise

Equipment used in construction activities associated with implementation of the individual Master Plan projects would be expected to generate noise that could be heard on- and off-campus. Typical hourly average construction noise levels range from about 75 to 85 dBA as measured 50 feet from the center of the activity. Construction-related noise levels would temporarily elevate noise levels at residential properties located in the vicinity of the campus. The City of Albany’s Noise Ordinance specifies that construction and demolition activities be prohibited between hours of 6:00 p.m. and 8:00 a.m. on weekdays and Saturdays, or 6:00 p.m. and 10:00 a.m. on Sundays or legal holidays, and that all construction equipment used in the City of Albany shall be equipped with appropriate sound muffling equipment, which shall be properly maintained. The implementation of the following standard controls would result in compliance with the City’s Code:

- § Limit construction to the hours of 8:00 a.m. to 6:00 p.m. on weekdays and Saturdays, and to the hours of 10:00 a.m. to 6:00 p.m. on Sundays or holidays.
- § Equip all internal combustion engine-driven equipment with mufflers, which are in good condition and appropriate for the equipment.
- § Utilize “quiet” models of air compressors and other stationary noise sources where technology exists.
- § Locate stationary noise-generating equipment as far as possible from sensitive receptors when sensitive receptors adjoin or are near a construction project area.

- § Prohibit unnecessary idling of internal combustion engine.
- § Designate a “noise disturbance coordinator” who would be responsible for responding to any local complaints about construction noise. The disturbance coordinator would determine the cause of the noise complaints (e.g., starting too early, bad muffler, etc.) and institute reasonable measures warranted to correct the problem. Conspicuously post a telephone number for the disturbance coordinator at the construction site.

This is a *less-than-significant* noise impact, and no mitigation is required.

a. Residences are located west, north, south and east of the campus, and classroom facilities are located to the south of the athletic field. As indicated above, those living in the nearby residences, and those using portions of the Saint Mary’s College High School campus not directly associated with construction activity associated with individual Master Plan projects could be exposed to noise levels above that normally associated with routine use of the campus during site preparation and construction activity. However, compliance with the Performance Standards, Section 20.36 of the Zoning Ordinance would reduce the potential impacts associated with possible exposure of sensitive receptors to construction-related noise to a level of *less than significant*. [Sources: 7, 16, 17]

b. The proposed Master Plan improvements would not be expected to generate excessive groundborne vibration or groundborne noise that could adversely affect those nearby. [Sources: 7, 17]

c. Although there have been neighborhood concerns about existing noise levels associated with the use of the track and athletic field, the renovations currently underway (evaluated in a previous environmental review) would not result in substantially increased use of these facilities, and would not be expected to generate more noise during athletic events than is already experienced by those in the area. As indicated above, noise associated with the use and maintenance of the field is intermittent (limited to daytime periods), rather than continuous. Following construction of individual Master Plan projects (which would each need to be evaluated in a project-specific acoustical report as each individual project is formally proposed), day-to-day indoor use of new classrooms and student activity space would not be expected to result in any substantive permanent increase in ambient noise levels. [Sources: 7, 17]

d. Although there have been neighborhood concerns about existing noise levels associated with the use of the athletic field, the renovations (currently underway) would not result in substantially increased use of the facilities, and, as indicated above, would not be expected to generate more noise during athletic events, P.E. classes and training sessions/practices than is already experienced by those living in the surrounding area. The provisions of the October, 2007, agreement to restrict the use of the athletic field (discussed above) are also intended to reduce some of the noise associated with the use of the athletic field, before and after renovations. Following construction of individual Master Plan projects (which would each need to be evaluated in a project-specific acoustical report as each individual project is formally proposed), day-to-day indoor use of new classrooms and student activity space would not be expected to result in any substantive temporary increase in ambient noise levels. [Sources: 7, 17]

e. The campus is not located within two miles of any public use airport, or within an area covered by an airport land use plan. Completion of the Master Plan improvements as proposed would not expose those using the campus to excessive aviation-related noise. [Source: 1]

f. The campus is not located within the vicinity of any private airstrip. Completion of the Master Plan improvements as proposed would not expose those using the campus to excessive aviation-related noise. [Source: 1]

XII. POPULATION AND HOUSING -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Induce substantial 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 housing, necessitating the construction of replacement housing elsewhere?				X
c.	Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?				X

Existing Conditions: There is one existing residential structure (the Brother’s Residence) located on the southwestern portion of the Saint Mary’s College High School Campus, which would not be modified as a result of any of the proposed Master Plan improvements.

Explanation:

a. Implementation of the Master Plan as proposed would not induce any population growth, as it would not provide any new homes or businesses, and would not result in an extension of infrastructure to areas which could subsequently be developed following such extensions. Under the proposed Master Plan, there would be no increase in student enrollment beyond that currently permitted under the existing Conditional Use Permit [Source: 7]

b. No existing homes would be displaced as a result of implementation of the Master Plan. [Sources: 7, 13, 17]

c. Implementation of the Master Plan would not displace any persons currently living at the Brother’s Residence on campus [Sources: 7, 13, 17]

XIII. PUBLIC SERVICES

	Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which 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

Existing Conditions: Those using the campus are currently served by the Albany Fire Department (for fire and emergency medical response) and the Albany Police Department (for police protection). Since Saint Mary’s College High School is a private school owned by a religious order, those involved in campus activities do not place any demands on the public school system, and those using the campus athletic fields and gymnasium for recreational purposes do not place any additional demand on public parks and recreational facilities in the area while they are at the campus. Since most of those using the campus are not residents of Albany, they place limited demands on other public facilities (e.g., the local library, etc.).

Explanation:

a. Implementation of the Master Plan would not result in any substantive increase in the use of the campus relative to current use patterns, as enrollment would not exceed the level currently authorized under the existing Conditional Use Permit. For this reason, there would be no noticeable change in the existing demand for fire protection/emergency medical response services, police protection, public school facilities, parks or other public facilities that is currently associated with the day-to-day use of the campus. [Sources: 7, 17]

XIV. RECREATION

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
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	

Existing Conditions: Those using the athletic fields and gymnasium at the campus for recreational purposes do not place any additional demand on public parks and recreational facilities in the area while they are at the campus.

Explanation:

a. Implementation of the Master Plan would not result in any substantive increase in the use of the campus relative to current use patterns. Since the renovated athletic field (evaluated in an earlier Initial Study/Mitigated Negative Declaration) and the existing gymnasium would continue to serve the current users, the implementation of the Master Plan would not be expected to increase the use of existing neighborhood and regional parks to any noticeable extent, except perhaps temporarily during the construction period for the athletic field renovation (currently underway) when use of the field (or portions of the field) would be precluded. [Sources: 7, 17]

b. Implementation of the Master Plan includes the expansion of the existing athletic training room (weight room), storage and athletic office as part of the Performing Arts Music Building, Student Center and Multi-Use Building development. However, given the relatively small size of this portion of the larger facility (1,000 square feet within a structure with a total of 10,500 square feet of floor space), it would have a *less than significant* physical effect on the environment. [Source: 7]

XV. TRANSPORTATION/TRAFFIC -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Cause an increase in traffic which is substantial in relation to the existing traffic load and capacity of the street system (i.e., result in a substantial increase in either the number of vehicle trips, the volume to capacity ratio on roads, or congestion at intersections)?				X
b.	Exceed, either individually or cumulatively, a level of service standard established by the county congestion management agency for designated roads or highways?				X
c.	Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?				X
d.	Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?				X
e.	Result in inadequate emergency access?				X
f.	Result in inadequate parking capacity?		X		
g.	Conflict with adopted policies, plans, or programs supporting alternative transportation (e.g., bus turnouts, bicycle racks)?				X

Background: Saint Mary’s College High School is located in the middle of a mostly residential neighborhood straddling the border between the City of Berkeley and the City of Albany. Historically, neighbors of the school have cited the following traffic-related concerns with the school:

- Speeding and high traffic volumes on Albina Avenue;
- Speeding on Posen Avenue
- On-street parking in non-designated areas; and
- Use of Hopkins Court by school-related traffic.

Korve Engineering (now DMJM+HARRIS, Inc.) prepared traffic studies for Saint Mary’s College High School (July 2, 2003, updated March 17, 2005) that evaluated traffic conditions in the vicinity of the campus and

addressed neighborhood concerns. The study in 2005 also evaluated the effectiveness of the following improvement measures implemented after the 2003 study:

- A new drop-off zone along Posen Avenue;
- Monitoring of school traffic at the intersection of Albina Avenue/Hopkins Court by school staff;
- Installation of bicycle racks on campus; and
- The reopening of the Monterey Avenue access as a drop-off zone with pedestrian access.

The 2005 study conducted speed surveys, 24-hour traffic counts, and on-street parking occupancy surveys, and made the following conclusions:

- The 50th and 85th percentile speeds during school peak periods are generally at or below the 50th and 85th percentile daily speeds along Albina Avenue and Posen Avenue;

SPEED SURVEY ON ALBINA AVENUE NEAR SMCHS ENTRANCE (SOURCE: 2005 KORVE TRAFFIC STUDY)

Time	Direction	50 th Percentile Speed (MPH)		85 th Percentile Speed (MPH)	
		2003	2005	2003	2005
7:30 -7:45 AM	NB	16-20	16-20	16-20	21-25
	SB	16-20	16-20	21-25	16-20
7:45 – 8:00 AM	NB	0-15	16-20	16-20	21-25
	SB	16-20	16-20	16-20	21-25
3:00 – 3:15 PM	NB	16-20	21-25	16-20	26-30
	SB	0-15	21-25	16-20	26-30
3:15 – 3:30 PM	NB	0-15	21-25	21-25	26-30
	SB	16-20	16-20	26-30	21-25
All Day	NB	19	20	24	25
	SB	19	20	24	25

NUMBER OF VEHICLES SPEEDING OVER 30 MPH – ALBINA AVENUE (SOURCE: 2005 KORVE TRAFFIC STUDY)

Time	Direction	30 to 35 MPH			35 to 40 MPH		
		2003	2005	Change	2003	2005	Change
7:30 – 8:00 AM	NB	0	2	2	0	0	0
7:30 – 8:00 AM	SB	2	0	(2)	0	1	1
3:00 – 3:30 PM	NB	1	0	(1)	0	0	(0)
3:00 – 3:30 PM	SB	7	0	(7)	2	1	(1)

DAILY 50TH AND 85TH PERCENTILE SPEEDS ALONG POSEN AVENUE (SOURCE: 2005 KORVE TRAFFIC STUDY)

Percentile	Direction	Speed at Location 4 (MPH)		Speed at Location 5 (MPH)	
		2003	2005	2003	2005
50 th Percentile	EB	23	24	21	25
50 th Percentile	WB	23	31	26	26
85 th Percentile	EB	29	30	28	31
85 th Percentile	WB	31	31	32	32

Location 4 on Posen Avenue is between Ventura Avenue and the school driveway, and Location 5 on Posen Avenue is between Ventura Avenue and Ordway Avenue.

NUMBER OF VEHICLES SPEEDING OVER 30 MPH – LOCATION 4 (SOURCE: 2005 KORVE TRAFFIC STUDY)

Time	Direction	30 to 35 MPH			35 to 40 MPH		
		2003	2005	Change	2003	2005	Change
7:30 – 8:00 AM	EB	1	3	2	0	0	(0)
7:30 – 8:00 AM	WB	3	13	10	1	3	2
3:00 – 3:30 PM	EB	5	4	(1)	1	1	(0)
3:00 – 3:30 PM	WB	12	16	4	0	3	3

NUMBER OF VEHICLES SPEEDING OVER 30 MPH – LOCATION 5 (SOURCE: 2005 KORVE TRAFFIC STUDY)

Time	Direction	30 to 35 MPH			35 to 40 MPH		
		2003	2005	Change	2003	2005	Change
7:30 – 8:00 AM	EB	1	12	11	1	4	3
7:30 – 8:00 AM	WB	2	7	5	2	1	(1)
3:00 – 3:30 PM	EB	4	7	3	2	4	2
3:00 – 3:30 PM	WB	13	9	(4)	0	1	1

The 2005 Korve Traffic Study found that speeding is not significant (i.e., greater than 31 MPH) either on Albina Avenue or Posen Avenue near the school. During the before and after school peak periods, 50th and 85th percentile speeds are lower than the all day 50th and 85th percentile speeds. Based on speed trends throughout the day, speeding seems not to be related to school traffic.

- On-street parking occupancy rates are below 85 percent occupancy for all streets immediately surrounding the campus, with most streets having well below 85 percent occupancy; and

ON-STREET PARKING OCCUPANCY SURVEY (SOURCE: 2005 KORVE TRAFFIC STUDY)

Roadway Segment	Side	Capacity	2003		2005		Change
			Cars Parked	% Occupied	Cars Parked	% Occupied	
Posen between Peralta and Colusa	N	80	35	44%	38	48%	3
	S	83	65	78%	60	72%	(5)
Monterey between Hopkins and Sonoma	E	51	38	75%	26	51%	(12)
	W	47	38	81%	18	38%	(20)
Beverly between Ventura and Colusa	N	62	25	49%	24	39%	(1)
	S	65	12	18%	19	29%	7
Ventura between Posen and Sonoma	E	40	8	20%	9	23%	1
	W	32	20	63%	19	59%	(1)
Ordway between Gilman and Sonoma	E	89	36	40%	37	42%	1
	W	89	35	39%	36	40%	1
West north of Posen	E	7	4	57%	4	57%	0
	W	6	2	33%	2	38%	0
Acton north of Gilman	E	29	7	24%	7	24%	0
	W	28	12	43%	11	39%	(1)
Hopkins Ct. between Albina and Hopkins	E	15	11	73%	10	67%	(1)
	W	15	12	80%	9	60%	(3)
Hopkins St. between Gilman and Monterey	N	13	9	69%	8	62%	(1)
	S	21	18	86%	16	76%	(2)
Albina north of Hopkins St.	E	20	10	50%	13	65%	3
	W	22	13	59%	14	64%	1
Carlotta between Hopkins St. and Posen	E	35	22	63%	14	40%	(8)
	W	34	22	65%	16	47%	(6)
TOTAL		883	454	51%	410	46%	(44)

- One percent of school-related traffic uses Hopkins Court (the 2005 Korve Traffic Study indicated that during the 15 minute before school peak period, use of Hopkins Court to access the Saint Mary's College High School entrance dropped from five percent in 2003 to one percent in 2005).

The 2005 study also proposed the following improvement measures:

- Implement angled parking on the south side of Posen Avenue fronting the school property east of the driveway, which would reduce lane width and discourage speeding;
- Continue traffic enforcement by school staff along Albina Avenue and Posen Avenue; and
- Encourage use of non-vehicular transportation, including BART, bus and walking.

Saint Mary's College High School implements a number of measures intended to manage traffic and parking on, and in the vicinity of, the campus. On days when classes are in session, in the mornings staff members are posted at the intersection of Albina Avenue and Hopkins Court (to monitor traffic speed, noise level, and student behavior, to assist with traffic flow, and to ensure that students and parents do not use Hopkins Court), at the Monterey Avenue entrance to the campus (to monitor traffic speed, noise level, and student behavior, and to ensure that students do not park on Monterey Avenue), and at the Posen Avenue entrance to the campus (to ensure that parents drop off students in a safe and efficient manner, to prevent traffic congestion on Posen Avenue, to assist students with parking in designated areas along Posen Avenue, and to ensure that students do not park in restricted areas). During lunch periods, staff members are posted at both the Albina Avenue entrance to the campus and the Posen Avenue entrance to the campus to monitor traffic speed, noise level, and student behavior. During special events at the campus, security guards are used to enforce traffic, parking, noise, and behavior guidelines, while staff members direct traffic. The Monterey Market parking lot is sometimes used as an overflow parking area during special events, and during dances, the Posen Avenue entrance to the campus is used exclusively for drop-off and pick-up. The school has installed signs asking individuals to drive slowly and safely (and to have music at low volumes), and issues regular reminders to students regarding appropriate neighborhood behavior. The school is able to enforce driving and parking regulations through the use of detention, suspension of parking or driving privileges, or student suspension from school.

Saint Mary's College High School also implements a number of measures intended to increase the use of alternative transportation modes by students, faculty and staff. The school encourages students and parents to carpool, providing preferential treatment for parking permits for students who carpool, and distributing carpool lists and related information to parents. The school encourages the use of AC Transit Bus #688, which serves more than 40 student riders daily, and is actively promoting the creation of another dedicated bus route serving the campus by AC Transit. Discount BART tickets are also sold at the school to promote increased transit use.

Existing Conditions: Access to and from the campus is provided at three points:

- Albina Avenue (pedestrian and vehicular);
- Monterey Avenue (pedestrian only, with drop-off zone); and
- Posen Avenue (pedestrian only, with drop-off zone).

The drop-off zone at Posen Avenue is the most heavily used access point, followed by the Albina Avenue access. The drop-off zone along Monterey Avenue is the least used of all the access points. Vehicles heading to and from the campus entrance on Albina Avenue are prohibited by school policy from using Hopkins Court.

The current Conditional Use Permit requires Saint Mary’s College High School to provide a maximum of 119 parking spaces on campus, and allows for 44 on-street parking spaces along the south side of Posen Avenue for the use of students, faculty and staff. In September 2006, the following information was provided by Saint Mary’s College High School regarding the utilization of designated parking areas:

Parking Area	Total Parking Spaces	Total Permits Issued	Student Permits Issued	Staff/Faculty Permits Issued
Total Albina Lot	62	60	35	25
Total Posen Lot	35	21		21
Total Maintenance Yard	7	5		5
Total Shea Center –Service Area	2			
Total Southwest Property Lot	13	18		18
Total On-Campus	119	104	35	69
Total Off-Campus (Posen Avenue)	44	34	34	
Total Spaces	163	138	69	69

Notes: At the Southwest Property Lot, there were 13 “proper” parking spaces for staff-faculty parking. Four of these spaces were parallel parking spaces. In 2005, gravel was placed on the area to the west of the road supporting these parallel parking spaces. This permitted nine cars to park on the gravel perpendicular to the road, and eliminated the parallel parking. This is why there are currently 18 staff-faculty parking permits issued for the area, while there are only 13 “proper” parking spaces listed above. It should also be noted that there are an additional 8 parking spaces on the campus that are used for Brothers Residence vehicles, and that are not included in the above tabulation.

Students with school-issued permits are allowed to park on-site or on the south side of Posen Avenue along the school frontage. The on-site student parking is accessed via Albina Avenue. The staff/faculty parking on-campus is accessed via Posen Avenue.

Traffic Conditions

Field observations of normal school day traffic conditions in the area were conducted before school begins (January 23, 2008) and after school lets out (January 17, 2008). Traffic was observed to flow smoothly considering the constraints of Hopkins Street, a two-lane residential roadway which carries significant traffic during peak periods, including heavy vehicles such as trucks and buses. Some queuing was observed during the AM school peak period (between 7:00 AM and 9:00 AM) from northbound school-related vehicles on Hopkins Street attempting to access Albina Avenue. However, the queues dissipated fairly quickly, as there were sufficient gaps in southbound traffic to accommodate these turning movements.

Intersection Levels of Service

Intersection turning movement counts were conducted for the before school (7:00 AM to 9:00 AM) and after school (1:00 PM to 3:00 PM) periods on one non-school weekday (during Easter recess) and one school weekday between Tuesday and Thursday in the Spring of 2008. The following study intersections in the vicinity of the school were selected for analysis:

- Hopkins Street/Gilman Street (all-way stop-controlled);

- Hopkins Street/Albina Avenue (one-way stop-controlled);
- Hopkins Street/Sacramento Street (signalized);
- Hopkins Street/Hopkins Court (one-way stop-controlled);
- Hopkins Street/Monterey Avenue (all-way stop-controlled); and
- Albina Avenue/Hopkins Court (one-way stop-controlled)

The locations of these intersections in relation to the school, the turning movement counts, and the intersection level of service analysis are provided in **Appendix D**.

The effect of school traffic on the level-of-service at the six study intersections is generally negligible, and all study intersections operate at level-of-service (LOS) C or better (LOS A indicates no meaningful congestion, while LOS F indicates gridlocked conditions). The City of Berkeley has a general intersection standard of LOS D or better.

It should be noted that some intersections appear to operate worse without the school in session than when the school is in session. This is primarily due to the variability of daily traffic conditions, which can vary up to ten percent from one day to another.

Roadway Traffic Volumes

Twenty-four-hour pneumatic hose counts were conducted at eight locations in the vicinity of the school on one non-school weekday (during Easter recess) and one school weekday between Tuesday and Thursday in the Spring of 2008:

- Hopkins Street between Gilman Street and Albina Avenue;
- Albina Avenue between Hopkins Street and Hopkins Court;
- Albina Avenue north of Hopkins Court;
- Hopkins Court between Hopkins Street and Ada Street;
- Sacramento Street between Monterey Avenue and McGee Avenue;
- Posen Avenue between Ordway Street and Ventura Avenue; and
- Posen Avenue between Ventura Avenue and West Place.

The eight hose count locations and hose count data are presented in **Appendix D**.

The hose count data illustrates the variability of traffic throughout the day, as well as the difference in traffic volumes with and without the school in session. Traffic on school days peaks during the before school (7:00 AM to 9:00 AM) and after school (2:00 PM to 4:00 PM) periods. There is also some peaking around the lunchtime (12:00 PM to 1:00 PM) and evening (5:00 PM to 6:00 PM) periods. The former is likely associated with faculty, students, and staff going outside of campus for lunch; the latter is likely associated with extracurricular events

which keep students on campus after school and residents returning home from work and other activities. Along those street segments studied that provide direct access to the campus (Albina Avenue between Hopkins Street and Hopkins Court, Hopkins Court between Hopkins Street and Albina Avenue, and Posen Avenue between Ordway Street and Ventura Avenue), the highest volume occurs during the before school period, but does not exceed 100 vehicles.

Vehicles Using Hopkins Court

As shown in **Appendix D**, traffic volumes on Hopkins Court are higher with school in session than when school is not in session. This indicates that school-related traffic is likely using Hopkins Court to access the Albina Avenue entrance to campus. Volumes in the northbound direction are noticeably higher than the southbound direction, indicating that most traffic on Hopkins Court is traveling primarily northbound. Based on the location of Hopkins Court in relation to access roadways, these school-related vehicles are likely coming from east Berkeley and traveling down westbound Hopkins Street. Traffic in the northbound direction peaks during the lunchtime period and after school periods, which would indicate that this increase in traffic is likely a directly related to the school.

Observations during the before school peak period indicated that the number of vehicles using Hopkins Court appears to have increased since the 2005 study. On the day of observation (January 23, 2008), there were no school staff present at the intersection of Albina Avenue and Hopkins Court.

On-Street Parking

On-street parking surveys were conducted during the school mid-day (1:00 PM to 3:00 PM) and weekday evening (5:00 PM to 7:00 PM) periods on February 4, 2008. The results for selected key roadways in the vicinity of the campus are summarized below:

On-Street Parking Occupancy

Segments	Street Side	Occupancy	
		Midday	Evening
Ordway Street between Sonoma Street and Posen Avenue	West	71%	79%
	East	54%	77%
Ordway Street between Posen Avenue and Gilman Street	West	52%	57%
	East	43%	45%
Ventura Avenue between Sonoma Street and Posen Avenue	West	56%	53%
	East	55%	58%
Posen Avenue between Ordway Avenue and Ventura Avenue	North	36%	27%
	South ⁽¹⁾	67%	33%
Posen Avenue between Ventura Avenue and Monterey Avenue	North	33%	38%
	South ⁽²⁾	100%	34%
Monterey Avenue between Posen Avenue and Hopkins Street	West	73%	51%
	East	64%	60%
Acton Street between St. Mary's School and Hopkins Street	West	39%	29%
	East	39%	39%
Albina Avenue between St. Mary's School and Hopkins Street	West	48%	48%
	East	100%	53%
Hopkins Street between Gilman Street and Monterey Avenue	North	100%	42%
	South	83%	74%
Hopkins Court between Albina Avenue and Hopkins Street	West	53%	59%
	East	55%	60%

Source: DMJM Harris – February 2008

Notes:

⁽¹⁾ Does not include school student parking adjacent to school property.

⁽²⁾ School student parking only.

As shown above, during the school mid-day period, the designated on-street school spaces along Posen Avenue are at 100 percent occupancy. High occupancies were also observed along Hopkins Street between Albina Avenue and Monterey Avenue, although some portions of curb along Hopkins Street serve as bus stops or are otherwise marked as red zones.

Speeding

Speed surveys were conducted on Albina Avenue between Hopkins Street and Hopkins Court in November, 2007, by the City of Berkeley. The results indicate that the 85th percentile speed for traffic using this stretch of Albina Avenue is between 24 and 26 miles per hour both during and outside the weekday school peak periods, which is consistent with the posted speed limit of 25 mph. The data would also seem to confirm conclusions from the 2005 Korve study, which stated that speeding was not a significant problem.

Explanation: Although the school's Master Plan proposes several large projects to improve facilities for student, faculty and staff use, it does not propose any increase in enrollment. Therefore, an increase in the number of normal school-day-related vehicle trips is not expected to change as a result of implementation of the Master Plan projects, and a quantitative traffic analysis was not conducted.

a. As indicated above, the Master Plan does not propose any increases in student enrollment. Therefore, it is unlikely that normal school-day-related traffic volumes will increase as a result of implementation of the Master

Plan. Since the Master Plan does not propose any changes to existing campus access, it is unlikely that circulation patterns will change as a result of implementation of the Master Plan. [Sources: 5, 6, 7, 17]

Construction of the projects proposed in the Master Plan could cause significant impacts to the surrounding neighborhood if not properly managed. Construction activity would temporarily require the use of trucks to haul soil/fill and construction materials. While some construction activities such as the athletic field renovation currently underway could feasibly occur outside of the school year, the proposed renovation and construction of other campus facilities could run into the school year.

Since funding is dependent upon donations, the school has no definite schedule for the proposed Master Plan projects, but has indicated that renovation of the athletic field (evaluated in a previous environmental review document) is the first priority (this athletic field renovation project is currently underway). Improvements to the music building, construction of the new chapel, and renovation and expansion of Saint Joseph's Hall would follow, all three of which would be expected to start construction within the next five years. The other projects would start construction within the next ten to twenty years.

Because school student parking is at capacity, any temporary removal of on-campus parking due to construction activities would likely force students who currently park on campus to use on-street spaces in areas not specifically designated for student parking, a potentially significant environmental impact.

Mitigation: Staging for materials, parking for construction vehicles, and other construction activities should be done on-site in areas not currently used for on-campus parking. On-site parking space should be managed in such a way to ensure no net reduction in the amount of available on-site parking space from one Master Plan development phase to the next.

Implementation of the above mitigation measure would reduce the environmental impacts associated with implementation of the Master Plan on the supply of on-site parking space to a level of *less than significant*.

It should also be noted that because of the predominantly residential nature of the neighborhood (including many narrow streets), it will be necessary to ensure that construction truck traffic does not cause unnecessary traffic, safety, or noise impacts. Saint Mary's College High School should consult with City of Albany and City of Berkeley staff to draft a truck routing plan and ensure that construction-related impacts to local traffic are kept to a minimum. The City of Albany can limit trucks moving to and from the campus to off-peak hours as a condition of approval, and can require the Applicant to develop and implement a Construction Traffic Management Plan (to be approved by the City), which would reduce the potential for construction-related traffic congestion associated with truck movement.

b. With no increase in enrollment, following the completion of the proposed Master Plan improvements the Project would not be expected to generate any additional normal school-day-related vehicle trips. It would not contribute to any exceedance of level of service standards on CMA-designated roads or highways. [Sources: 5, 6, 7, 17]

An LOS analysis of six key intersections in the vicinity of the school indicated that the effect of school traffic on intersection performance is most noticeable at the intersections of Hopkins Street/Albina Avenue, Hopkins Street/Hopkins Court, and Albina Avenue/Hopkins Court. However, the overall effect of school traffic on the performance of nearby intersections was generally negligible, as the intersections already perform at LOS C or better. All study intersections performed better than the City of Berkeley policy standard of LOS D. Average delays were generally only one to two seconds higher with school in session relative to periods when school was not in session. Since the Master Plan does not proposed any increases in student enrollment, it is unlikely that

school-related traffic volumes will increase as a result of implementation of the Master Plan, in which case any future deterioration in LOS would not be a direct result of the school. Additional evening functions would not impact peak hour volumes and LOS.

Furthermore, since the Master Plan does not proposed any changes in campus access, it is unlikely that circulation patterns will change as a result of implementation of the Master Plan.

c. Implementation of the Master Plan as proposed would have no effect on air traffic patterns, or result in substantial safety risks associated with flight operations in the region. [Sources: 7, 17]

d. There are no transportation system or roadway improvements associated with implementation of the Master Plan, so there would be no increase in traffic hazards resulting from any campus-related design feature. During those events expected to have a large crowd (e.g., some home football games, track and field meets, etc.), security guards will enforce traffic and parking guidelines, and staff will direct traffic as necessary to reduce traffic hazards, as they do currently during these events. [Sources: 7, 17]

e. Emergency access to the campus is currently regarded as adequate, and would remain unchanged following implementation of the Master Plan improvements. [Sources: 7, 13, 17]

f. Implementation of the Master Plan as proposed would result in the reconfiguration of existing parking space within the campus, and the addition ten new on-campus parking spaces (increasing to 134 on-campus parking spaces, from the current 119 total “proper” on-campus parking spaces and the 5 additional on-campus parking spaces created in the Southwest Property Lot through the past placement of gravel in that area). This would be expected to relieve some of the school’s existing mid-day on-street parking demand, as some students currently park in on-street spaces in areas not specifically designated for student use. However, this would not require any changes in existing parking arrangements at the Saint Mary’s College High School campus and the immediate vicinity, as with no increase in enrollment there would be no substantive change in the total demand for parking space, with campus use patterns remaining basically similar before and after the proposed improvements. [Sources: 5, 6, 7, 13, 17]

Although implementation of the Master Plan would allow for the simultaneous use of some facilities (such as the existing gymnasium and the proposed multi-use facility, where in the absence of the proposed multi-use facility, use of the existing gymnasium is currently shared [e.g., basketball cannot be accommodated during theater practices or performances]), the school should avoid scheduling simultaneous, high-attendance events whenever feasible. In addition, the school should encourage parents and other visitors to use only on-campus parking for events held in these facilities to the fullest extent practicable.

The proposed chapel is intended primarily for student and faculty use, and Saint Mary’s College High School has indicated that it will likely not be used for regular Sunday services. Although special services would occasionally be offered, turnout for similar services in the school’s existing facilities has historically been relatively low. Given that the chapel will only have capacity for 200 persons, and any special events held in the chapel would likely involve parents and their schoolchildren (who would likely be carpooling together), on-campus parking is expected to be sufficient to handle parking demand for these events. The school should encourage all visitors for such events to use only on-campus parking.

g. There is no element of the proposed Master Plan that would conflict with City of Albany policies, plans or programs intended to support transportation modes other than private motor vehicles. [Sources: 1, 7]

With no increase in student enrollment resulting from implementation of the Master Plan, no increases in automobile, pedestrian, or bicycle traffic are expected, and adverse impacts to transit operations are not anticipated. The City of Albany encourages Saint Mary's College High School to continue efforts to expand the use of transit, and to encourage walking and the use of bicycles for those coming to the campus. Transit services in the area currently operate with excess capacity.

Since implementation of the Master Plan will not change traffic volumes or circulation patterns in the area, no adverse impacts to pedestrian or bicycle safety are anticipated. Pedestrian and bicycle access to the school is generally safe (given the constraints of Hopkins Street), and this would not change as a result of Master Plan implementation.

Recommendations:

Based on observations of existing conditions, more consistent school enforcement of traffic rules and regulations is recommended. On the day of observation (January 23, 2008), the number of vehicles using Hopkins Court was observed to have increased since the 2005 study. Counts indicated that traffic on Hopkins Court is significantly higher when school is in session than when school is not in session. Because Hopkins Court has an extremely narrow roadway and sidewalk, use of Hopkins Court by school traffic should be immediately discouraged, with the use of alternative routes (including, but not limited to, Albina Avenue) encouraged. School staff should be present on Albina Avenue before school to discourage use of Hopkins Court.

It is also recommended that school staff monitor speeding vehicles, particularly along Albina Avenue. While the data indicates that there is not a significant difference in 85th percentile speeds between school peak and school off-peak periods, school staff should continue to take an active role to prevent student speeding, as this is a particularly sensitive issue with City of Berkeley neighbors. Since there is significant student pedestrian traffic along Albina Avenue, voluntary enforcement of speeding laws would seem to benefit all stakeholders. If speeding is perceived to be a serious issue, a speed bump would be an effective deterrent for speeding along Albina Avenue, but any traffic calming measures would need approval from the appropriate City of Berkeley staff before implementation.

In addition, parents should be encouraged to use the Monterey Avenue drop-off zone, which is currently significantly underutilized. One goal could be to require that a certain percentage of school-generated vehicle trips use the Monterey Avenue drop-off zone. Compliance could be enforced by having school staff present at each of the drop-off zones. This solution is simple, but would more equitably distribute school-related vehicle trips among the three access points.

Recommended in the 2005 Kolve study was the introduction of angled parking along the south side of Posen Avenue east of the existing school driveway. Angled parking would not only increase the number of available school parking spaces, but would also reduce the travel lane width in the eastbound direction and encourage drivers to drive slower. Neighborhood residents, however, have expressed opposition to this idea. The 2005 Kolve study conducted a survey which indicated that 7 percent of students (42 students) drove to campus either alone or with others and parked in on-street spaces surrounding the campus. It is expected that the implementation of angled parking could relieve some of the existing demand for on-street spaces due to school-related traffic. In response to neighborhood concerns, angled parking is not proposed by the school. The school encourages parents to drop-off students on arterial streets and having students walk the remaining distance (on residential streets).

Although bike racks were recently installed at three locations on campus, only two to three staff and faculty bike regularly to the school. Transit use, however, could be encouraged among school students, faculty, and staff by providing incentives, such as discounted transit passes or tickets. Such programs have proven successful at other high schools. In conjunction with encouraging transit use, a free shuttle running between North Berkeley BART

station and the school, timed to the arrival of BART trains or AC Transit buses at the station could be provided. By removing the ten- to fifteen-minute walk between the station and campus, more students could find BART or AC Transit an attractive transportation alternative.

Based on the parking occupancy surveys, occupancy rates along Hopkins Street between Gilman Street and Monterey Avenue are higher during the school mid-day period than in the weekday evening period. However, the problem appears to be concentrated to Hopkins Street, as most other streets in the area have relatively underutilized on-street parking.

XV. UTILITIES AND SERVICE SYSTEMS -- Would the project:

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?				X
b.	Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?				X
c.	Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?				X
d.	Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?				X
e.	Result in a determination by the wastewater treatment provider which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?				X
f.	Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?				X
g.	Comply with federal, state, and local statutes and regulations related to solid waste?				X

Existing Conditions: Water and wastewater collection/treatment services at the campus are provided by the East Bay Municipal Utility District. Solid waste generated at the campus is collected as part of the overall solid waste collection/recycling efforts of Saint Mary's College High School.

Explanation:

a. All Master Plan improvement projects would be required to comply with the requirements of the Regional Water Quality Control Board related to wastewater treatment. [Sources: 1, 2]

b. With the replacement of natural turf with artificial turf as part of the athletic field renovation currently underway (previously evaluated in a separate Initial Study/Mitigated Negative Declaration), there could be some reduction in current demand for irrigation water with implementation of the Master Plan. Although some new facilities capable of generating wastewater have been proposed as part of the Master Plan (e.g., a new snack bar,

restrooms at the proposed multi-use facility and new classroom building), there would be no substantive impact on existing wastewater treatment facilities serving the area. [Sources: 7, 17]

c. The implementation of the Master Plan includes storm drainage improvements, and the effects associated with implementing those drainage improvements are addressed in the Hydrology and Water Quality section, above. [Sources: 7, 17]

d. Implementation of the Master Plan would not be expected to alter the existing demand for water in any substantive way, as the enrollment and staffing levels at the school would remain unchanged. Water has been supplied at the campus for decades, and is expected to remain available in sufficient supply. [Sources: 7, 17]

e. Although some new facilities capable of generating wastewater have been proposed as part of the Master Plan (e.g., a new snack bar, restrooms at the proposed multi-use facility and new classroom building), there would be no substantive impact on existing wastewater treatment facilities serving the area. [Sources: 7, 17]

f. With no increase in enrollment, implementation of the Master Plan would not result in any substantive increase in the use of the campus relative to current use patterns, and there would be no significant increase in the amount of solid waste generated in connection with the proposed improvements. Sufficient solid waste disposal capacity is expected to remain available to serve the Project. [Sources: 7, 17]

g. Those involved in implementation of the Master Plan and subsequent use of the campus will be required to comply with all federal, state and local statutes and regulations related to solid waste. [Sources: 7, 17]

XVII. MANDATORY FINDINGS OF SIGNIFICANCE –

		Potentially significant impact	Potentially Significant Unless Mitigation Incorporated	Less Than Significant Impact	No Impact
a.	Does the project have the potential to 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, 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

Explanation:

a. The Saint Mary’s College High School campus is located in an urban area, and has been used as an educational institution for over 100 years. With the implementation of the mitigation identified in the discussion of potential impacts to nesting birds in the Biological Resources section, above, implementation of the Master Plan would not degrade the quality of the environment, would not reduce habitat for fish or wildlife, would not cause a reduction in the population of any fish or wildlife population, would not eliminate any plant or animal community, and would not adversely affect any rare or endangered animal. Implementation of the Master Plan would not have any effect on any examples of the major periods of California history or prehistory, as none are present at the campus. [Sources: 7, 13, 17]

b. Since implementation of the Master Plan would not result in any substantive increase in the use of the campus relative to current use patterns, there would be no “cumulatively considerable” impacts associated with Master Plan implementation. [Sources: 7, 13, 17]

c. With effective implementation of the measures identified above to reduce potential construction-related effects associated with individual Master Plan projects, equipment exhaust emissions and noise, implementation of the Master Plan would not have any substantial adverse effects on human beings. [Sources: 1, 2, 3, 7, 14, 17]

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SAINT MARY'S COLLEGE HIGH SCHOOL

MASTER PLAN BACKGROUND & SUPPORTING INFORMATION

November 2008

Each day, young people from Catholic parishes and neighborhoods throughout the East Bay arrive at an oasis called Peralta Park. While at Saint Mary's they benefit from faith based academic and co-curricular programs, a strong faculty, a diverse student body, a caring and empowering community, and a beautiful campus. Saint Mary's has been providing Bay Area families a Lasallian Catholic education since 1863. Today, with a rich one hundred and forty-five year history and strong traditions, Saint Mary's continues its religious and educational mission. The healthy enrollment of the past few years is evidence that the school is meeting the needs of East Bay families.

The intent of the master plan is to guide the updating and expansion of facilities to better meet the needs of current and future students and their families. Since the plan's implementation is dependent on funding yet to be raised, it will probably be many years before the plan is completed. Ongoing changes in education, the neighborhood, and local government will also affect final building and design. This is a unique time for local educational institutions. All have or are in the process of dramatically improving their educational facilities. Consider the newly constructed Albany High School facility, the recently completed construction at Berkeley High School, and the construction underway at El Cerrito High School. Comparable construction is also evident at private high schools, such as that at Saint Ignatius High School in San Francisco and De La Salle High School in Concord. Bishop O'Dowd High School in Oakland is in the process of planning major renovations and new construction, and has just announced a major capital campaign. Saint Mary's efforts to improve its facilities are in keeping with what is taking place in local education.

Saint Mary's students receive a high quality, college preparatory, value based education in a safe and nurturing environment. Year after year 98% to 100% of the seniors are accepted to four year colleges and universities. Students benefit from a challenging and engaging fine and performing arts program. Student-athletes excel. This past summer, Cal Hi Sports in collaboration with ESPN named Saint Mary's the "State School of the Year" for Division IV athletics.

Saint Mary's believes in giving back to the community on the local, national, and global levels. A few examples of this commitment follow: Saint Mary's students have been the leading high school for the Alameda County Food Bank's annual Holiday Food Drive for the last 3 years and have donated hundreds of hours volunteering at the Food Bank. The science department students tested the water in Cordonices Creek, published the test results to the neighborhood, and replanted the creek banks with native species. Last spring students cut and donated 26 ponytails to Locks of Love, an organization that creates wigs for children with cancer. Each Lent the students collect and package toiletries for the homeless served by St. Vincent de Paul Society. Last year students supplied mosquito nets for malaria stricken parts of Africa. Saint Mary's students are in a supporting relationship with St. Mary's School in Nyeri, Kenya. The students also raised significant funds for the Tsunami and Katrina relief efforts.

Saint Mary's richly diverse student population reflects its commitment to inclusive out-reach to the community. Students come from a wide range of socio-economic backgrounds and elementary schools (parochial, public, charter, and independent). Students, faculty, and staff form an educational community where each student is known, accepted, and supported. The Master Plan will allow Saint Mary's to continue its efforts to provide the best for its students and families.

MISSION and PHILOSOPHY

Saint Mary's College High School is a college preparatory high school that provides students with a quality Christian and human education. Saint Mary's core values are faith in God, respect of all persons, inclusive community, quality education, and service of the poor and social justice. Saint Mary's seeks to educate the whole person, promoting the intellectual, spiritual, physical and social development of each student through rigorous academic and co-curricular programs. Saint Mary's expects its graduates to become lifelong learners, responsible, moral, productive citizens, and active members of their communities.

Saint Mary's is committed to its interdependence with the broader communities of the Bay Area, the nation, and the world. In the process of creating community, Saint Mary's promotes and honors racial, economic, ethnic, and social diversity. Saint Mary's is a community in which learning occurs within the framework of Catholic Christian values, one that views all things with the eyes of faith.

HISTORY

Saint Mary's College High School was founded in San Francisco in 1863 as the secondary department of Saint Mary's College. Since 1868 the school has been conducted by the Brothers of the Christian Schools, familiarly known as De La Salle Brothers or Christian Brothers, a religious order of educators of the Catholic Church, whose 325-year old Lasallian mission is to give a human and Christian education to the young, especially those from poor and working class families. The high school outgrew the facilities it shared with the College, first in San Francisco and then in Oakland. In 1927, the high school moved into De La Salle Hall, a 51,000 square foot multi story state of the art school facility that was located on the current campus at Peralta Park. Already on the property in a separate building was St. Joseph's Academy Grammar School for boys. It too was conducted by the Brothers. It also had been located in Oakland until its move to Peralta Park in 1903. The two schools shared the campus until the grammar school moved to Napa in 1969. Both schools had day and resident students until 1969. In September 1928, the combined student population totaled 425; it grew steadily, waned during the Depression years, grew again and remained steady during World War II, and peaked in the 1965-66 school year with 791 students — 611 in the high school and 180 in the grammar school. In the summer of 1973, having been declared an earthquake hazard, De La Salle Hall was razed. A Master Plan for the campus was created in 1974 to replace the lost facility. During the school years from 1973-74 to 1994-95 enrollment averaged 418 students – with a high of 470 students in 1986-87 and a low of 376 students in 1993-94. In 1994-95, the year prior to the school's transition to coeducation, enrollment was at 397. With coeducation, on-going replacement of facilities, improvements to school programs, and growing demand for Lasallian Catholic education, enrollment increased. On August 19, 2008, the school opened the Fall Semester with 622 students.

OWNERSHIP AND ORGANIZATION

Saint Mary's College High School of Berkeley, Inc. is a religious corporation organized and operated under the Nonprofit Religious Corporation Law exclusively for religious purposes. The Board of Trustees governs the school. The President is the chief executive officer. The Principal is directly responsible for the students, their achievement, the faculty, and the curricular and co-curricular programs. The Director of Finance is the chief financial officer and is responsible for all financial and business aspects of the school's operation. The Director of Buildings and Grounds is responsible for all aspects of the maintenance and upkeep of the school. The Director of Advancement is responsible for the school's relationships with alumni, donors, and friends. The school enrolls up to 630 students and employs 78 regular employees – 72 full time and 6 part time. In addition the school employs 32 seasonal part time employees who are "walk-on" coaches or temporary performing arts support personnel. Apart from school employees, there are 5 contracted food service personnel and 2 contracted technology personnel.

FAMILIES SERVED - ENROLLMENT

Saint Mary's welcomes all families who wish to be a part of its educational community. Saint Mary's reflects the diversity of the East Bay community. Of the students enrolled in the Spring 2008 Semester, about 40% were from the cities of Oakland, Berkeley, and Albany, and about 50% were from El Cerrito, Kensington, Richmond, Point Richmond, San Pablo, El Sobrante, Pinole, Hercules, Rodeo, and Crockett. About 50% came from Catholic feeder schools, about 30% from Independent schools, and the remaining 20% from public and charter schools. The ethnicity of the students was as follows: 35% European American, 30% African American, 12% Latino or Hispanic, 11% Asian, and 12% Mixed. The religion of the students was 52% Catholic, 27% Other Christian, 4% Jewish, and 5% other. 12% listed no religious affiliation. These demographics are not expected to significantly change over the next five years.

The student body is also diverse economically. Each year one-fourth to one-third of the student body receives financial assistance, and a minimum of 5% of the students come from families whose incomes are within the poverty level as defined by the federal government. The aid for the 2008-09 academic year is anticipated to be in excess of \$1.3 million. The financial assistance available to students is made possible by the extraordinary efforts and generosity of alumni, parents, friends, students, and outside agencies and foundations.

ACCREDITATION

Saint Mary's is accredited by the Western Association of Schools and Colleges and by the Western Catholic Educational Association.

ACADEMIC PROGRAM

A minimum of 260 units is required for graduation. Most students graduate having taken 280 units.

Grade Level and Typical Course Load Requirements

Freshman Year (70 units)	Sophomore Year (70 units)	Junior Year (60 units)	Senior Year (60 units)
1. Faith & Religion	1. Scripture	1. Religion Selectives	1. Religion Selectives
2. English 1-2	2. English 3-4	2. English Selectives	2. English Selectives
3. PE/Health	3. World History	3. U.S. History	3. Social Studies Selectives
4. International Language	4. International Language	4. Mathematics	4. Elective
5. Mathematics	5. Mathematics	5. Science	5. Elective
6. Biology	6. Chemistry/Conceptual Physics	6. Elective (i.e. language)	6. Elective
7. Visual & Performing Arts	7. Visual & Performing Arts/ Elective	7. Elective	7. Elective

The Academic Program permits students to meet the subject admissions requirements for the University of California and the California State Universities.

**Graduation and College Entrance
Minimum Requirements
Comparison Chart**

Note: This chart represents minimum requirements only.

Academic Areas	Saint Mary's Graduation Requirements		UC and CSU Requirements
	Years	Credit	Years
Electives*		60	1
English	4	40	4
International Language	2	20	2
Mathematics	3	30	3
PE & Health	1	10	0
Religious Studies	4	40	0
Science**	3	30	2
Social Studies (History)	3	30	2
Visual & Performing Arts	1	10	1
Total Core	22	260	15

*Any course taken beyond the department requirements is considered an elective. (e.g. Introduction to Calculus, French 5-6, etc.)

**UC requires at least two of the following: biology, chemistry, or physics. CSU requires at least two years of a lab science in two different areas, biological and physical.

For the past eight years, 98% to 100% of the seniors have applied to and been accepted at four year colleges and universities, and all seniors have continued their educations after graduation.

KEY

1. a - PERFORMING ARTS MUSIC FACILITIES- BAND ROOM, CHORAL ROOM AND PRACTICE ROOMS
- b - TRAINING ROOM EXPANSION (UPPER FLOOR) AND CLASSROOM FOR DANCE, ETC. (LOWER FLOOR)
- c - STUDENT CENTER RENOVATION, KITCHEN EXPANSION
- d - NEW MULTI USE FACILITY WITH MAINTENANCE SHOP AND STORAGE
2. ST. JOSEPH'S HALL RENOVATION & EXPANSION INCLUDING SEISMIC UPGRADE, IMPROVE CLASSROOMS, CENTRALIZE ADMINISTRATION, IMPROVE LIBRARY
3. CHAPEL
4. NEW CLASSROOM BUILDING & GALLERY DEMOLITION OF VELLESIAN HALL AND CAMPUS ENTRY/CREEK IMPROVEMENTS

- OTHER RENOVATION NEEDS
- a - MURPHY HALL SCIENCE BUILDING, CLASSROOM CONVERSION
 - b - CRONIN HALL, SEISMIC UPGRADE AND CLASSROOM CONVERSION
 - c - SHEA STUDENT CENTER, CLASSROOM CONVERSION

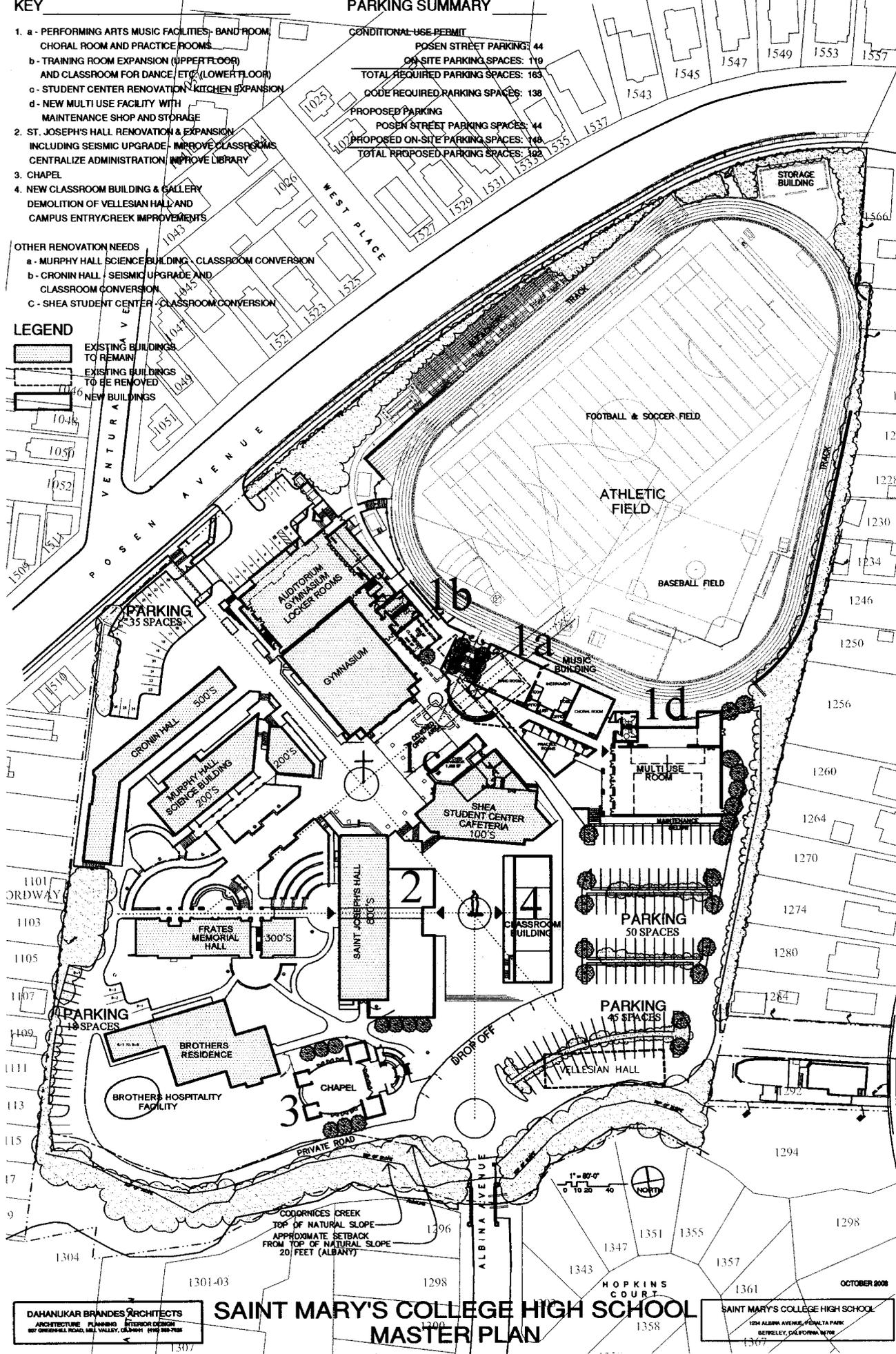
LEGEND

- EXISTING BUILDINGS TO REMAIN
- EXISTING BUILDINGS TO BE REMOVED
- NEW BUILDINGS

PARKING SUMMARY

CONDITIONAL USE PERMIT
 POSEN STREET PARKING: 44
 ON SITE PARKING SPACES: 119
 TOTAL REQUIRED PARKING SPACES: 163
 CODE REQUIRED PARKING SPACES: 138

PROPOSED PARKING
 POSEN STREET PARKING SPACES: 44
 PROPOSED ON-SITE PARKING SPACES: 148
 TOTAL PROPOSED PARKING SPACES: 192



DAHANUKAR BRANDES ARCHITECTS
 ARCHITECTURE PLANNING INTERIOR DESIGN
 20 GREENHILL ROAD, MILL VALLEY, CALIFORNIA (925) 932-7026

**SAINT MARY'S COLLEGE HIGH SCHOOL
 MASTER PLAN**

SAINT MARY'S COLLEGE HIGH SCHOOL
 1204 ALBANY AVENUE, FORTY TA PARK
 BERKELEY, CALIFORNIA 94708

OCTOBER 2008

CO-CURRICULAR PROGRAMS

Co-curricular programs include: Campus Ministry, Retreats, Student Government, Student Activities (dances, social events, intramural athletics), Lasallian Leaders, Building with Books Service Club, YARN Knitting & Crocheting Service Club, Voices of Imani Liturgical Choir, Diversity Club, Stagecraft & Technical Theater, Mountain Bike Club, Green Panthers Environmental Club, Junior States of America, LEO Service Club, Outdoor Club, Film Club, Student Literary Magazine, Yearbook, CSF Honor Society, and other clubs and activities. Also, each year students stage a fall drama or comedy and a spring musical.

Saint Mary's fields men's and women's sports teams in cross country, golf, tennis, volleyball, basketball, soccer, swimming and diving, and track and field. Saint Mary's also fields sports teams in football, lacrosse, baseball, and softball. There is also a cheerleading squad.

Colleges and universities have made student involvement in co-curricular programs a significant part of the admissions process. In the Common Application form, colleges and universities ask students to list their co-curricular activities, positions held, and honors won. They also ask students to elaborate on one of their co-curricular activities.

Saint Mary's primarily promotes student engagement in co-curricular programs on the philosophical basis of educating the whole person and in the interest of building a strong school community.

STUDENT & SCHOOL SUPPORT

The school seeks to provide the students an environment that promotes and enhances learning, and supports the school's mission and core values. This includes building a broad community base of people who are devoted to the welfare of the school and students.

The Principal's Office exercises oversight over the faculty and students, the curricular and co-curricular programs, and the student support services. The Principal's Office is responsible for seeing that the school's mission is realized for every student.

The Campus Ministry Office provides pastoral advising to students and staff who request it, organizes Liturgies, prayer services, and retreats, and leads the school community in the observance of the Church liturgical year.

The Counseling Office provides students with personal, academic, and college counseling. The program counsels parents as well as students and involves numerous presentations over the four years on how students and families should prepare for college.

The Library provides students with access to books, periodicals, research materials, and information technology. It also provides space for individual and group study.

The Admissions Office is responsible for all aspects of the school's relationships with prospective students and their families. This includes conducting the annual open house and other campus visits by prospective students and their parents, administering the high school placement exam, and communicating and collaborating with feeder schools.

The Advancement Office cultivates the schools relationships with alumni, parents, friends, business community, foundations, and miscellaneous organizations, and raises funds for student tuition assistance, operations, and capital needs. The office organizes and conducts numerous events, including alumni reunions, appreciation dinners and receptions, and fund raising activities. The office publishes newsletters, a bi-annual magazine, and an annual report for alumni and donors.

The Business Office is responsible for billings and collections, purchase orders, accounts payable, insurance, payroll, human resources, financial aid requests, and generally all business and finance matters. The Business Office makes available to students discounted BART and AC Transit tickets.

The Buildings and Grounds Department is responsible for all aspects of the maintenance and upkeep of the campus buildings and grounds, including compliance with all fire and safety codes.

The IT Department is responsible for all aspects of the school's information technology, including the administration, maintenance, and security of the network and upkeep of over 200 campus computers.

The Food Service is operated by an outside contractor. It is a small operation due to the small snack bar facility and lack of a fully equipped kitchen. Food is available for purchase before school, during break, and during lunch. As is typical at other area high schools, many senior and junior students go off campus to purchase food during lunch. As will be stated later, Saint Mary's wishes to increase food quality, food options, and service capacity, with the goal of encouraging more students to have lunch on campus.

The school has eight vans that are used to transport students for athletics and school trips.

NEIGHBORHOOD

The neighborhood of the campus is comprised primarily of densely sited, single family, wood framed, multi-story structures. The majority date from the 1920's. Many of the sites are sloping, with modest rear yards and rear property line storage structures or garages.

Saint Mary's moved to the neighborhood in 1927. The school has a deep stake in the neighborhood and is committed to the good and welfare of the neighborhood. Saint Mary's shares with the neighbors many of the same community concerns.

CODORNICES CREEK

The Codornices Creek borders the southern property line, separating the neighbors from the school along this side of campus. Recent reconstruction and preservation of the western section of the creek is complete; similar work may be considered along the eastern section. Three neighbors have property along the side where improvements are planned. The Master Plan's removal of Vellesian Hall will allow top of the slope improvements and a drive (similar to the western slope) and walk along the edge, making that portion more a part of the campus community. The parking and planting in this area is being configured to prevent automobile head lights into the two neighbors' yards on the opposite side of the creek. The school intends to work with these three neighbors to review the actual design details along this portion of the creek.

MASTER PLAN CONSIDERATIONS

The high school campus consists of twelve and one half acres bordered by Codornices Creek to the south. The buildings presently comprising the school are a diverse assortment of structures, having been constructed over a period of fifty-five years.

This Master Plan follows the last stage of development of a master plan initiated in 1972. At that time, the school decided that it had to abandon De La Salle Hall (1927-1973), in excess of 51,000 square feet (20 classrooms), the main instruction building on campus, due to its liability as an earthquake hazard. The need to replace that facility, as well as to provide a residence for the Brothers, required a planning

process to guide the rehabilitation and future improvement of the school. Two of the existing buildings were retained: the Gymnasium Building (1948) and Saint Joseph's Hall (originally a student dormitory and library, 1957). Vellesian Hall (worker dormitory, 1946) and Cronin Hall (classrooms, 1952 and 1959) were retained, but scheduled for future replacement. The temporary buildings housing science laboratories and classrooms were replaced. The core of the original plan was the central plaza with a new Brothers Residence, Student Center, classrooms and library, and a multi-use performing arts facility.

The plan called for the gradual replacement of temporary and existing buildings with new structures, and the development of the campus into a park-like enclave for the students. Construction of the new facilities was organized into phases, to provide the school an opportunity to raise funds for construction, and to allow the school to continue to function during the building process. With some revisions in 1981, including a transition to a co-educational program in 1995, this plan has guided the campus program of improvements for thirty years.

With the completion of Frates Memorial Hall (8 classrooms), the projects that have not been realized include: the programmatic and seismic upgrade of Saint Joseph's Hall offices and library and additional classrooms for the arts. In the design review process for Frates Memorial Hall, the City urged an examination of the future campus and program needs.

In 2003, Saint Mary's College High School initiated a process to accomplish a needs assessment, site use analysis, and an updated and expanded master plan. The process included interviews with faculty, staff, and administrators, planning workshops with the academic community, collaboration with the design advisory committee, and workshops with neighbors, some of which were professionally facilitated at the sole expense of the school. The resulting plan is an expression of the needs to be accommodated as Saint Mary's College High School seeks to fulfill its mission over the next five, ten or fifteen years.

PLANNING GOALS

The development of the planning for Saint Mary's College High School is driven by the Lasallian Catholic mission. The focus of the educational plan is a religious, high quality, and student centered education with a preference for middle and low income families.

The principal program needs, as Saint Mary's College High School starts the new century, are to provide seven period, college preparatory, advanced placement, and religion programs in an environment and context that is Lasallian and Catholic. Performing and fine arts programs are currently the most disadvantaged, with needs for dance, choir, music, theater, art, and photography. Support for the excellent athletic programs requires improved training room facilities. Spaces are needed for counseling, student activities, and student publications including yearbook and newspaper. State of the art technologies require new language and computer laboratories and an updated media center.

Facility needs for the support of these programs include: chapel, classrooms, choir room, display areas for student work and announcements, meeting rooms (lecture, teacher-parent meeting, business conferences, administration, etc.), storage, student store (books, supplies, clothing, tickets, etc.), publications room, library, and technology spaces including a television studio.

Other campus support needs include campus access, parking, maintenance, and security provisions.

The overall goal is to create a campus that responds to the needs of the whole person, including the academic, physical, spiritual, and social needs.

STATEMENT OF NEED

Saint Mary's needs to update and modernize existing facilities and to add new facilities, in order to accommodate current and future program growth and development, increase scheduling flexibility for

classes and programs, improve operational efficiency, and provide a dedicated and proper space for worship. Four key areas needing attention are campus ministry, information technology, visual and performing arts, and student life.

For independent schools, the National Association of Independent Schools recommends a school standard of 175-250 square-feet-per-pupil range; for 630 students that would be 110,250-157,500 square feet total building area. The 94,647 square feet total that will exist after completion of the Athletic Field Renovation falls below the standard, and the 141,147 square feet total contemplated by this master plan is within the standard. However, Saint Mary's program need is based on experience, campus planning workshops, and input from an advisory committee including Trustees, administrators and faculty. The planned facilities are also based on comparisons with similar examples of facilities in other comparable schools.

Education at Saint Mary's is student centered. The objective is to provide the students an excellent learning environment, one that facilitates and promotes learning and healthy human growth and development and that reflects the hopes and esteem the school and community have for the students. It assumes high quality equipment and facilities. More importantly, it is built on the foundation of a supportive community that concerns itself with the education of the whole student – body, heart, mind, and soul.

1. Academic needs will be addressed with two building projects:

- Classrooms:

The goal is for each full time teacher to have his or her own classroom. Having one's own classroom allows a teacher to create a unique classroom environment that supports one's individual pedagogy and to have an "office" space to do one's work (class preparations, paper corrections, correspondence, parent meetings, availability to students, etc.). Generally, having teachers located throughout the campus in designated classrooms provides for better supervision and greater campus safety than when teachers are located in a faculty room. Of 42 teachers, with 32 of them being full time, only 11 teachers have their own classroom. Though the Master Plan will allow for more teachers to have their own classroom, it falls short of the desired goal.

Another goal is to increase scheduling flexibility. Saint Mary's continues to explore new bell schedules that better support student-centered, constructivist learning. Innovative schedules such as blocks and trimesters call for more flexible use of space to meet the educational needs of students in a rapidly changing world. In addition more classrooms will permit smaller class sizes and reduce the challenges involved in scheduling for special events such as AP testing days. The most impacted schedule that Saint Mary's operates is the Community Block Schedule when 32 groups of students meet. Each group averages 19 to 20 students. Since there are only 29 classrooms, 3 groups meet in non classroom spaces.

The implementation of the master plan will result in a net increase of 7 classrooms, taking the school from the current 29 to a total of 36 classrooms.

With the exception of Community Block, during each teaching period there is an average of 5 to 6 classrooms in which teachers are not teaching class but engaged in class preparations.

A new classroom building will also allow for the replacement of sub-standard facilities. The increase in classrooms will be accommodated in stages over a span of five to twenty years. Future changes in education will be as dramatic as they have been in recent years – this number of rooms will provide planning flexibility for the educational programs that the future will require.

The classroom size is based on the Frates model with 30 students at 30 square feet per student and is consistent with National Association of Independent Schools recommendations. It is recognized that some classes, by necessity, are larger than the school goals for class size. The smaller classrooms (ex. Murphy Hall) do not work for the current educational approach; classrooms now must accommodate computers and technology, more teacher support area, ADA accessibility, and individual and group learning configurations.

- New performing arts buildings for band, chorus, dance, and theater:

These programs will be housed in a Performing Arts Music Building (which includes band room and choral room) and a Multi-use Building. (Visual arts can be accommodated in specially configured classrooms, adjacent to either the performing arts or other classrooms.)

Given campus limitations, the proposed facilities will be built for flexible use. Spaces should be capable of accommodating conventional classes or other activities during the school day. Thus theater and dance may share the same space, or the theater-dance space may be required to accommodate other uses, such as cheer leaders practice.

Currently, the Gymnasium-Auditorium accommodates both athletics and theater with priority in the building design given to athletics. The Multi-use Building will be designed to give preference to the needs of the performing arts while secondarily accommodating athletics.

Also, the larger uses of the Gymnasium-Auditorium prevent or displace regular program uses, such as those by theater arts, dance, basketball, and intramurals. This occurs, for example, when the building is used for Masses, student assemblies, luncheons, fall play, spring musical, concerts, crab feed, donor dinners, career day, and other large scale events. The addition of the Multi-use Building would protect the regular programs and ease the pressures on the maintenance staff who are required to do the set ups, often with little time between uses.

These facilities are required today.

2. In addition, it is desirable to consolidate all of the school offices into one administrative building – relocating the financial and development offices from Vellesian Hall to Saint Joseph's Hall. This will increase efficiency. For safety and security it is also desirable to have administrative offices in the center of campus for high accessibility and visual contact between students and administrators.
3. The chapel will be central to life at Saint Mary's, in symbol and as a place for prayer and worship. The school has been without a chapel since the demolition of De La Salle Hall 35 years ago. As a Catholic institution, this must be remedied. The goal would be for the chapel to accommodate 200 people; this would allow accommodation of one entire grade level, faculty, and guests.
4. The current training room is too small to meet student needs. The plan is to double the size of the current facility. The expanded room will also house the Athletic Director's Office and, given its central location, dramatically improve supervision of the training room, gymnasiums, and field area.
5. The current Shea Center kitchen is no more than a snack bar. The plan is to expand the facility and build a better equipped kitchen that would make possible the preparation of healthier, tastier, and more varied food options, and reduce the use of paper and plastic items. An additional objective is to increase service capacity with the goal of encouraging more students to have lunch on campus.

Currently under construction, the Athletic Track and Field Renovation will address the significant need for safe athletic programs. When completed, the field renovation will significantly upgrade the programs and image of the school as well as enhance neighborhood property values and ambience.

The western portion to remain is highly regarded for its park-like atmosphere. The central space provides for student gathering and circulation while insulating activities from the neighbors. The images of the buildings are varied, which is good, but of a family, also good, reflecting the thirty year campus development. Each generation of graduates associates with parts of the academic quadrangle. Taken together, the buildings present the feel of an academic campus – not an institution.

One site planning goal of the Master Plan is to convert the feel of the southeastern part of the campus, currently a large parking lot, to the qualities of the western portion: a student oriented central space, surrounded by buildings of similar images. Thus the west and southwest would become members of the same campus family.

MASTER PLAN APPROACH

A new "main entrance" reception area for the campus, visible from the campus entry drive, is desired. The vehicular entry should lead to a turning circle. Parking should be kept to the outside edges of the campus, minimizing the visual impact. Parking should be screened from the neighbor view with planting or property line fencing.

New buildings, because of the limited site area and funding, should be designed for multi-use.

The high school campus consists of thirds: the athletic fields to the north (currently under renovation), the existing west side to remain (some minor renovation and upgrades to existing facilities needed), and the southeast area planned for new facilities (currently parking and softball infield).

With a focus on the southeast portion of the campus, the design approach to the new facilities should have several goals. The exterior spaces should have similar qualities to the west side of campus, landscaped open spaces with gathering opportunities and covered walkways (arcades). The buildings and the spaces between should be organized with view axes, highlighted by statuary or other visual or symbolic accents. Entries to buildings should be clearly recognizable. There should be various sizes and types of outdoor spaces for multi-use student oriented functions.

Saint Mary's College High School is a notable environment for learning. The campus layout is a balance of formal and natural geometry. There is a variety of building images, but the appearance of the whole has significance to student, staff, and visitor. As the Master Plan moves forward, these qualities should be preserved and the traditions respected. For over forty years the academic community has participated in the school's growth and evolution. In the development of this master plan, that process has continued.

The facilities program for the master plan has three priorities:

1. Replace and update aged or inadequate facilities (band room, student center kitchen, small or inadequate classrooms) and provide for flexibility in class scheduling.
2. Reinforce the community values of a Lasallian education (smaller class size, chapel, multi-use meeting spaces).
3. Consolidate and improve central functions (administrative offices, library, remove Vellesian).

PLANNING ZONES

As shown on the diagram, the campus has been divided into various zones. The center, where the cross is located, is the central gathering and circulation space. A cross axis runs through the center of the space and organizes the campus “flow”.

- The axis is approximately north-south and east-west; the principal campus entries are from the south and the north.
- To the east is the activities zone with the gymnasium, auditorium, student center, and band room. Uphill, the athletic fields are accessible from and adjacent to this zone.
- To the west is the academic zone with classrooms, library and administrative offices. The classrooms are organized around the academic quadrangle. The Principal’s office and desk are in the center, close to the cross.
- The organization of the campus is best seen during the change of classes, when the entire student body passes through the “quad”. Teachers are known to observe the comings, goings, and interactions from the classroom doors. In a way, this environment adds a cohesive quality to the campus community.
- The parking is toward the outside of these zones, thus pedestrian and vehicular traffic is separated.

In the Master Plan, this organizational concept is retained and strengthened with the development of the southeast side of campus.

TRAFFIC AND PARKING

Saint Mary’s will continue to improve the management of its traffic and parking plan and the accommodation of student needs for campus access. Saint Mary’s engaged Korve Engineering to conduct three traffic studies (May 2000, May 2003, and February 2005), each solely funded by the school. In November 2007, the City of Berkeley conducted a speed survey on Albina Avenue and Hopkins Court. In May 2008, as part of the environmental review conducted by Lamphier-Gregory and again funded by the school, DMJM HARRIS | AECOM conducted a traffic study. The school will continue its efforts to reduce the number of vehicles coming to campus. These efforts include on-going requests of AC Transit to establish another dedicated line, encouragement of students to car pool or use public transportation, and added parking on campus. With the current severe financial downturn and rising costs of education, affordability must be an essential consideration of any action.

Saint Mary’s is a commuter school, and it has been for its entire existence. Though there are and have always been neighborhood children enrolled at Saint Mary’s, the majority of students come from outside the immediate neighborhood. Thus students arrive and depart by vehicle. Some drive personal vehicles; some are dropped off and picked up by their parents or others; some use AC Transit; some use BART; some bicycle, though distances and the need to carry books usually make bicycle use impractical; and a few walk.

Traffic and parking matters are challenging. It has been suggested that traffic and parking are actually “driving” and “front of house” issues. While traffic studies have repeatedly found that the streets around the school, with the exception of Hopkins Court, generally have the capacity to accommodate school related traffic volume and curbside parking, some neighbors object to school related traffic and parking in front of their houses or in front of the houses of other neighbors.

Saint Mary's wants what is good for the neighborhood. The school's roots in the neighborhood are the deepest of all. The school has been a part of the neighborhood for 81 years and the De La Salle Christian Brothers for 105 years. The commitment to a continued and long future in the neighborhood is ongoing and unequivocal.

Over the recent years, in keeping with the CUP conditions and additionally in deference to neighbor wishes, the school has evolved a traffic and management plan. Key elements of the plan follow.

1. There are 163 parking spaces available for students and staff: 44 on the south side of Posen fronting the school property and 119 on campus. A reasonable increase in the number of spaces would reduce parking on neighboring streets.
2. Student and staff parking are by permit only.
3. Students and staff are directed not to park on Peralta, Ordway, Ventura, West Place, Beverly Place, Monterey, Albina, Hopkins Court, and Posen except for the part that fronts school property.
4. There are three formal student drop-off zones: one at the Posen entrance, one at the Monterey entrance, and one on the school campus at the Albina entrance. In order to disburse traffic and reduce congestion, parents of freshmen are directed to use the Monterey entrance drop off zone.
5. Parents are encouraged to drop off their children at locations away from campus.
6. Teachers and students monitor traffic on Posen, Monterey, and Albina at peak traffic times before school, during lunch, and after school.
7. Carpooling is promoted. Student carpoolers are given priority as well as discounts for parking permits. A graduated fee structure rewards carpools of 3 or more and penalizes single drivers and carpools of 2. This fee structure is new and appears to have reduced parking in the neighborhood. Parents who drop off their children are encouraged to car pool and assisted in partnering with other parents who wish to form car pools.
8. Discounted BART tickets and AC bus passes are made available to students.
9. AC operates a bus route that primarily services Saint Mary's students (line 688).
10. Bicycle usage is encouraged and 3 secure bike racks are located on campus.
11. A speed bump has been installed on the Albina bridge, and signage encouraging cautious and slow driving has been posted on campus and Albina Avenue.
12. Staff, students, and outside security direct and monitor traffic on occasions of high impact events such as Open House, Crab Feed, and Baccalaureate Mass.
13. The Student-Parent Handbook includes a section that explains the parking and traffic policies.

Parking could be addressed further by the increase of spaces on campus.

- The parking count is currently limited to 163 spaces by the current conditional use permit, 119 on campus and an additional 44 on Posen Avenue. Some of the Posen spaces are lost to neighbors parking in the student designated area.
- The Albany code requires a minimum of 138 spaces on site for this type of use (1:10 of 630 students and 1:1 of 75 staff). One alternative approach is to provide 138 on campus and 44 on street, (approximately 1:6 of 630 students and 1:1 of 75 staff), 182 total spaces.
- Another approach is to provide even more parking, for example, spaces equivalent to one fourth of the student population. This would require 189 on campus and 44 on Posen (1:4 of 630 students and 1:1 of 75 staff), 233 total spaces. This approach is not recommended since it would have a negative impact on the campus.
- The initial plan submitted to the City proposed that there be 134 on site parking spaces which combined with the 44 spaces on Posen would provide a total of 178 parking spaces. After initial planning studies, City staff suggested that the plan could reasonably accommodate 148 spaces on

campus and 44 on Posen (1:5.4 of 630 students and 1:1 of 75 staff), for 192 total spaces – without significant impact on the open space quality of the campus. The staff's suggestion may be the preferred option.

In the past, it was believed that reduction of spaces would result in reduction of vehicles coming to campus. However, students have to commute to school, many drive, and they find a space in the neighborhood if not on campus. Though Saint Mary's directs students and staff not to park in the neighborhood, it is impractical, if not impossible, for the school to supervise parking beyond immediate school boundaries. The school has offered to participate in a neighborhood sticker program similar to those used in other neighborhoods where parking is a problem, but neighbors have not seen the need for such a program. This supports the findings of past traffic studies that there is sufficient parking capacity in the neighborhood.

The school has considered a parking structure, but there would be a significant urbanization of the campus and the cost is prohibitive. Surface parking has a potential impact on the park-like environment, but the school is willing to consider these types of solutions if the desire is to accommodate parking to meet the need.

The options for addressing traffic are more limited. Saint Mary's College High School has student driving policies, but cannot "police" driving behaviors beyond the adjacent streets – especially those of parents or others. And the school cannot prevent students from driving.

- The school desires neighborhood safety – for its neighbors as well as its students. The school encourages neighbors observing traffic violations to report them to the police. The school has no way of being informed of student driving citations, but addresses inappropriate behavior when observed or reported by neighbors. With more parking on campus, there may be less traffic in the neighborhood searching for parking and greater observation.
- The school remains proactive in setting policies, monitoring compliance, and imposing disciplinary actions, but these efforts will be less than perfect because of the extent of the area involved and the reasonably available personnel. Restrictions on neighborhood parking and traffic must be enforced by the police.
- Saint Mary's continues to petition the City of Berkeley to add two stop signs at the intersection of Hopkins Court and Albina Avenue. The resulting three way stop signs would effectively calm and slow traffic, especially for the sake of neighbor families with small children.

SUSTAINABILITY and ENERGY CONSERVATION

As Saint Mary's College High School develops Master Plan Projects, appropriate sustainability and energy conservation concepts will be explored. Programs will include design and operations of proposed facilities.

Building design will include: considerations of site planning (preservation of open space and landscaped areas), storm water management (controlled run-off), interior climate control and indoor air quality (natural ventilation and energy efficient air handling systems, air filtration, and ducted returns), lighting concepts (day lighting and energy conservation), selection of materials (recycled, low emitting, and sustainable materials), efficiency of water usage in landscaping irrigation, reduction of sewage conveyance (low flow fixtures), reduction of potable water use, acoustical performance, solar collection (renewable energy), light pollution reduction, and appropriate emerging technologies.

Operations and maintenance of facilities will include recycling of materials, lighting controls, after hours use (on/off switching), and educational programs. Saint Mary's College High School will continue to explore transportation alternatives including public transportation and car pools.

Appropriate standards for school buildings, including U.S. Green Building Council (LEED) guidelines or The Collaborative for High Performance Schools (CHPS) Best Practices Manual check lists shall be used to guide development.

MASTER PLAN PROJECTS

There are a variety of building and facility needs depending on building age, condition, and program accommodation: existing buildings to remain, existing buildings to be renovated, and new building needs. Each new building will have an impact on the campus site plan. The ideal plan would be to complete all projects of the Master Plan at the same time, but funding will require that the projects be phased. (The actual sequencing will be determined by availability of funding.)

Existing Buildings To Remain Include:

GYMNASIUM (1948)

The Gymnasium Building is in need of improved acoustics.

GYMNASIUM AUDITORIUM (1995)

Serving as both gymnasium and auditorium, the facility is over used; programs and schedules for the arts, athletics, and other uses are often in conflict.

FRATES HALL (2002)

Frates Memorial Hall is the latest classroom building with eight large classrooms. The classrooms in this building should be considered as a standard for future classrooms.

Four Primary Building Projects – Performing Arts Music Building, Student Center, and Multi-use Building (divided in two phases due to funding), Saint Joseph's Hall, Chapel, and Classrooms. Various sites have been considered for these building projects.

ONE - PERFORMING ARTS MUSIC BUILDING, STUDENT CENTER, AND MULTI-USE BUILDING

A. The new Performing Arts Music Building facilities would include a new band room, choral room, dance room and practice rooms:

- Replace Band Room Pavilion with new band room, choral room, dance room, and practice rooms.
- Offices
- Dressing and storage rooms

B. Athletic Facilities: The athletic facilities would be located on the second floor as an expansion of the existing training room, over the dance room.

- Expansion of existing training room, storage, athletic office

C. **STUDENT CENTER (1977) – Renovation & Expansion:** The Shea Center houses cafeteria and snack bar kitchen. There are two classrooms in the lower level. The principal need is space; the facility cannot accommodate all the students during lunch during periods of inclement weather. There is no space for student activities. The Shea Student Center is one of the most heavily used facilities on campus. Food service needs have expanded considerably since the building was completed. The kitchen should be expanded and improved to accommodate both snack bar and lunch service, and catering for large gatherings. Covered outdoor dining is suggested. Future removal of the existing classrooms in the lower level would allow incorporation of student related activities, programs, and spaces (acoustics impair the use of space for classrooms).

- Expand Kitchen
- Remove eastern interior wall, expand dining, remove office
- Future - relocate existing classrooms to new classroom building and convert space to student use.

D. **Multi-Use Facility:** Currently the Gymnasium-Auditorium uses are in conflict with each other. There is need for an additional facility to avoid concurrent demands for space. The Student Center, the other large multi-use facility on campus, is also heavily well. The new multi-use space should have retractable tiered seating to allow flexible use. It should be located adjacent to the Performing Arts rooms which would function as preparation area, Green Room, and staging area for performances.

The lower level would replace the maintenance shop space currently in Vellesian Hall and would provide storage for a variety of needs including performing arts materials.

- Multi-Use Facility – performing arts for band, choral, and dance performances, space for assemblies; 750 seats to accommodate students, faculty, and guests; banquet facility, and recreational use.
- Maintenance Shop: shop; storage for materials, supplies and equipment for maintenance, janitorial, and grounds; maintenance office; toilets and showers; washing machine and dryer
- Student Activities Storage: for materials, supplies, and equipment
- Performing Arts Storage: for materials, supplies, equipment, and sets
- General School Storage: for office and classroom furniture and equipment
- Shea Center Storage: for cafeteria tables, chairs, supplies, and equipment
- Parent Association & Booster Parents Storage: for materials, supplies, and equipment

Though it will be for academic use, for acoustical reasons the Performing Arts Music Building should be in the active zone of the campus and away from the neighbors. Also, it will be used as a prep area for student performances in the Multi-use Building, Gymnasium-Auditorium and Student Center – so it must be central to all three.

The Multi-use Building serves a variety of functions. It supports the program and performance needs of the Music Building, and it should be adjacent to the Student Center to support campus functions. It should be connected to the Music Building, adjacent to the Student Center, and in proximity to the Gymnasium-Auditorium.

TWO - SAINT JOSEPH'S HALL (1957) – RENOVATION & EXPANSION, INCLUDING SEISMIC UPGRADE

The central campus building in location and function is the preferred location for student and educational program support, including: offices, library, media center, and special classrooms (language lab, etc.). Saint Joseph's Hall is the most prominent building on campus. It is highly regarded and should be retained. It is composed of three floors. The upper level, once a student dormitory is now administrative offices; the lower level is a library and media center and classroom; a classroom and small storage area are on the lowest level. There would be significant benefits in locating all administrative offices together (offices are also currently located in Vellesian Hall). The size of the library is adequate, but in need of

upgrade. An internal technology and materials and finish upgrade of existing library, media center, and offices is desired. Improvements to this building should include seismic upgrade. Though the building was well designed and constructed for its time, there are deficiencies in several areas. The wood roof system should be more securely tied to the concrete walls; supplementary bracing should be added in this area. The length of the building should be more adequately seismically braced; an intermediate transverse wall should be added near the building midpoint. Some windows may need to be closed to provide additional lateral resistance. The brick veneer is probably unsecured; it should be removed or reinforced. It may not be possible to upgrade the building to current seismic code; however, for preservation of this significant building a rehabilitation program could bring the building to an acceptable level of seismic safety.

- 3rd Floor - Administrative Offices
- 2nd Floor – Reception
- 2nd Floor – Library and classrooms
- 1st Floor - Facilities (computer server, archives, elec., storage. etc.)

Expansion of Saint Joseph's Hall accommodates the consolidation of administration in one building and provides for improvement of the library. The expansion toward the southeast is feasible and offers opportunity for a new campus entry.

THREE - CHAPEL

A center stone for the campus should be a structure symbolizing the mission of the school and focusing of the values of the community. A chapel would be an expression of the school's Catholic identity, a special place of gathering, worship and prayer; a point of orientation, and a place of thoughtful reflection. The location selected is one that is visible when arriving on campus, but set aside from other facilities on the tree sloped hillside. General use of the Chapel would be for worship, religious services, quiet prayer and meditation, religious instruction and a place for the Blessed Sacrament. The capacity would be 200 people to accommodate one grade level, faculty, and guests. Specific uses would include:

- Adoration of the Blessed Sacrament
- Class Masses
- Brothers Community Masses and Morning and Evening Prayers
- Masses during lunch, especially during Advent and Lent
- Alumni Masses
- Group Prayer Services (Immersion programs, Athletic Teams, Faculty and Staff, New Teachers, Student Leadership, etc...)
- Memorial Services, especially on All Soul's Day and throughout November
- Observance of Liturgical Year
- Programmatic: Ritual and Worship Class, World Religion Class, Reconciliation Services, Day of the Dead prayer service, Prayer Service for Holocaust Victims, etc.

The Chapel site should be separate from, but closely related to the Brothers Residence and academic part of the campus. It should be visible from the main entrance to the school – its image is central to the mission of the school. It is desirable that the setting be well landscaped. These criteria suggest a location on the hillside between the campus entry, Brothers Residence and Saint Joseph's Hall.

FOUR - CLASSROOM BUILDING

This facility will provide needed classrooms to better accommodate educational programs. The nine classrooms should be similar to those provided in the new Frates Memorial Hall, large and multi-use. Two classrooms should be divided with an operable wall. Because of the location of this building and the

adjacency of the multi-use building, it is expected that the focus of the classrooms be related to the fine and performing arts. One of the classrooms should be a 2D studio, the other a 3D studio. AV/TV production facility may be another possible program.

- Classrooms - 2 floors of 4 each, Lower (partial) floor classroom and Gallery
- Demolition of Vellesian Hall and Campus Entry/Creek Improvements: **VELLESIAN HALL (3,900 SF)** was originally a worker dormitory, used for many years as a storage shed. Currently it is used for offices and maintenance. Vellesian Hall has served the school well over the years. However the remote location compromises the function of the offices and the spaces do not adequately serve the development functions of the school. A removal of this building would allow improvement to parking and vehicle circulation. It would also allow an opportunity to visually improve the eastern side of the campus and showcase the creek.

The classrooms should be located in the academic quadrangle – but there is no space available in that portion of campus. To facilitate student circulation during change of class, the classrooms should be readily accessible to the other classrooms. The challenge in separating the new classrooms from the others by Saint Joseph's Hall will be addressed with the provision of a linking passage through Saint Joseph's Hall, with offices above and on a separate level from the academic spaces.

Other Renovation Needs

CRONIN HALL (1952, 59)

Cronin Hall houses nine classrooms built in two phases. Four classrooms on the lower level are remote and not very accessible; they are substandard with awkward shapes, poor light and ventilation. The upper level classrooms are large and prized because of size, windows, and views. The structural characteristics should be evaluated in detail; deficiencies have been previously noted. The wood frame building would probably perform adequately in an earthquake with strengthening of wall to roof connections, lateral reinforcing of the covered arcade, and additional lower floor lateral bracing. Serious structural deficiencies could be corrected with a program of improvements.

Seismic design issues and poor classroom space in the basement can be improved. With some reasonable investment, the building should remain serviceable for some time.

- Reinstate one classroom removed from service as required by City (2005)
- Lower floor renovations to convert one classroom to accommodate student activities (after the proposed classroom building).
- Convert one of the classrooms into an additional science laboratory

MURPHY HALL SCIENCE BUILDING (1986)

The triangular classrooms are small.

- Two small classrooms to be converted to office use.

STUDENT CENTER – SECOND PHASE RENOVATION

Removal of the existing classrooms in the lower level would allow incorporation of student related activities, programs, and spaces (acoustics impair the use of space for classrooms).

- Lower floor renovations to convert two classrooms to accommodate student activities (after the proposed classroom building).

PHASING CONSIDERATIONS

The ideal plan would be to complete all projects at the same time, but funding will require that the projects be phased. (The actual sequencing will be determined by availability of funding.)

ONE - Performing Arts Music Building, Athletic Facilities, Student Center, and Multi-use Building: The replacement of the current band room is the highest priority – the space is inadequate and the acoustics cannot be managed. It was never designed for this use; it was originally an exterior dining pavilion and no amount of acoustical treatment can make it acceptable for this use.

- The planned location of the new building would require demolition of the existing. There would be a need for an interim portable facility to house the music program during construction.
- The construction of the music building would require that the expansion of the training room be done at the same time – there would be no construction access to the training room after the music building is built. The construction of the training room will require an interim facility. Similarly, the expansion of the Student Center kitchen would also be recommended. Food will be catered in the Student Center during construction of the kitchen.
- Access to the field would be impaired, but there is access through the Gymnasium-Auditorium lobby. The relocation of three parking spaces would be required.
- The Multi-use Building would be on the existing softball infield. There would be some disruption of campus activities, but the construction would not reduce parking or require relocation of school activities.

TWO - Saint Joseph's Hall: Saint Joseph's Hall renovation and expansion would be the most disruptive of school activities.

- It would require temporary relocation of Administrative offices, library and classrooms. This would require temporary facilities on the softball field, or use of the Multi-use Building if that structure has been completed.
- It would not require displacement of parking spaces, though the circle would be eliminated; vehicles would be required to use the parking lot loop.

THREE - Chapel: The third major construction phase would be the Chapel – it is the component of the Master Plan for which there is no current facility on campus. In sequence, it could be built at any time funding is available; it requires no precedent and has no planning consequences. It would not require relocation of existing uses; it would be constructed on an open slope and would not require removal of any existing structures or parking spaces.

FOUR - Classroom Building and Parking: This would likely be the last phase of construction.

- It would require that the Music Building and Multi-use Building be completed (because of access limitations). It also requires that Vellesian Hall be removed prior to work proceeding.

- The parking lot re-construction would likely be scheduled during the summer to avoid loss of parking spaces, minimize disruption to campus activities, and avoid storm drainage issues during the construction.

Building Phase or Sequence Options:

- The Chapel and Saint Joseph's Hall are independent construction projects and could be built at any time funding is available.
- To allow construction access, the Performing Arts Music Building and Multi-use Building would precede the Classroom Building and Parking improvements. This construction would require the relocation of two parking spaces. Temporary accommodation of the band program during construction would be required.
- Classroom Building and Parking improvements would also have to follow Saint Joseph's Hall; it requires the relocation of offices and removal of Vellesian Hall.
- Vellesian Hall removal and the lower portion of the parking lot could precede other phases if interim office and maintenance space to replace Vellesian could be provided on campus.
- Other Master Plan construction projects including Cronin Hall, Student Center, and Murphy Hall modifications would be limited in scope with minor disruptions to campus activities or parking. They would be scheduled where possible during the summer months.
- The parking lot re-construction would likely be scheduled during the summer to avoid loss of parking spaces, minimize disruption to campus activities, and avoid storm drainage issues during the construction.

All of the major construction projects would require access from the Albina side and would, after Master Plan approval by the City, require review of the project design.

PROJECT DESIGN GUIDELINES AND BUILDING IMAGES

Saint Mary's College High School has a campus atmosphere. Rather than one large building, there are a collection of smaller buildings surrounding open spaces in a park-like environment. The campus atmosphere is a central component of the school's image and culture. Different building images reflect an architectural history over the campus' evolution; the images also have aspects in common. In the campus concept, buildings are repetitive of a variety of images, where the variety has shared components, materials, and colors. The central theme is white stucco plaster and terra cotta color roofs.

ONE - Performing Arts Music Building, Athletic Facilities, Student Center and Multi-use Building:
The key to the design of these buildings will be the appropriate scale and maximum flexibility of its spaces.

- The spaces should encourage students to explore, experiment with, and experience a variety of performing arts; instrumental music, choral music, drama all require groups of students inspired by and experiencing different activities and instructional modes. Sometimes activities shall be separated (including acoustical isolation); sometimes groups will be brought together in the instructional spaces.
- For reasons of proximity and functional relationships, the Music Building and Multi-use Building should be designed for compatibility with Shea Student Center. Similar to the Student Center, the band room, choral room and Multi-use Building are all spaces requiring a large tall space,

acoustics and scale of space require a twenty foot clear ceiling height. The building will also be adjacent to the Student Center.

- The music portion of the building would have dramatically sloped tile roof over two story high spaces, as does the Student Center. The walls would be white plaster stucco with dark framed windows. The Multi-use Building will require a flat roof to accommodate the large interior space. The building would comply with the forty (40') foot height limit. There would be a basement in the multi-use building to take advantage of the sloped grade. It also would have white plaster walls with dark framed windows. The parapet at the top of the wall could have a tile finish.
- The building would be built into the natural slope to reduce the apparent building height. The music rooms would be similar in height to the Student Center from the campus side. From the field, the building would appear to be single story; the lower portion built into grade with a retaining wall. The Multi-use Building would appear to be two stories from the field side, three stories from the parking lot (two story Multi-use Building over single story basement).

TWO - Saint Joseph's Hall Renovation and Expansion: There are two likely design options for the addition to Saint Joseph's Hall. The first would be for the design of the expansion to reflect the same fenestration and materials of the original with the intent to match and extend the existing image. The alternate would be a complementary image – different materials (white plaster and no bricks) and fenestration (more windows). Either could be achieved with sensitivity to the existing building and the other campus buildings.

- The building would comply with the height limit of forty (40) feet above grade. To maximize the floor area within the height limit, the roof would likely be flat – perhaps with solar panels. There would be a covered entry oriented toward the parking area.

THREE - Chapel: The Chapel should be distinctive.

- The footprint will be small and the height will comply with the forty (40) feet above grade limit. It would likely have a steel frame to maximize the window openings. The building would be clad in a material more precious than the stucco plaster of the typical campus structures – perhaps stone, concrete or metal. There would be a dramatically sloped tile roof.
- As conceptualized, there would be a main entry terrace (with ADA conforming ramp), and terraces on either side of the Chapel. There would be a balance of “cut and fill” of the natural slope to achieve the terraces. Landscaping would be low to allow unimpeded views of the Chapel.
- Traditionally, chapels and churches are designed with special relationships of interior zones (narthex, sanctuary, sacristy, altar, etc.), reflecting the structure of the liturgy. And these zones are reflected in the spatial volumes internally and expressed on the exterior. In the geometry, flow, and function, the chapel should be beautiful, but not in competition with the activities, dignified and celebratory, inspiring and reflective – it is a place of worshipful gathering. It should be a significant and formative experience in the student and campus experience.

FOUR - Classrooms: Frates Hall is the model for the future classrooms.

- The classroom is the basic unit of instruction. The classroom size and configuration in Frates Hall has been found to be a good model. Teachers respond to the flexibility in configuration – many layouts are possible, and the space can be configured to suit the style, method of instruction, and course requirements of each teacher as well as the learning stages and styles of the students. It is

necessary to configure the space for lecture, group learning, computer use, individual work or discussion in clusters. There is adequate room for the teacher to set up an appropriate work space with reference materials. The rooms need to provide the potential for a variety of student-teacher interactions and the resources (including technology) and materials supporting the educational experience.

- The rooms would have generous windows providing natural light and ventilation where possible. The rooms would have a sense of privacy but look out onto the public spaces. It is desirable for cost and flexibility of access that the floor levels are accessible without elevators – ramps are preferable. Access to the classrooms would be from an exterior arcade.
- The building would have white plaster stucco finish, tile roofs, and dark framed windows. It would be within the forty (40) foot height limit.

The design objective would be to continue to evolve the current campus image; looking toward beautiful and functional buildings that would complement existing structures. The campus should affirm and enhance the community of students in a supporting and safe secure environment.

OPTIONS

Many planning options or approaches were considered during the school's design workshops, committee programming and design meetings, and during the facilitated community workshops. With the limited site, options are limited. It is the general view that the current campus zoning works well for the school and for the neighbors. The only area for expansion of facilities without removal of significant existing structures is in the area of the current music band room and parking lot.

- Alternative campus vehicle entries were considered and abandoned as mentioned above.
- Increased building heights are possible – allowing increase in open space or parking; but, such increases would require variance to building height limits. This approach was discouraged.
- Parking under buildings was also considered. This approach requires structures with large footprints, increased building heights, and significant cost. It was also determined that such a structure would not be in keeping with the campus image – it is a more urban solution to the accommodation of parking.

CONCLUDING STATEMENT

Saint Mary's is one of the oldest high schools in the Bay Area, and its one hundred forty-five year history is one of service to families. Saint Mary's strives to be attuned to the changing needs of families. The last major instance of this was the school's transition to co-education. The all girls Presentation High School in Berkeley closed in 1987. Families were without a Catholic high school for their daughters. When Saint Mary's went co-ed, the school filled with three hundred girls within a four year period.

To fulfill its mission of providing young people a quality and relevant Christian and human education, Saint Mary's requires proper and up-to-date facilities to house the students, the academic and co-curricular programs, and the support structures.

The Master Plan views change in light of current program needs and evolving educational trends, particularly in the areas of technology, sustainability, modes of teacher-student interaction, college preparation requirements, performing and fine arts, and the role of co-curricular activities. As before, the programs and the facilities that provide for them need to be flexible and adaptable.

SAINT MARY'S COLLEGE HIGH SCHOOL

Thus far Saint Mary's has continued to matter to families. Its history, enrollment, and community support testify to this. Approval of the master plan will allow Saint Mary's to continue to be a meaningful religious and educational resource for families and their children.

It is important for all that Saint Mary's in partnership with parents and the community continue to prepare young adults to lead and have good and meaningful lives and to be responsible and educated citizens.

**SAINT MARY'S COLLEGE HIGH SCHOOL
MASTER PLAN FACILITIES AND PHASING**

October 1, 2008

	CLASSROOMS			BUILDING AREA		
	Existing	New	Total	Existing	New	Over All Total
CURRENT FACILITIES (2008)						
Vellesian Hall (1959)	0			3,900 SF		
Gymnasium (1948)	0			9,880 SF		
Cronin Hall (1952, 59)	9			10,077 SF		
Cronin Hall - Locked Classroom (2005)	-1					
Saint Joseph's Hall (1956)	2			16,980 SF		
Band Pavilion & Snack Bar	1			2,380 SF		
Snack Bar locked (2005)						
Shea Student Center (1977)	2			9,630 SF		
Murphy Hall Science Building (1986)	8			10,450 SF		
Gymnasium/Auditorium (1995)	0			21,310 SF		
Frates Memorial Hall (2002)	8			9,100 SF		
sub-Total	29		29	93,707 SF		93,707 SF
ATHLETIC FIELD RENOVATION - Summer and Fall 2008						
Athletic Field Renovation						
Bleacher replacement						
Field Maintenance/Storage Building					1,400 SF	
Demolish Snack Bar, Demolished (2008)				-460 SF		
sub-Total	0		29	-460 SF	1,400 SF	94,647 SF
MASTER PLAN FACILITIES & PHASING (Sequence determined by available funding.)						
1 PERFORMING ARTS MUSIC BUILDING, ATHLETIC FACILITIES & STUDENT CENTER						
Demolish Band Pavilion	-1			-1,920 SF		
A. Performing Arts Music Facilities						
• Replace Band Room		1			2,200 SF	
• New Choral Room		1			1,500 SF	
• Practice Rooms					1,700 SF	
• Offices					700 SF	
• Dressing & Storage					1,000 SF	
B. Athletic Facilities						
• Training Rm Addition					1,000 SF	
• Classroom; dance, practice		1			1,000 SF	
C. Student Center Renovation						
• Kitchen renovation and expansion					1,400 SF	
sub-Total	-1	3	31	-1,920 SF	10,500 SF	103,227 SF
D. Multi Use Facility (Performing Arts Project - probable second phase)						
• Upper Level Multi-use Room:					9,000 SF	
Toilets, Storage						
• Lower Level						
Maintenance Shop					2,000 SF	
Student Activities Storage					500 SF	

**SAINT MARY'S COLLEGE HIGH SCHOOL
MASTER PLAN FACILITIES AND PHASING**

October 1, 2008

	CLASSROOMS			BUILDING AREA		
	Existing	New	Total	Existing	New	Over All Total
Performing Arts Storage					1,000 SF	
Shea Center Storage					1,000 SF	
General School Storage					500 SF	
Parent Association & Booster Storage					500 SF	
sub-Total		0	31		14,500 SF	117,727 SF
2 ST. JOSEPH'S HALL RENOVATION & EXPANSION, INCLUDING SEISMIC UPGRADE						
Interior Demolition	-2			-16,980 SF		
Upgrade & expansion						
• 3rd Floor - Administrative Offices					12,000 SF	
• 2nd Floor - Reception					2,500 SF	
• 2nd Floor - Library & Classrooms		2			9,000 SF	
• 1st Floor - Facilities & Support					5,000 SF	
sub-Total	-2	2	31	-16,980 SF	28,500 SF	129,247 SF
3 CHAPEL					4,000 SF	
sub-Total		0	31		4,000 SF	133,247 SF
4 CLASSROOM BUILDING & PARKING LOT						
• Upper Floor - 4 classrooms		4			5,000 SF	
• Main Floor - 4 classrooms		4			5,000 SF	
• Lower level - Gallery & Classroom		1			1,800 SF	
• Demolition of Vellesian Hall	0	0		-3,900 SF		
sub-Total		9	40	-3,900 SF	11,800 SF	125,627 SF
OTHER RENOVATION NEEDS						
9a - Convert Classrooms @ Murphy	-2					
9b - Cronin Seismic and Classroom Renovation						
• Reactivate existing classroom		1				
• Convert Classrooms		-1				
9c - Convert Classrooms @ Shea	-2					
sub-Total	-4	0	36			
TOTAL	22	14	36	70,447 SF	70,700 SF	141,147 SF
			Total	Existing	New	Total
				To Remain		

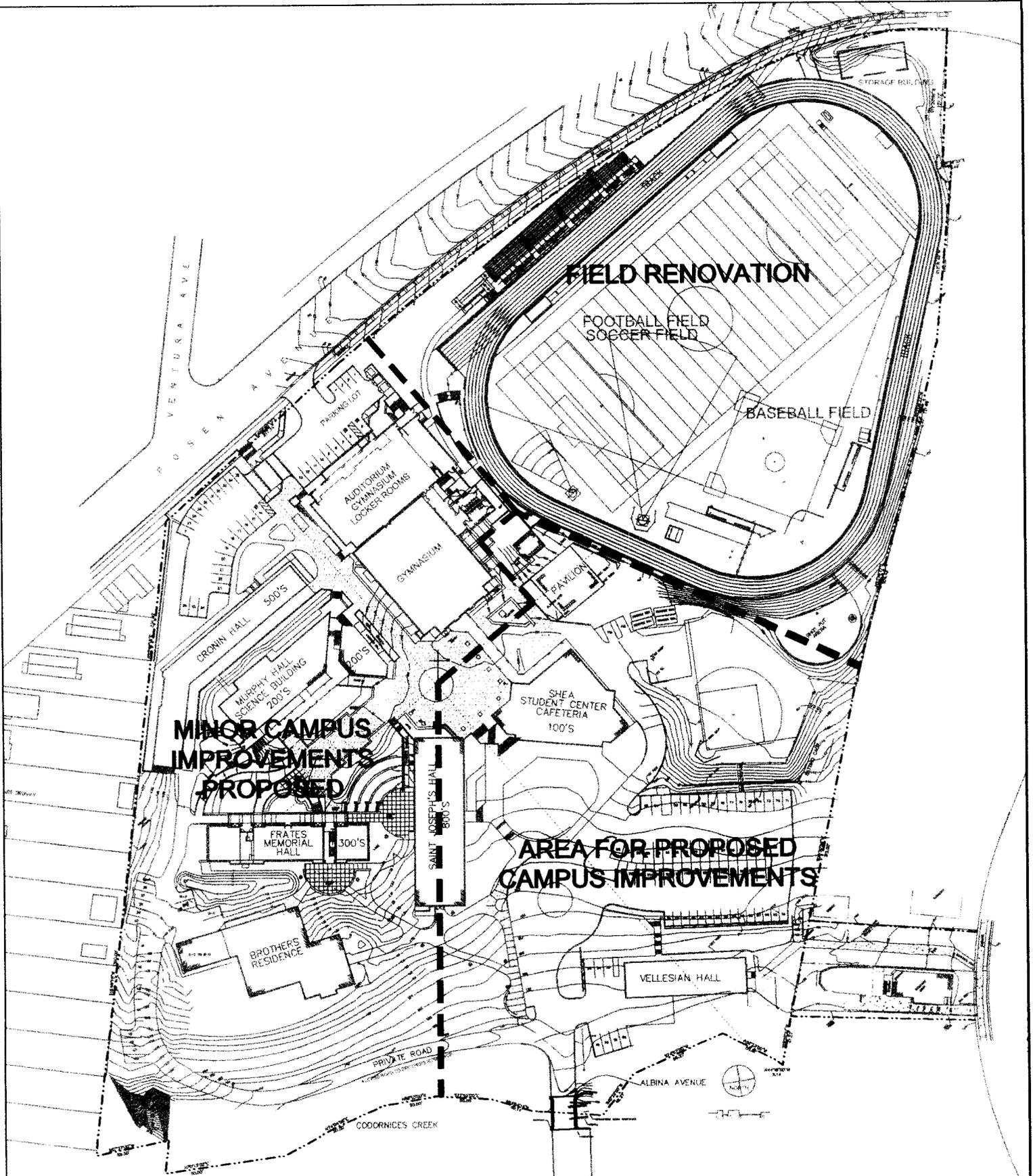
Note: Refer to Master Plan Summary for project descriptions.

Areas indicated are usable areas; they do not include exterior covered areas, toilets, or mechanical.

LONG RANGE CONSIDERATIONS

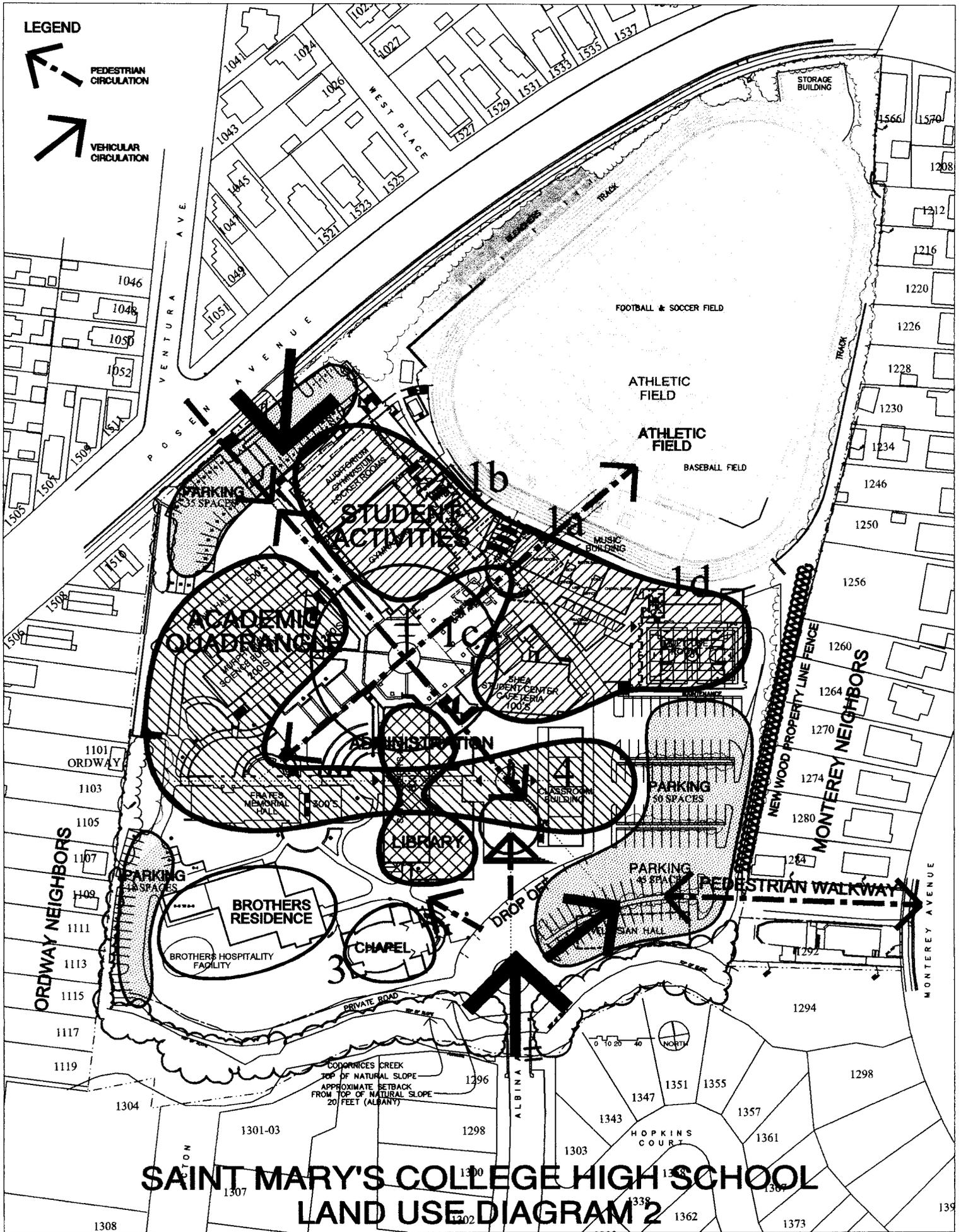
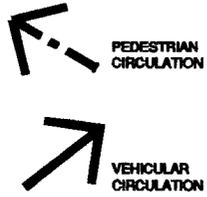
Brothers Hospitality Facility at Brothers Residence

2,000 SF



**SAINT MARY'S COLLEGE HIGH SCHOOL
LAND USE DIAGRAM 1**

LEGEND



**SAINT MARY'S COLLEGE HIGH SCHOOL
LAND USE DIAGRAM 2**

KEY

1. a - PERFORMING ARTS MUSIC FACILITIES: BAND ROOM, CHORAL ROOM AND PRACTICE ROOMS
- b - TRAINING ROOM EXPANSION (UPPER FLOOR) AND CLASSROOM FOR DANCE, ETC. (LOWER FLOOR)
- c - STUDENT CENTER RENOVATION, KITCHEN EXPANSION
- d - NEW MULTI USE FACILITY WITH MAINTENANCE SHOP AND STORAGE
2. ST. JOSEPH'S HALL RENOVATION & EXPANSION INCLUDING SEISMIC UPGRADE, IMPROVE CLASSROOMS, CENTRALIZE ADMINISTRATION, IMPROVE LIBRARY
3. CHAPEL
4. NEW CLASSROOM BUILDING & GALLERY, DEMOLITION OF VELLESIAN HALL AND CAMPUS ENTRY/CREEK IMPROVEMENTS

OTHER RENOVATION NEEDS

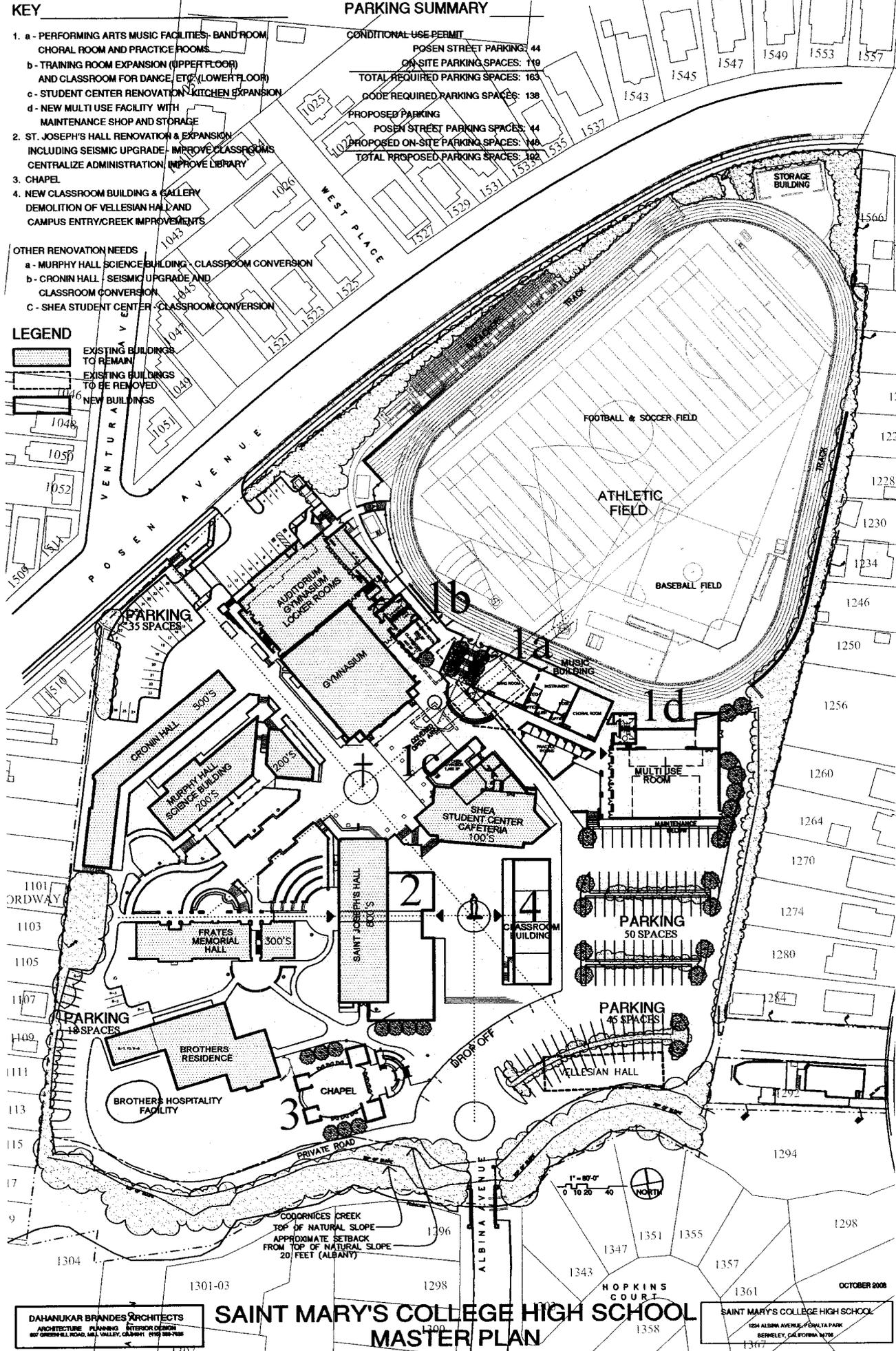
- a - MURPHY HALL SCIENCE BUILDING - CLASSROOM CONVERSION
- b - CRONIN HALL - SEISMIC UPGRADE AND CLASSROOM CONVERSION
- c - SHEA STUDENT CENTER - CLASSROOM CONVERSION

LEGEND

- EXISTING BUILDINGS TO REMAIN
- EXISTING BUILDINGS TO BE REMOVED
- NEW BUILDINGS

PARKING SUMMARY

CONDITIONAL USE PERMIT
 POSEN STREET PARKING: 44
 ON-SITE PARKING SPACES: 110
 TOTAL REQUIRED PARKING SPACES: 163
 CODE REQUIRED PARKING SPACES: 138
 PROPOSED PARKING
 POSEN STREET PARKING SPACES: 44
 PROPOSED ON-SITE PARKING SPACES: 110
 TOTAL PROPOSED PARKING SPACES: 162

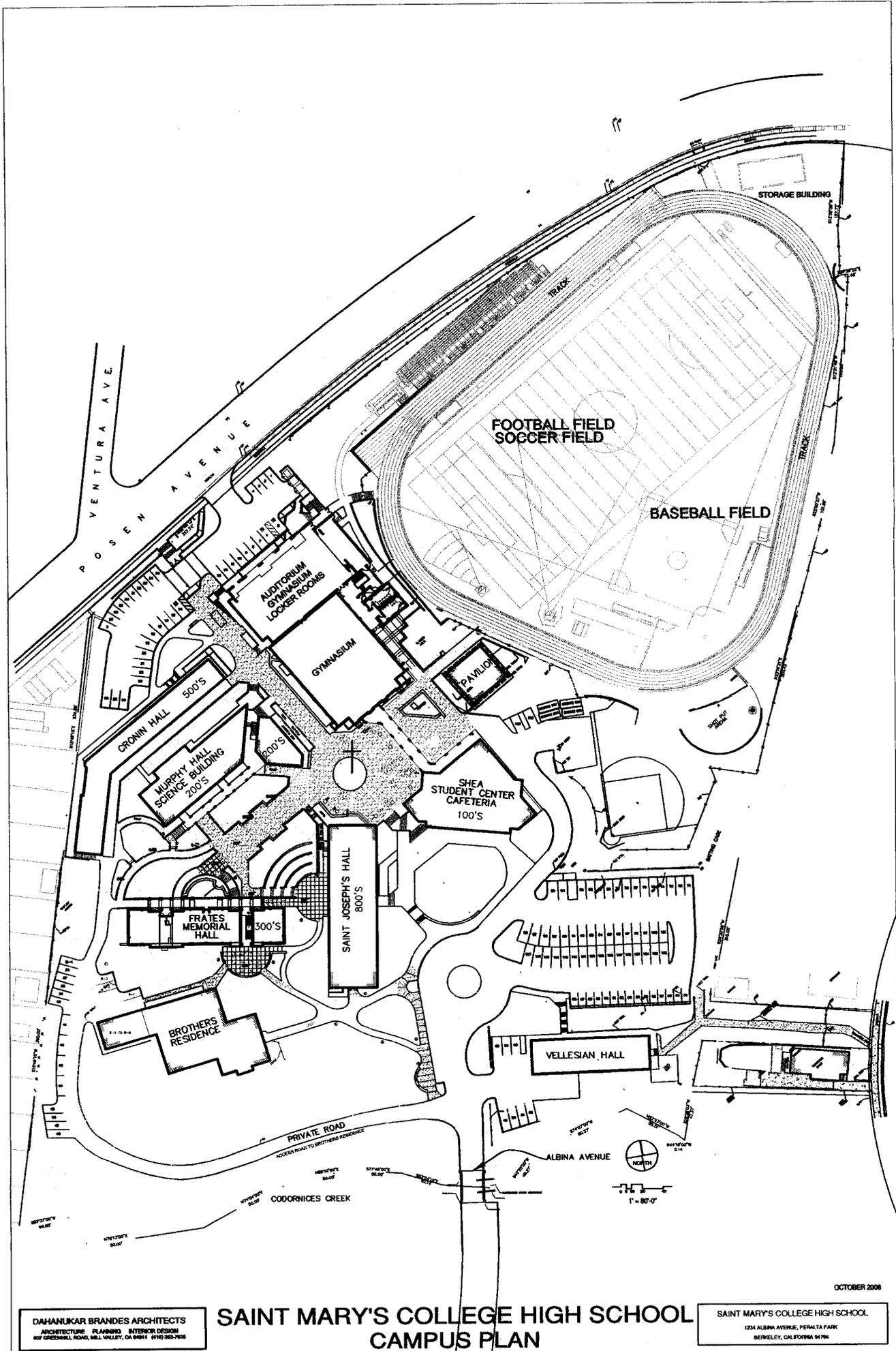


DAHANUKAR BRANDES ARCHITECTS
 ARCHITECTURE PLANNING INTERIOR DESIGN
 807 GREENBELL ROAD, SAN VALLEY, CALIFORNIA 94588-7400

**SAINT MARY'S COLLEGE HIGH SCHOOL
 MASTER PLAN**

SAINT MARY'S COLLEGE HIGH SCHOOL
 1234 ALAMEDA AVENUE, PUNALTA PARK
 BERKELEY, CALIFORNIA 94706

OCTOBER 2008



DAHANUKAR BRANDES ARCHITECTS
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**SAINT MARY'S COLLEGE HIGH SCHOOL
 CAMPUS PLAN**

SAINT MARY'S COLLEGE HIGH SCHOOL
 1234 ALBINA AVENUE, PERALTA PARK
 BERKELEY, CALIFORNIA 94704

OCTOBER 2006

KEY

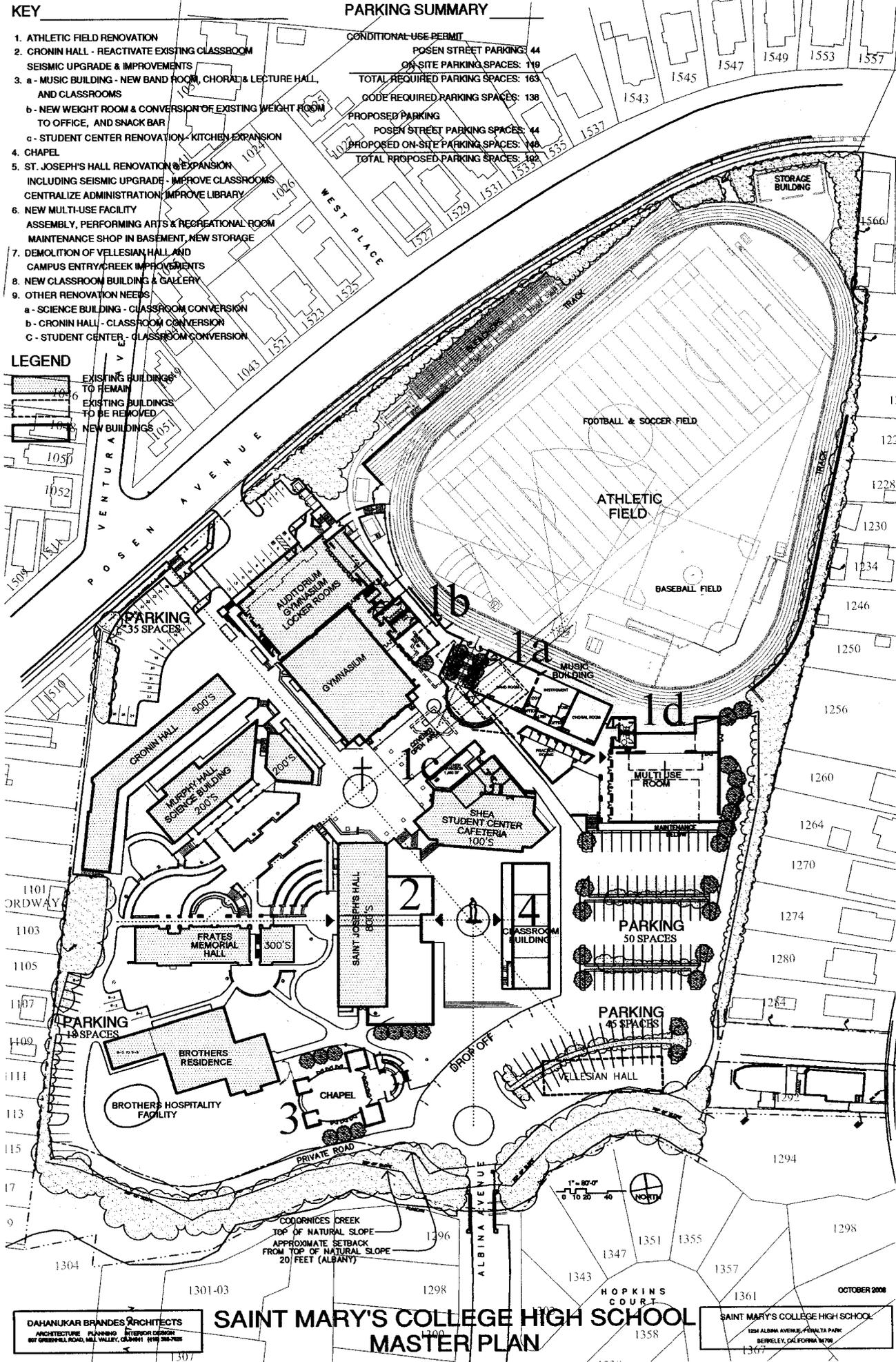
1. ATHLETIC FIELD RENOVATION
2. CRONIN HALL - REACTIVATE EXISTING CLASSROOM SEISMIC UPGRADE & IMPROVEMENTS
3. a - MUSIC BUILDING - NEW BAND ROOM, CHORAL & LECTURE HALL, AND CLASSROOMS
b - NEW WEIGHT ROOM & CONVERSION OF EXISTING WEIGHT ROOM TO OFFICE, AND SNACK BAR
c - STUDENT CENTER RENOVATION - KITCHEN EXPANSION
4. CHAPEL
5. ST. JOSEPH'S HALL RENOVATION & EXPANSION INCLUDING SEISMIC UPGRADE - IMPROVE CLASSROOMS CENTRALIZE ADMINISTRATION IMPROVE LIBRARY
6. NEW MULTI-USE FACILITY ASSEMBLY, PERFORMING ARTS & RECREATIONAL ROOM MAINTENANCE SHOP IN BASEMENT, NEW STORAGE
7. DEMOLITION OF VELLESIAN HALL AND CAMPUS ENTRY/CREEK IMPROVEMENTS
8. NEW CLASSROOM BUILDING & GALLERY
9. OTHER RENOVATION NEEDS
a - SCIENCE BUILDING - CLASSROOM CONVERSION
b - CRONIN HALL - CLASSROOM CONVERSION
c - STUDENT CENTER - CLASSROOM CONVERSION

PARKING SUMMARY

CONDITIONAL-USE PERMIT
POSEN STREET PARKING: 44
ON-SITE PARKING SPACES: 119
TOTAL REQUIRED PARKING SPACES: 163
CODE REQUIRED PARKING SPACES: 138
PROPOSED PARKING
POSEN STREET PARKING SPACES: 44
PROPOSED ON-SITE PARKING SPACES: 119
TOTAL PROPOSED PARKING SPACES: 163

LEGEND

- EXISTING BUILDINGS TO REMAIN
- EXISTING BUILDINGS TO BE REMOVED
- NEW BUILDINGS

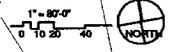


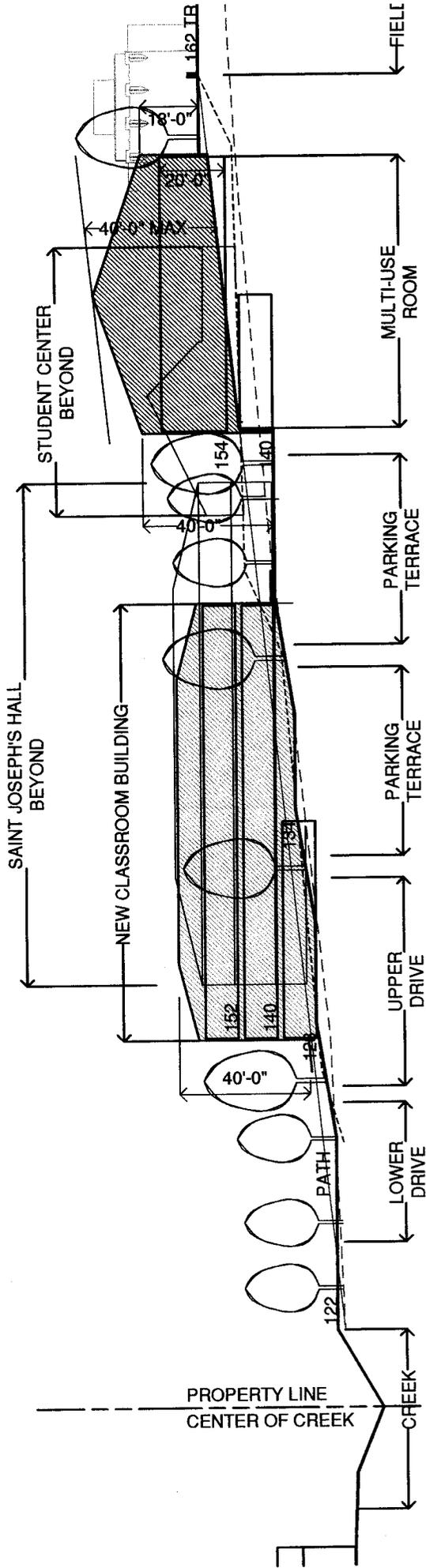
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**SAINT MARY'S COLLEGE HIGH SCHOOL
MASTER PLAN**

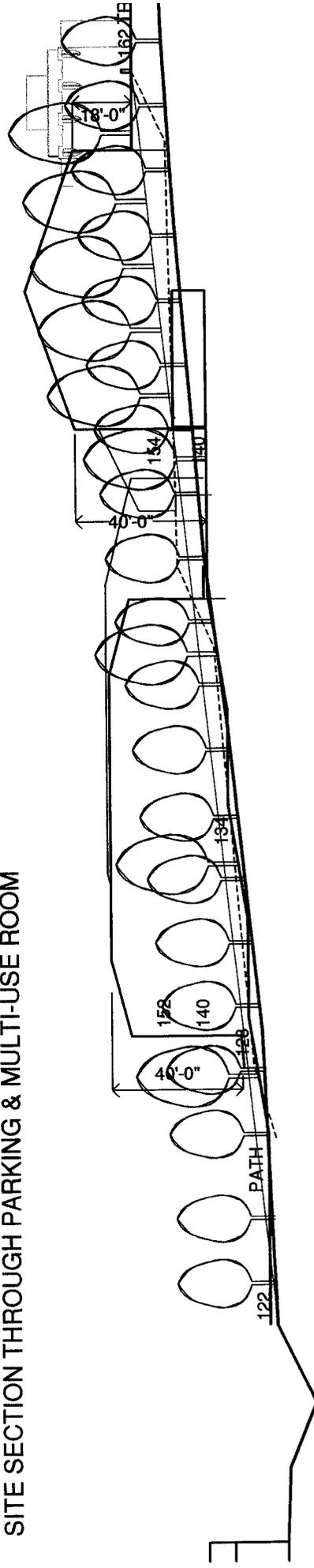
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1234 ALAMEDA AVENUE, FERALTA PARK
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OCTOBER 2008





SITE SECTION THROUGH PARKING & MULTI-USE ROOM



SITE SECTION AT PROPERTY LINE

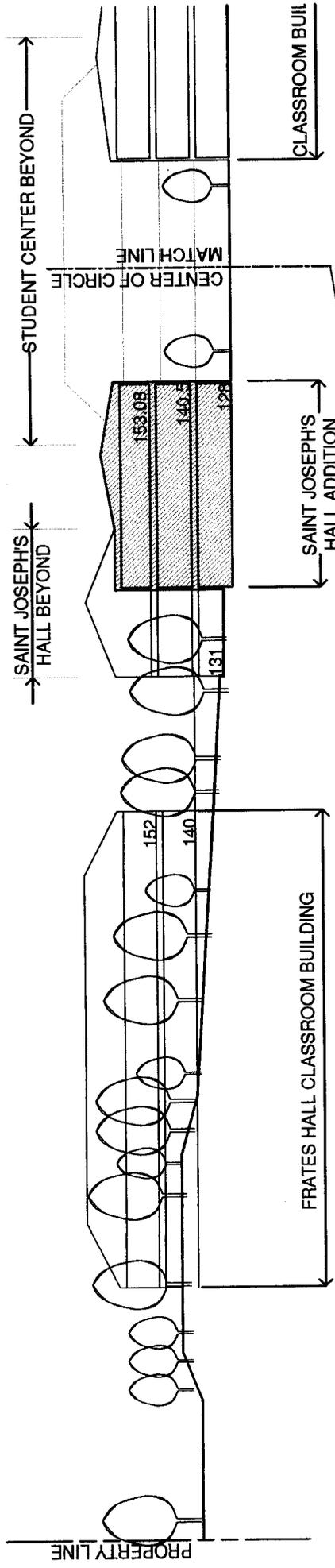


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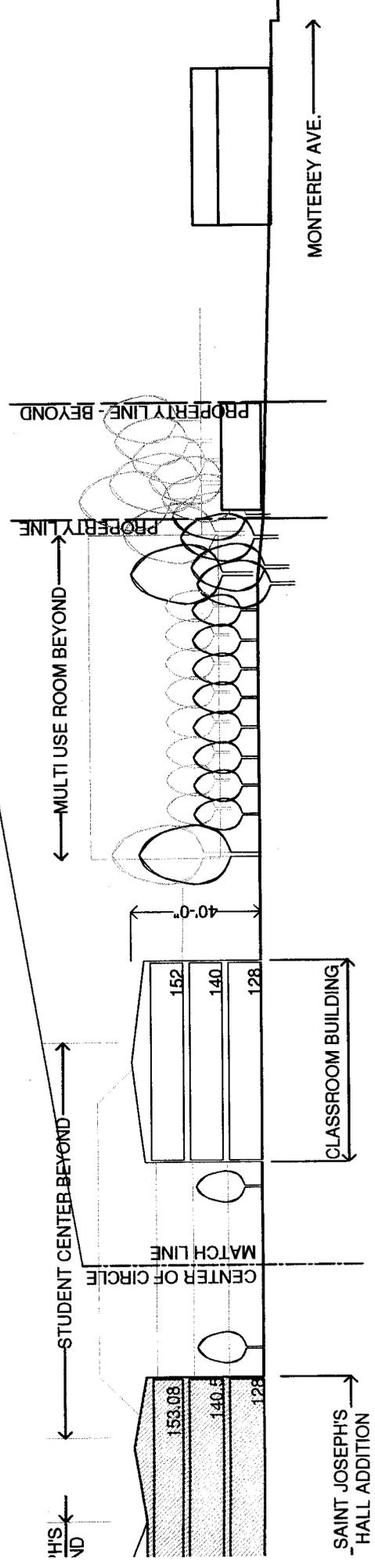
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SAINT MARY'S COLLEGE HIGH SCHOOL
SCHEMATIC SITE SECTIONS

SAINT MARY'S COLLEGE HIGH SCHOOL
 1234 ALBINA AVENUE, PERALTA PARK
 BERKELEY, CALIFORNIA 94706



SITE SECTION - WEST SIDE



SITE SECTION - EAST SIDE



OCTOBER 2008

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 BERKELEY, CALIFORNIA 94706

SAINT MARY'S COLLEGE HIGH SCHOOL
 SCHEMATIC SITE SECTIONS