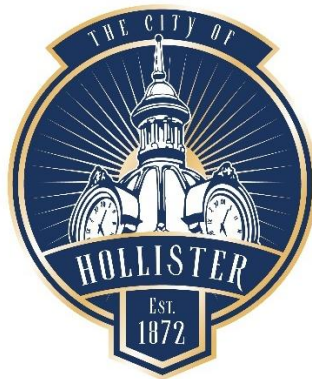


# San Benito County Polytechnic Academy

## Circulation Report

August 2025

Prepared for:



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## **1. Executive Summary**

The proposed school will utilize an existing building that has limited pick-up/drop-off capacity. The alley can accommodate pick-up and drop-off for 4 vehicles at any one time. The demand for pick-up and drop-off is higher than the 4-vehicle capacity and will occur on the streets surrounding the school site and in the Briggs Parking Garage. This study determined that there is adequate pick-up and drop-off capacity to accommodate the school. In the pick-up and drop-off zone in the alley shall be managed by school staff as indicated in the study.

## **2. Introduction**

San Benito County Polytechnic Academy (SBCPA) is a public charter high school opening for the 2025-2026 academic year. The academy will operate on the first floor of the Briggs Parking Garage located at 365 4th Street in Hollister, California.

**Figure 1** shows the project vicinity. The student capacity for the first academic year will be a maximum of 70 students. SBCPA proposes to increase enrollment up to a maximum of 200 students by the 2028-2029 academic year.

This report reviews the proposed project for the following items:

- Site access
- Circulation
- Pick-up/drop-off procedures
- Parking
- Vehicle miles traveled

For purposes of this analysis, Phase 1 refers to an enrollment of 70 students and Phase 2 refers to an enrollment of 200 students.

Figure 1 - Vicinity Map



### **3. Site Access & Circulation**

SBCPA will operate on the first floor of the Briggs Parking Garage. The entrance to the school (shown in **Figure 2**) is located along the north-south pedestrian plaza between the Briggs Parking Garage and the Briggs Building. The project site allows for access via multiple routes and various modes of travel. Each of the routes and modes of travel is discussed further below.

**Figure 2 – SBCPA Entrance**



Source: Kimley-Horn

#### **Walking and Biking**

For students who walk or bike to school, it is recommended to access the school via the pedestrian plazas to/from 4<sup>th</sup> Street and San Benito Street shown in **Figure 3** and **Figure 4** respectively. **Figure 5** indicates the walking paths from 4<sup>th</sup> Street, San Benito Street, 5<sup>th</sup> Street, Briggs Alley and the Briggs Parking Garage to the school entrance. It is not recommended for students to use Briggs Alley to/from Monterey Street for walking or biking. It is recommended to add a yellow crosswalk from 5<sup>th</sup> Street to the Briggs Alley sidewalk to facilitate walking from 5<sup>th</sup> Street to the school entrance. If needed, the school should work with the businesses using Briggs Alley for their garbage/recycling bins to ensure the bins do not block the pedestrian path of travel.

**Figure 3 - San Benito Street Pedestrian Plaza**

Source: Kimley-Horn

**Figure 4 - 4th Street Pedestrian Plaza**

Source: Google Maps

### **Public Transportation**

SBCPA does not propose providing transportation, e.g. bus, shuttle or van, for students or faculty. Within the school vicinity there are two bus lines and two bus stops with service provided by San Benito County Express. The Intercounty bus line runs service between Hollister and Gilroy. The Tripper bus line runs a counterclockwise circular route within Hollister. The Intercounty bus line has a bus stop in the eastbound direction directly adjacent to the Briggs Parking Garage. Both the Intercounty and Tripper bus lines have a westbound stop on the northeast corner of the 4<sup>th</sup> Street and San Benito Street intersection. To access the school from these bus stops, students can walk along 4<sup>th</sup> Street and enter the pedestrian plaza to reach the entrance of SBCPA. The walking route is depicted in **Figure 5**.

### Drop-off and Pick-up

The proposed drop-off and pick-up point is located along Briggs Alley accessed via 5<sup>th</sup> Street. The proposed drop-off and pick-up procedures are reviewed in further detail later in this report. The drop-off/pick-up route is depicted in **Figure 5**.

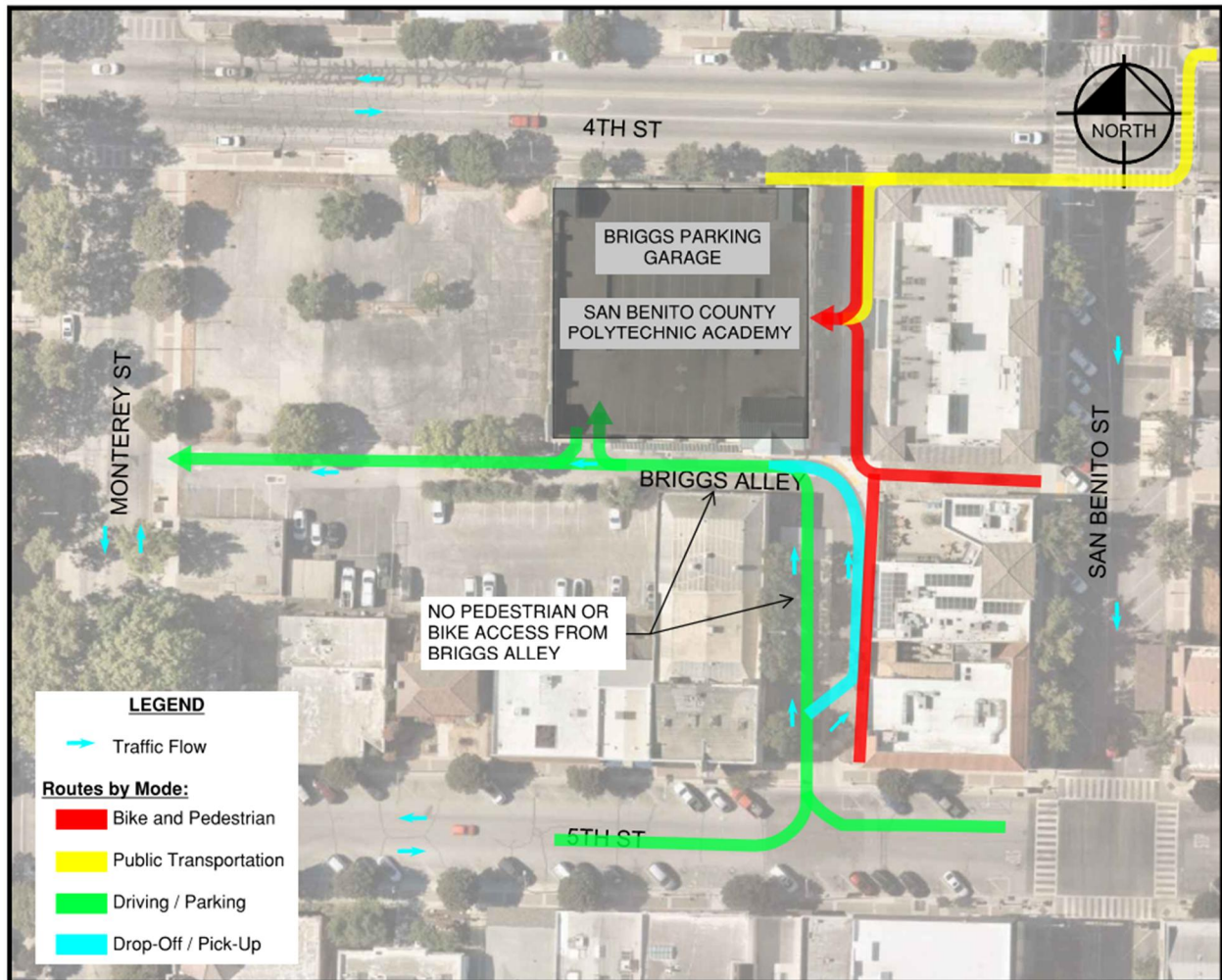
### Parking

SBCPA will be permitted to utilize the Briggs Parking Garage during its hours of operation for staff and student parking. The parking garage has the following hours of operation:

- Monday-Thursday: 7am-10pm
- Friday-Saturday: 7am-2am
- Sunday: Closed

Parking capacity with and without the proposed project is reviewed later in this report. The route in and out of the Briggs Parking Garage is depicted in **Figure 5**.

Figure 5 - Site Access



**Trip Mode Assumptions**

SBCPA proposes to have a phased opening and allow for future growth over the coming years. The opening year of the school, identified as Phase 1 in this analysis, is assumed to have a maximum of 70 students. The school buildout, identified as Phase 2 in this analysis, is assumed to have a maximum of 200 students by the 2028-2029 academic year.

**Phase 1**

For Phase 1, the school is projected to have 70 students and 4 faculty members. Of the 70 total students, 20 students are expected to drive and park in the garage, 30 students are expected to walk, bike or take public transit and 20 students are expected to arrive via pick-up/drop-off. All 4 faculty members are expected to drive and park in the garage.

**Phase 2**

For Phase 2, the school is projected to have 200 students and 15 faculty. Of the 200 total students, 60 students are expected to drive and park in the garage, 60 students are expected to walk, bike or take public transit and 60 students are expected to arrive via pick-up/drop-off. All 15 faculty members are expected to drive and park in the garage.

The number of students and faculty and the anticipated transportation mode was provided by SBCPA. The summary of the assumptions is provided in **Table 1**.

**Table 1 – Trip Mode Assumptions by Phase**

Assumptions	Phase 1	Phase 2
Students	70	200
Driving & parking	20	60
Walking/Biking/Transit	30	60
Drop-off/Pick-up	20	80
Faculty	4	15

## **4. Drop-off and Pick-up Analysis**

### **Drop-off and Pick-up Operations**

Per SBCPA’s proposed statement of operations, student drop-off and pick-up will not be permitted along 4th Street, particularly on the same side as the school due to the curb zone being reserved for police vehicles or the bus stop. Although parking is available on the opposite side of 4th Street, students may attempt to cross the street midblock instead of at the nearby intersections. For this reason, the school will communicate to parents/guardians that the south curb along 4<sup>th</sup> Street as a no drop-off/pick-up zone and will install a ‘No Stopping’ sign.

The designated drop-off zone will be in Briggs Alley accessible from 5<sup>th</sup> Street.

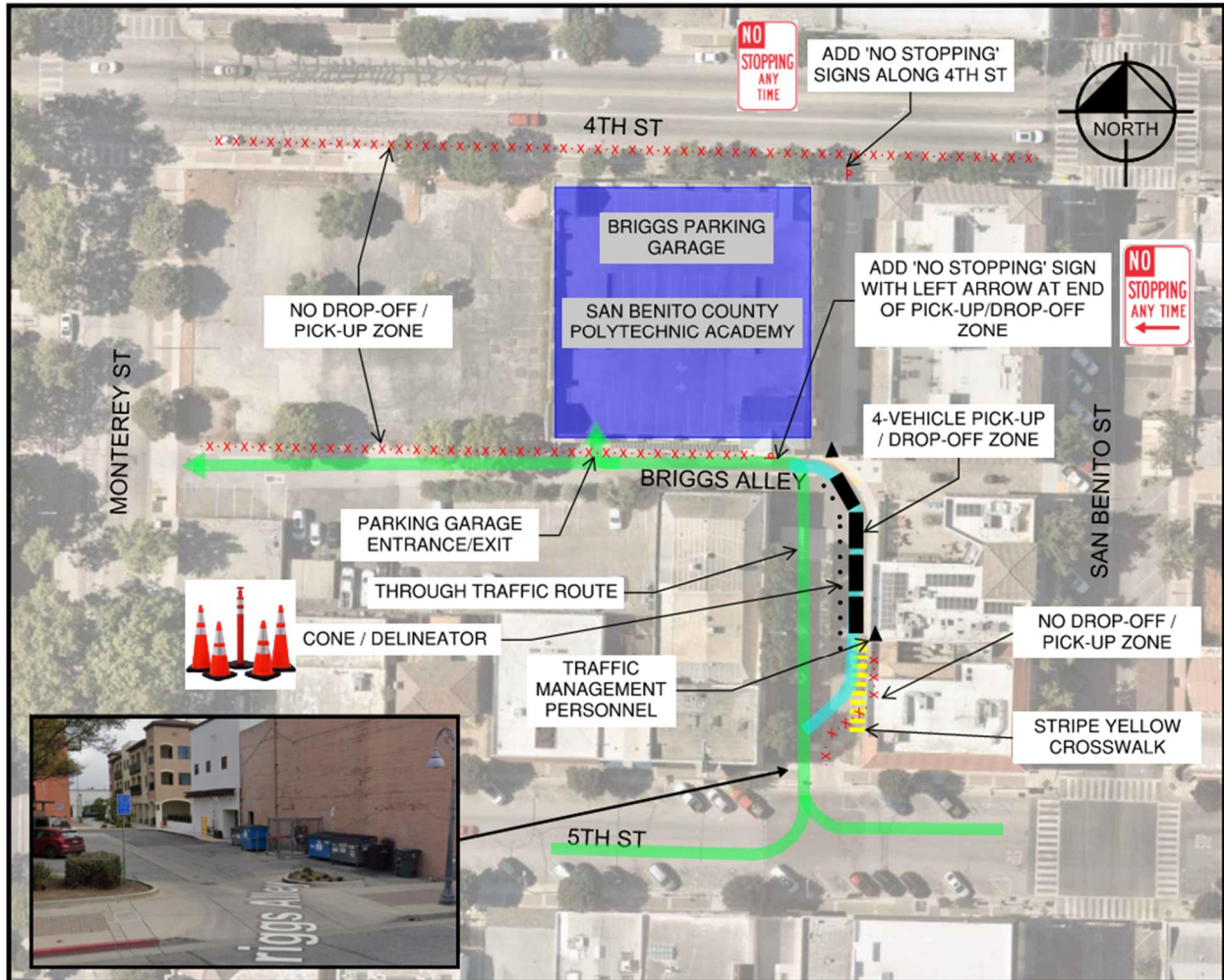
**Figure 6** below shows the circulation plan where vehicles will turn into the alley and form a queue. It is recommended for the alley to be divided between a drop-off/pick-up zone along the sidewalk on the right-hand side and a travel lane for through vehicles on the left-hand side during school morning drop-off and afternoon pick-up periods only. The travel lane will allow through access to drivers whose destination is the Briggs Parking Garage or other parking accessed from Briggs Alley. The recommended drop-off/pick-up zone will have a four-vehicle limit, with cones dividing it from the travel lane. As vehicles enter from 5<sup>th</sup> Street, they will choose either drop-off/pick-up zone on the right along the sidewalk or choose the through lane on the left. For vehicles that enter the drop-off/pick-up zone, they should pull forward as far as possible while still being adjacent to the sidewalk. Students should not exit a vehicle from the through travel lane, further in the alley past the sidewalk or before entering the drop-off/pick-up zone along the sidewalk. Once the student has been dropped-off or picked-up, vehicles shall leave in the order they arrive from within the curb lane. Vehicles shall not attempt to merge into or back up to access the through travel lane except for at the downstream end of the drop-off/pick-up zone.

In order to maintain efficient drop-off/pick-up operations and ensure through traffic is not impeded, it is recommended for the school to have several personnel assisting with the drop-off/pick-up operations.

It is recommended to have a staff member positioned at the upstream, or south end of the 4-vehicle drop-off/pick-up. This member will be tasked with assisting vehicles to the proper lane and to direct vehicles into the through lane, bypassing the drop-off/pick-up zone, if queueing extends to 5<sup>th</sup> Street. If the queue extends to 5<sup>th</sup> Street, vehicles arriving for drop-off/pick-up will be directed around to continue on Briggs Alley and either circle around the block and reenter the Alley for drop-off/pick-up or find an acceptable location to park and allow students to walk on a designated route to the school entrance.

be directed around to continue on Briggs Alley and either circle around the block and reenter the Alley for drop-off/pick-up or find an acceptable location to park and allow students to walk on a designated route to the school entrance.

Figure 6 - Site Circulation



A queueing analysis was conducted for two morning drop-off scenarios, Phase 1 and Phase 2. Additionally, a queueing analysis was conducted for three afternoon pick-up scenarios, Phase 1, Phase 2 with the after-school program, and Phase 2 without the after-school program. The results of each scenario can be found below in **Table 2**. During the morning drop-off period it was estimated that each vehicle to arrive at its drop-off location and for the student to leave the vehicle would take on average 30 seconds. For both Phase 1 and 2, it is anticipated that there will be no queueing beyond the 4-vehicle capacity of the drop-off zone during the morning drop-off period. During the afternoon pick-up period, it was estimated that each vehicle to arrive at its pick-up location and for the student to enter the vehicle would take on average 75 seconds. With this assumption for the afternoon, it is anticipated that there will be no queueing beyond the 4-vehicle capacity for Phase 1 or Phase 2 with the after-school program. During Phase 2 without an after-school program, a queue of 16 vehicles would be anticipated to develop during the afternoon pick-up period, if not directed by staff to bypass the pick-up zone.

**Table 2 - Queueing Analysis Summary**

	Phase 1	Phase 2 w/ After School Program	Phase 2 w/o After School Program
Drop-Off (8:10AM - 8:30AM)			
Dwell Time	30s	30s	30s
Vehicle Demand	20	80	80
<b>Queue</b>	<b>0</b>	<b>0</b>	<b>0</b>
Pick-Up (3:20PM - 3:40PM)			
Dwell Time	75s	75s	75s
Vehicle Demand	20	60	80
<b>Queue</b>	<b>0</b>	<b>0</b>	<b>16</b>

To support the drop-off/pick-up operations of SBCPA, an on-street parking occupancy count was conducted on Wednesday, August 13<sup>th</sup>, 2025 during school hours. This study measured the total supply of public parking spaces on neighboring streets (4<sup>th</sup> Street, 5<sup>th</sup> Street, Monterey Street, and San Benito Street) and recorded the number of vehicles parked at hourly intervals. The results of this block occupancy study can be found in **Table 3** below.

**Table 3 – On-street Parking Occupancy Summary**

Street	Parking Supply		Block Occupancy Percentage													
			8-9 AM		9-10 AM		10-11 AM		11-12 PM		1-2 PM		2-3 PM		3-4 PM	
Side of street	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E
4th St	16	0	31%		56%		75%		50%		44%		63%		50%	
San Benito St	17	9	47%	33%	71%	67%	88%	89%	88%	100%	88%	78%	94%	89%	88%	78%
5th St	25	27	20%	22%	36%	44%	68%	63%	96%	78%	76%	59%	64%	78%	80%	93%
Monterey St	12	8	25%	0%	25%	38%	42%	25%	25%	38%	50%	50%	33%	38%	50%	50%
Alley	6		33%		83%		83%		83%		100%		100%		83%	

**Table 4 – On-street and Garage Parking Availability**

Availability Table			
Street (Side of Street)	Parking Supply	Block Occupancy Counts	Available Spaces
		3-4 PM	3-4 PM
San Benito St (W)	17	15	2
5th St (N)	25	20	5
Monterey St (E)	8	4	4
On-Street Subtotal	50	39	11
Briggs Alley	6	5	1
Briggs Parking Garage	108	83	25
Total	164	127	37

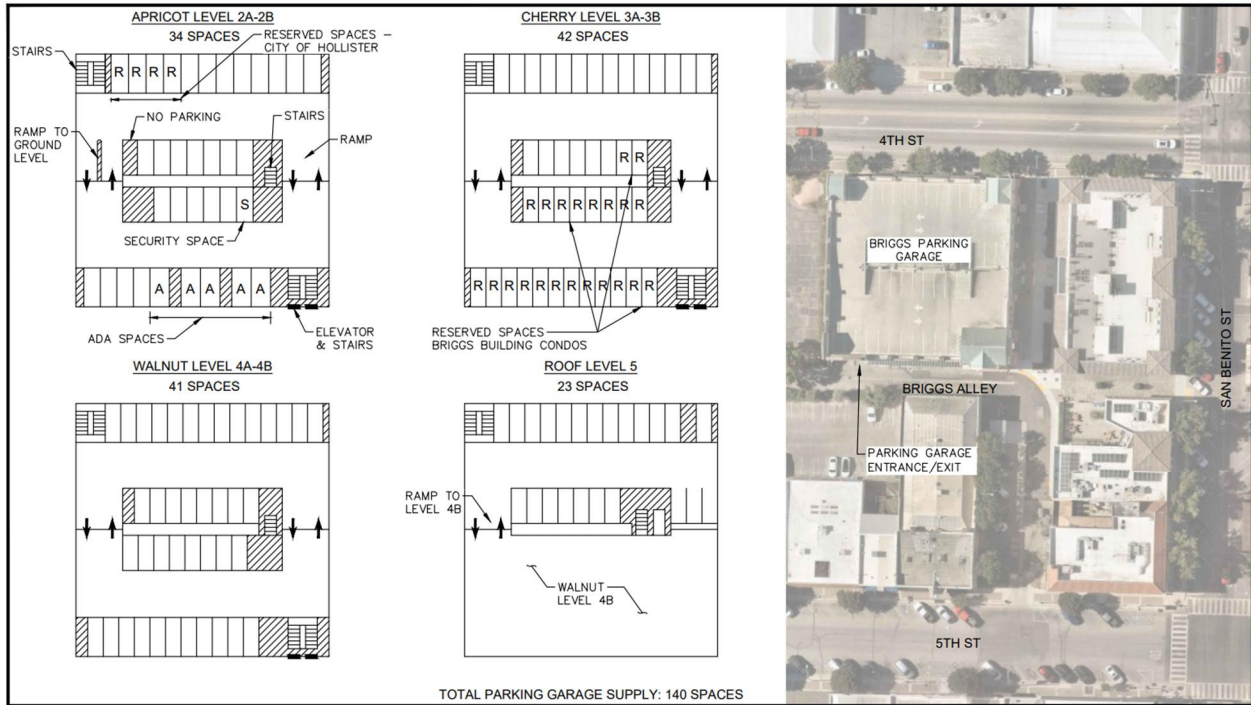
<sup>1</sup>Per Standard Operation Procedure, 4<sup>th</sup> Street will not be used for pick-up or drop-off

The results indicate that while some blocks experience moderate to high parking occupancies, there remains parking availability within walking distance of the school. Kimley Horn developed an availability table to assess the capacity of nearby on-street parking. If a queue were to form during pick-up in the alley, **Table 4** demonstrates that surrounding streets consistently offer available parking spaces during the school start and dismissal periods. The queueing analysis done for Phase 2 without the after-school program estimates a queue of 16 vehicles to form. It is anticipated that parent/guardians will park in available on-street parking spaces nearby and have the students walk to them in lieu of waiting in a long queue or circling the block. It is recommended that students be dropped off or picked up on the west side of San Benito Street, north side of 5<sup>th</sup> Street and east side of Monterey Street, because there is a concern that students would otherwise cross midblock if dropped off/picked up from the opposite side of the street. **Table 4** shows that there are 11 total available spaces on the sides of the street closer to the school. In addition, parents/guardians can use the available parking spaces in the Briggs Parking Garage and Briggs Alley for drop-off/pick-up. For Phase 2, the data in **Table 4** indicates that there will be 25 parking spaces available in the Briggs Parking Garage for drop-off/pick-up use. The use of nearby available parking is expected to reduce the number of vehicles using the drop-off/pick-up zone in Briggs Alley and, thus, reducing the queue length and the number of vehicles circling the block.

## 5. Parking Analysis

To support the operations of San Benito County Polytechnic Academy (SBCPA), a parking occupancy study was conducted on the multi-level Briggs Parking Garage above the school. **Figure 7** below shows the layout of each garage floor.

**Figure 7 - Briggs Parking Garage Layout**



### Existing Parking Occupancy

A parking occupancy review of the Briggs Parking Garage occurred on Wednesday, August 13<sup>th</sup>, 2025. The review confirmed the number and type of parking spaces by level as well as an hourly occupancy counts between 8:30am and 3:30pm. The parking garage layout is split level with a lower and upper area, i.e. A and B, per level. The parking garage has a total of 140 parking spaces with 108 general (i.e. unrestricted), 27 reserved (e.g. City of Hollister and Briggs Building condominiums) and 5 ADA.

**Table 5** below shows the parking supply by type and level.

This study measured vehicle counts across each floor during peak hours and revealed that the lower levels, particularly Floors 2 and 3, experience moderate usage, while upper levels remain largely underutilized. The results of that study can be found in **Table 6** and **Table 7**.

**Table 5 – Briggs Parking Garage Capacity**

Parking Level	Level Description	Parking Supply			
		Total	Reserved	ADA	General
2A	Apricot Lower	19	4	0	15
2B	Apricot Upper	15	1	5	9
3A	Cherry Lower	22	2	0	20
3B	Cherry Upper	20	20	0	0
4A	Walnut Lower	22	0	0	22
4B	Walnut Upper	19	0	0	19
5	Roof	23	0	0	23
Total Parking Supply		140	27	5	108

**Table 6 - Garage Occupancy Count Summary**

Parking Level	Level Description	Parking Supply	Garage Occupancy Counts						
			8-9 AM	9-10 AM	10-11 AM	11-12 AM	1-2 PM	2-3 PM	3-4 PM
			General	General	General	General	General	General	General
2A	Apricot Lower	15	3	3	3	4	3	3	5
2B	Apricot Upper	9	6	6	5	4	3	4	3
3A	Cherry Lower	20	0	0	0	1	0	0	0
3B	Cherry Upper	0	0	0	0	0	0	0	0
4A	Walnut Lower	22	0	0	0	0	0	0	0
4B	Walnut Upper	19	0	0	0	0	0	0	0
5	Roof	23	0	0	0	0	0	0	0
Total Parking Supply		108	9	9	8	9	6	7	8

**Table 7 - Garage Occupancy Percentage Summary**

Parking Level	Level Description	Parking Supply	Garage Occupancy Percentage						
			8-9 AM	9-10 AM	10-11 AM	11-12 AM	1-2 PM	2-3 PM	3-4 PM
			General	General	General	General	General	General	General
2A	Apricot Lower	15	20%	20%	20%	27%	20%	20%	33%
2B	Apricot Upper	9	67%	67%	56%	44%	33%	44%	33%
3A	Cherry Lower	20	0%	0%	0%	5%	0%	0%	0%
3B	Cherry Upper	0	0%	0%	0%	0%	0%	0%	0%
4A	Walnut Lower	22	0%	0%	0%	0%	0%	0%	0%
4B	Walnut Upper	19	0%	0%	0%	0%	0%	0%	0%
5	Roof	23	0%	0%	0%	0%	0%	0%	0%
Total Parking Supply		108	8%	8%	7%	8%	6%	6%	7%

### Parking Occupancy with Proposed Project

As a public parking garage, faculty and students of the proposed project will be allowed to park in the garage. Most nearby on-street parking is capped at a 3-hour limit; therefore, it is estimated that all project parking will occur in the Briggs Parking Garage. Based on the existing parking garage occupancy and the trip mode assumptions discussed in an earlier section of this report, the proposed project parking vehicles were layered on top of the existing parking garage count to determine if there was sufficient capacity. For purposes of this analysis, it is not anticipated that SBCPA will have reserved parking spaces; therefore, proposed project parking vehicles were assigned to available spaces based on the occupancy count.

For Phase 1, faculty and staff were allocated to available spaces starting on Level 2A (Apricot Lower) and going up to Level 3A (Cherry Lower) as needed. Students were allocated to available spaces starting on Level 4A (Walnut Lower) and going up to Level 5 (Roof) as needed.

Starting from Phase 1 with students parking at Level 4A (Walnut Lower), that floor nears maximum capacity at 91% occupancy while staff parking does not fill Level 2A (Apricot Lower). Neither staff or students require more than one floor each. **Table 8** and **Table 9** respectively, show the proposed parking occupancy and percentage of the Existing Plus Phase One scenario.

As the school expands to Phase 2, the same parking strategy will be applied. For Phase 2, Level 2A (Apricot Lower) is at maximum capacity and some hours of Level 2B (Apricot Upper) reach maximum capacity with the additional staff now parking on site. With the increase of students, Levels 4A (Walnut Lower) and 4B (Walnut Upper) are at capacity for all hours of the school-day while Level 5 (Roof) is almost at capacity with 83% occupancy. **Table 10** and **Table 11** show the proposed parking occupancy and percentage of the Existing Plus Phase Two scenario.

**Table 8 – Phase One Garage Occupancy Count Summary**

Parking Level	Level Description	Parking Supply	Garage Occupancy Counts																							
			8-9 AM				9-10 AM			10-11 AM			11-12 PM			1-2 PM			2-3 PM			3-4 PM				
			General	Project <sup>1</sup>	Existing	Total	Δ Availability	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Δ Availability
2A	Apricot Lower	15	4	3	7	8	4	3	7	4	3	7	4	4	8	4	3	7	4	3	7	4	5	9	6	
2B	Apricot Upper	9	0	6	6	3	0	6	6	0	5	5	0	4	4	0	3	3	0	4	4	0	3	3	6	
3A	Cherry Lower	20	0	0	0	20	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	20	
3B	Cherry Upper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4A	Walnut Lower	22	20	0	20	2	20	0	20	20	0	20	20	0	20	20	0	20	20	0	20	20	0	20	2	
4B	Walnut Upper	19	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19	
5	Roof	23	0	0	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	
Total Parking Supply		108	24	9	33	75	24	9	33	24	8	32	24	9	33	24	6	30	24	7	31	24	8	32	76	

<sup>1</sup>Staff will park starting from 2A going up, students will park on 4A going up.

**Table 9 - Phase One Garage Occupancy Summary**

Parking Level	Level Description	Parking Supply	Garage Occupancy Percentage						
			8-9 AM	9-10 AM	10-11 AM	11-12 AM	1-2 PM	2-3 PM	3-4 PM
			Total	Total	Total	Total	Total	Total	Total
2A	Apricot Lower	15	47%	47%	47%	53%	47%	47%	60%
2B	Apricot Upper	9	67%	67%	56%	44%	33%	44%	33%
3A	Cherry Lower	20	0%	0%	0%	5%	0%	0%	0%
3B	Cherry Upper	0							
4A	Walnut Lower	22	91%	91%	91%	91%	91%	91%	91%
4B	Walnut Upper	19	0%	0%	0%	0%	0%	0%	0%
Roof	Top Floor	23	0%	0%	0%	0%	0%	0%	0%
Total Parking Supply		108	31%	31%	30%	31%	28%	29%	30%

**Table 10 - Phase Two Garage Occupancy Count Summary**

Parking Level	Level Description	Parking Supply	Garage Occupancy Counts																							
			8-9 AM				9-10 AM			10-11 AM			11-12 PM			1-2 PM			2-3 PM			3-4 PM				
			General	Project <sup>1</sup>	Existing	Total	Δ Availability	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Project <sup>1</sup>	Existing	Total	Δ Availability
2A	Apricot Lower	15	12	3	15	0	12	3	15	12	3	15	11	4	15	12	3	15	12	3	15	10	5	15	0	
2B	Apricot Upper	9	3	6	9	0	3	6	9	3	5	8	4	4	8	3	3	6	3	4	7	5	3	8	1	
3A	Cherry Lower	20	0	0	0	20	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	20	
3B	Cherry Upper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4A	Walnut Lower	22	22	0	22	0	22	0	22	22	0	22	22	0	22	22	0	22	22	0	22	22	0	22	0	
4B	Walnut Upper	19	19	0	19	0	19	0	19	19	0	19	19	0	19	19	0	19	19	0	19	19	0	19	0	
5	Roof	23	19	0	19	4	19	0	19	19	0	19	19	0	19	19	0	19	19	0	19	19	0	19	4	
Total Parking Supply		108	75	9	84	24	75	9	84	75	8	83	75	9	84	75	6	81	75	7	82	75	8	83	25	

<sup>1</sup>Staff will park starting from 2A going up, students will park on 4A going up.

**Table 11 - Phase Two Garage Occupancy Percentage Summary**

Parking Level	Level Description	Parking Supply	Garage Occupancy Percentage						
			8-9 AM	9-10 AM	10-11 AM	11-12 AM	1-2 PM	2-3 PM	3-4 PM
			Total	Total	Total	Total	Total	Total	Total
2A	Apricot Lower	15	100%	100%	100%	100%	100%	100%	100%
2B	Apricot Upper	9	100%	100%	89%	89%	67%	78%	89%
3A	Cherry Lower	20	0%	0%	0%	5%	0%	0%	0%
3B	Cherry Upper	0							
4A	Walnut Lower	22	100%	100%	100%	100%	100%	100%	100%
4B	Walnut Upper	19	100%	100%	100%	100%	100%	100%	100%
Roof	Top Floor	23	83%	83%	83%	83%	83%	83%	83%
Total Parking Supply		108	78%	78%	77%	78%	75%	76%	77%

## 6. VMT

### Senate Bill 743 (SB 743)

SB 743, approved in 2013, endeavors to change the way transportation impacts will be determined according to the California Environmental Quality Act (CEQA). The Governor's Office of Planning and Research (OPR) has recommended the use of VMT as the replacement for automobile delay-based LOS for the purposes of determining a significant transportation impact under CEQA. As of December 2018, the Natural Resources Agency finalized updates to CEQA Guidelines to incorporate SB 743 (i.e., VMT). To assist in the implementation of VMT as the primary measure of a transportation impact under CEQA, the Governor's Office of Planning and Research (OPR) published the *Technical Advisory on Evaluating Transportation Impacts in CEQA* in December 2018 (OPR's Guidelines). Statewide application of the new guidelines went into effect on July 1, 2020.

The City of Hollister has adopted VMT thresholds of significance and guidance for determining the significance of transportation impacts based on the OPR's Guidelines. The analysis contained within this document is based on these guidelines.

While the OPR guidance related to SB 743 is a helpful introduction to using VMT to evaluate projects, it does not provide a complete solution. There are a multitude of complex practical issues that are not addressed by the OPR guidance. OPR guidance does not specifically address land uses beyond residential, office and retail, and it provides latitude on some elements of implementation. While it is often preferential to use a travel demand model (TDM) as the basis of a VMT analysis, TDM's are not always appropriate given the unique travel behavior associated with a potential project. Recognizing this, OPR has established that a broad range of analysis tools may be acceptable for the purposes of VMT analysis including:

Travel demand models, sketch models, spreadsheet models, research, and data can all be used to calculate and estimate VMT. To the extent possible, lead agencies should choose models that have sensitivity to features of the project that affect VMT. Those tools and resources can also assist in establishing thresholds of significance and estimating VMT reduction attributable to mitigation measures and project alternatives. When using models and tools for those various purposes, agencies should use comparable data and methods, in order to set up an "apples-to-apples" comparison between thresholds, VMT estimates, and VMT mitigation estimates.<sup>1</sup>

Specifically, given that this project has a market area and trip characteristics beyond AMBAG TDM's limits, that the traffic shifts due to the project primarily occurs between the existing Hollister High school and the proposed High School, and that a charter school would not be well represented by land use options included within model, an alternative method based on available existing students data was established.

### VMT Thresholds

Thresholds of significance, as adopted by City of Hollister, are summarized in

**Table 12.** Since the proposed project falls under the category of other land use type (VMT primarily comes from charter school parents/student vehicles and not employees), the threshold of significance is based on the net increase in total VMT.

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<sup>1</sup> OPR Technical Advisory on Evaluating Transportation Impacts in CEQA in December 2018, page 30

**Table 12 - VMT Thresholds of Significance**

Land Use	Threshold of Significance
Residential	15% below existing county-wide average VMT per capita
Office	15% below existing county-wide average VMT per employee
Retail / Other	Net increase in total VMT

**VMT Analysis**

The net change in VMT due to the proposed Project was principally determined based on two distinct data sources, current enrolled student addresses (anonymized) and Census household estimates in the project vicinity. For this evaluation, the proposed school was benchmarked against the Hollister High school, assuming it is the only equivalent educational facility serving the area and the students would go to Hollister High School if the proposed school were not built. Therefore, the basis of the net change in VMT is the anticipated change in travel patterns of enrolled students resulting from the introduction of the new school.

The trip origins of potential students going to the proposed high school were determined from the data received by the City for the currently enrolled 55 students. These trip origins were used as the basis for the VMT analysis provided within this memorandum. It is assumed that school staff, which are relatively minor contributors to VMT considering that it is understood to be less than 20 at maximum enrollment, could also be assumed to be represented within the analysis of student origins described herein.

As noted, enrolled student location data was based on information provided by the City. This dataset was expanded for the purposes of further refining the probable residences (origins) of students based on census household data.

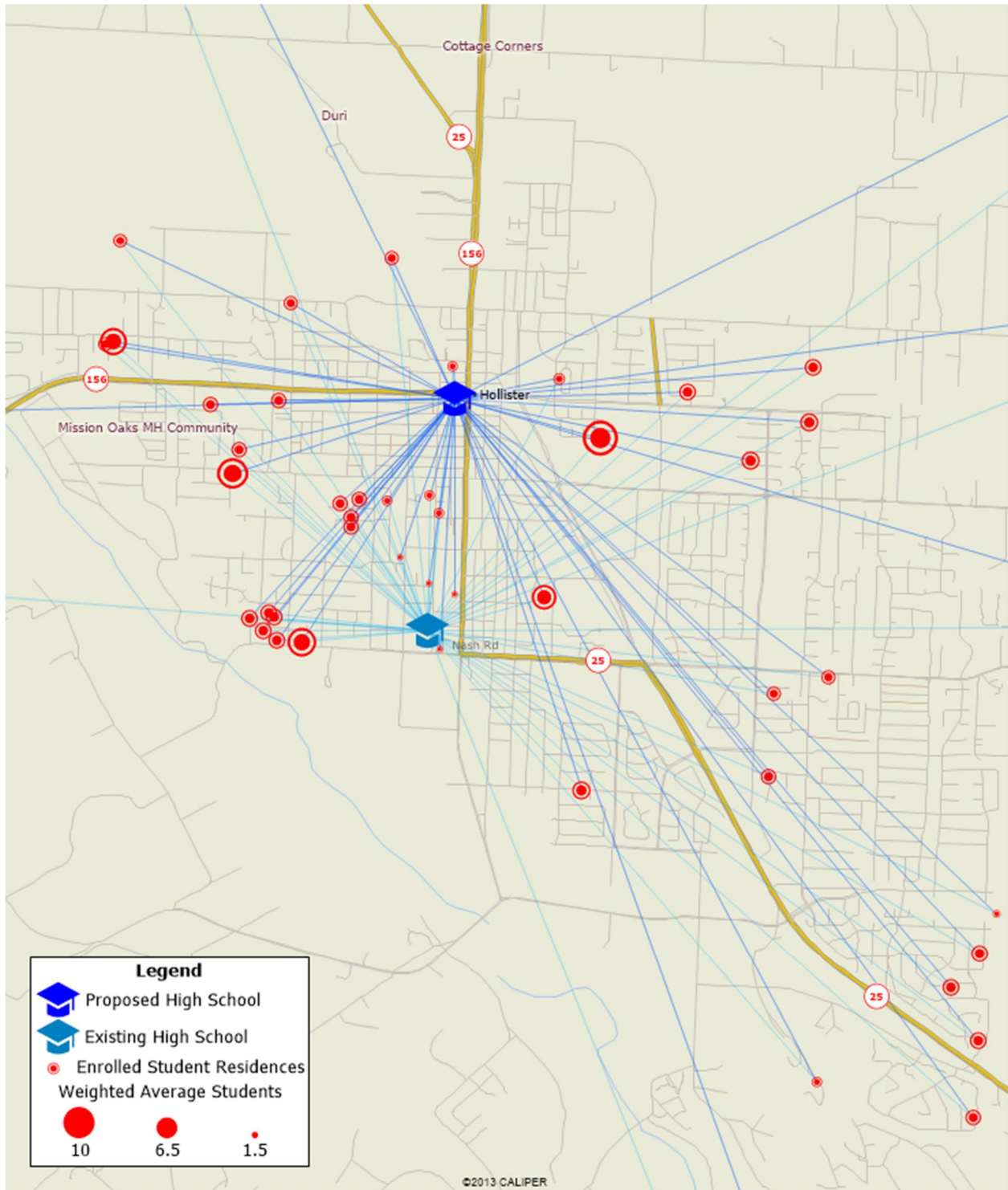
The analysis relied on, first, weighting each student location by its number of occurrences within the dataset provided by the City, then subsequently, distributing that value across the census block groups that the locations fall within. The number of student locations was then expanded from 55 to 200 by applying the weightage of each student assuming the location of enrolled student represent the respective blockgroup. **Figure 8** shows the weighted average number of students based on the application of census data. The resulting spatial dataset was used as the basis for establishing origins for both the existing and proposed schools.

To determine the distance each student would travel to the existing and proposed school, the Geographical Information System (“GIS”) functions in the TransCAD software modeling package were used. TransCAD is the most widely-used travel demand modeling/routing software package by Metropolitan Planning Organizations (“MPOs”) in the United States. Note that although AMBAG model was not used as the basis of this analysis, TransCAD is the same software package on which AMBAG relies. Subsequently using TransCAD the origin and destination data described previously was used to estimate VMT for both the existing and proposed schools as described below.

A separate model was created to estimate VMT for the high schools. Similar to any travel demand model, a Node and roadway network layers were used to calculated distances between the potential student residences and two high school locations. These lengths are called Skim lengths in a travel demand model. The Node layer used for this purpose was the student addresses, and roadway network was used from the Caliper maps library that is included in the

TransCAD software package. The distance between student residence and school node pairs was calculated using the multi-path analysis functionality within TransCAD to identify logical paths and estimate trip lengths. Once the length matrix was created for the student residences, lengths from both the high schools to every other student residences were extracted into a spreadsheet. The length for each high school trip was then multiplied by the weighted student trips that were previously determined to get the final VMT for each high school. **Table 13** shows the resultant net change in VMT. As shown in the table, the proposed high school project will result in a reduction of VMT in the region as most of the trips are anticipated to occur relatively near to the proposed school compared to the existing high school. VMT calculations are included in the **Appendix**.

Figure 8 –High School Trip Distribution using Census Household Data



**Table 13 - Project VMT Impact Evaluation**

Land Use	Daily VMT
Existing Hollister High School	402.6
Proposed High School	396.6
Net Change	-6.0

**Qualitative Review**

The quantitative VMT analysis above focused on the comparison between students choosing between the local public high school, Hollister High School, and the proposed project. This was a conservative analysis assuming that no students currently choose or would choose in the future to attend a school outside of Hollister. Today, there are no other private or charter schools within the city. Therefore, it can be assumed that students who will attend SBCPA currently or in the future would choose to attend private schools in Gilroy or in other, even further, cities. With this assumption, it can be qualitatively determined that the net decrease in total project VMT is even greater than is quantitatively calculated above.

**7. Conclusion**

Based on the review of the proposed San Benito County Polytechnic Academy, site access, circulation, drop-off/pick-up, parking and vehicle miles traveled are anticipated to be acceptable with adequately applied and followed plans and recommendations.

**Table 14** lists the review topics and applicable recommendations for the school to apply to its operations.

**Table 14 - Recommendations Summary**

Topic	Description	Recommendation
Walking and Biking	<ul style="list-style-type: none"> <li>Designated routes to/from the school entrance via the two pedestrian plazas connecting to 4th Street and San Benito Street</li> <li>No walking or biking access from Briggs Alley</li> </ul>	<ul style="list-style-type: none"> <li>Provide students and parent/guardians with materials on acceptable walking and biking routes to the school</li> <li>Add a yellow crosswalk in Briggs Alley from 5<sup>th</sup> Street to the sidewalk</li> </ul>
Public Transportation	<ul style="list-style-type: none"> <li>San Benito Express Intercounty and Tripper bus lines have stops directly adjacent to the school and on the northeast corner of the 4th Street/San Benito Street, respectively</li> </ul>	<ul style="list-style-type: none"> <li>Provide students and parent/guardians with materials about public transportation options</li> </ul>
Drop-off and Pick-up	<ul style="list-style-type: none"> <li>4-vehicle curb space is provided in Briggs Alley</li> <li>Phase 1 operations are anticipated to be acceptable with no queueing on 5<sup>th</sup> Street under average conditions</li> <li>Phase 2 operations are also anticipated to be acceptable under average conditions with a portion of students going to the after-school program, staggering the afternoon pick-up demand</li> <li>Phase 2 operations on days without the after-school program are anticipated to be over capacity</li> </ul>	<ul style="list-style-type: none"> <li>Provide students and parent/guardians with materials about the drop-off and pick-up procedures</li> <li>Provide after-school program or allow students to stay later after the final bell</li> <li>Provide at least 2 staff members to assist with drop-off and pick-up operations</li> <li>Provide cones/delineators to create a through traffic lane and a drop-off/pick-up zone</li> <li>The staff member at the beginning of the drop-off/pick-up zone should direct vehicles to the through traffic if the queue spills back to 5<sup>th</sup> Street</li> <li>Add 'No Stopping' signs in Briggs Alley downstream of the drop-off/pick-up zone and along the south side of 4<sup>th</sup> Street</li> </ul>
Parking	<ul style="list-style-type: none"> <li>Briggs Parking Garage above the school is estimated to have capacity to accommodate both Phase 1 and Phase 2</li> </ul>	<ul style="list-style-type: none"> <li>Monitor parking usage and direct staff and/or students to park in certain areas if needed for organization or to improve garage operations</li> </ul>
VMT	<ul style="list-style-type: none"> <li>Net change VMT is anticipated to be less than if SBCPA students attended Hollister High School or other private/charter schools outside of Hollister</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

## **8. Appendix**

- A. Briggs Parking Garage Occupancy Count
- B. On-street Parking Occupancy Count
- C. VMT Calculations

## Appendix A: Briggs Parking Garage Occupancy Count

Parking Level	Level Description	Parking Supply				Garage Occupancy Counts																											
						8-9 AM				9-10 AM				10-11 AM				11-12 PM				1-2 PM				2-3 PM				3-4 PM			
		Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General
2A	Apricot Lower	19	4	0	15	3	0	0	3	3	0	0	3	3	0	0	3	4	0	0	4	4	1	0	3	4	1	0	3	5	0	0	5
2B	Apricot Upper	15	1	5	9	7	0	1	6	7	0	1	6	6	0	1	5	5	0	1	4	4	0	1	3	4	0	0	4	4	0	1	3
3A	Cherry Lower	22	2	0	20	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
3B	Cherry Upper	20	20	0	0	5	5	0	0	6	6	0	0	4	4	0	0	5	5	0	0	4	4	0	0	5	5	0	0	3	3	0	0
4A	Walnut Lower	22	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4B	Walnut Upper	19	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5	Roof	23	0	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Parking Supply		140	27	5	108	15	5	1	9	16	6	1	9	13	4	1	8	15	5	1	9	12	5	1	6	13	6	0	7	12	3	1	8

Parking Level	Level Description	Parking Supply				Garage Occupancy Percentage																											
						8-9 AM				9-10 AM				10-11 AM				11-12 PM				1-2 PM				2-3 PM				3-4 PM			
		Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General	Total	Reserved	ADA	General
2A	Apricot Lower	19	4	0	15	16%	0%	0%	20%	16%	0%	0%	20%	16%	0%	0%	20%	21%	0%	0%	27%	21%	25%	0%	20%	21%	25%	0%	20%	26%	0%	0%	33%
2B	Apricot Upper	15	1	5	9	47%	0%	20%	67%	47%	0%	20%	67%	40%	0%	20%	56%	33%	0%	20%	44%	27%	0%	20%	33%	27%	0%	44%	27%	0%	20%	33%	
3A	Cherry Lower	22	2	0	20	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
3B	Cherry Upper	20	20	0	0	25%	25%	0%	0%	30%	30%	0%	0%	20%	20%	0%	0%	25%	25%	0%	0%	20%	20%	0%	0%	25%	25%	0%	0%	15%	15%	0%	0%
4A	Walnut Lower	22	0	0	22	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
4B	Walnut Upper	19	0	0	19	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5	Roof	23	0	0	23	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total Parking Supply		140	27	5	108	11%	4%	1%	6%	11%	4%	1%	6%	9%	3%	1%	6%	11%	4%	1%	6%	9%	4%	1%	4%	9%	4%	0%	5%	9%	2%	1%	6%

## Appendix B: On-Street Parking Occupancy Count

Street	Parking Supply		Block Occupancy Counts													
			8-9 AM		9-10 AM		10-11 AM		11-12 PM		1-2 PM		2-3 PM		3-4 PM	
Side of street	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E
4th St	16	0	5	3	9	2	12	3	8	2	7	1	10	2	8	4
San Benito St	17	9	8	3	12	6	15	8	15	9	15	7	16	8	15	7
5th St	25	27	5	6	9	12	17	17	24	21	19	16	16	21	20	25
Monterey St	12	8	3	0	3	3	5	2	3	3	6	4	4	3	6	4
Back Lot	35		10		7		9		11		9		12		14	
Alley	6		2		5		5		5		6		6		5	

Street	Parking Supply		Block Occupancy Percentage													
			8-9 AM		9-10 AM		10-11 AM		11-12 PM		1-2 PM		2-3 PM		3-4 PM	
Side of street	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E	N/W	S/E
4th St	16	0	31%	/	56%	/	75%	/	50%	/	44%	/	63%	/	50%	/
San Benito St	17	9	47%	33%	71%	67%	88%	89%	88%	100%	88%	78%	94%	89%	88%	78%
5th St	25	27	20%	22%	36%	44%	68%	63%	96%	78%	76%	59%	64%	78%	80%	93%
Monterey St	12	8	25%	0%	25%	38%	42%	25%	25%	38%	50%	50%	33%	38%	50%	50%
Back Lot	35		29%		20%		26%		31%		26%		34%		40%	
Alley	6		33%		83%		83%		83%		100%		100%		83%	

## Appendix C: VMT Calculations



**Charter High School Market Distribution using Census Household Data**

Student Residence	Blockgroup ID	Census Households	Proposed High School Distances	Existing High School Distances	Wiegthed Average Students
Residence 1	060690006021	496	2.1	1.3	4.0
Residence 2	060690004005	569	0.8	0.6	4.6
Residence 3	060690003002	517	0.9	1.7	4.1
Residence 4	060690001004	397	4.6	5.4	3.2
Residence 5	060690007011	624	1.5	0.8	5.0
Residence 6	060690003002	517	1.6	2.3	4.1
Residence 7	060690003001	528	1.3	2	4.2
Residence 8	060690004003	186	0.7	0.1	1.5
Residence 9	060690004003	186	0.9	0.1	1.5
Residence 10	060690005021	618	0.8	1.9	5.0
Residence 11	060690007024	658	1.9	1.1	5.3
Residence 12	060690004004	332	0.7	0.6	2.7
Residence 13	060690008022	348	3.2	2.9	2.8
Residence 14	060690004004	332	0.5	0.4	2.7
Residence 15	060690006023	544	2.3	1.6	4.4
Residence 16	060690008011	578	3.6	3.2	4.6
Residence 17	060690008023	319	3.4	2.6	2.6
Residence 18	060690005023	391	0.6	1.4	3.1
Residence 19	060690006013	198	3.5	3	1.6
Residence 20	060690005021	618	1.4	2.5	5.0
Residence 21	060690007012	576	1	1.4	4.6
Residence 22	060690004004	332	0.4	0.4	2.7
Residence 23	060690007021	935	1.2	0.7	7.5
Residence 24	060690005022	698	0.6	1.4	11.2
Residence 25	060690004002	308	0.2	1	2.5
Residence 26	060690006021	496	2.2	1.5	4.0
Residence 27	060690007011	624	1.5	0.7	5.0
Residence 28	060690005022	698	1.3	1.9	5.6
Residence 29	060690007011	624	1.5	0.7	5.0
Residence 30	060690001001	446	4.7	5.8	3.6
Residence 31	060690004003	186	0.7	0.3	1.5
Residence 32	060690006011	633	3.3	2.8	5.1
Residence 33	060690007012	576	1	1.7	4.6
Residence 34	060690007011	624	1	1.2	10.0
Residence 35	060690003001	528	1.3	2	8.5
Residence 36	060690004005	569	0.8	0.6	4.6
Residence 37	060690005022	698	1.2	2.2	5.6
Residence 38	060690004003	186	0.9	0.2	1.5
Residence 39	060690006011	633	3.5	3	5.1
Residence 40	060690004005	569	1.7	0.5	9.1
Residence 41	060690003002	517	0.8	1.6	4.1
Residence 42	060690004005	569	0.7	0.7	4.6
Residence 43	060690004005	569	0.8	0.7	4.6
Residence 44	060690008023	319	12.8	12	2.6
Residence 45	060690006011	633	3.5	3	5.1
Residence 46	060690007011	624	1.5	0.7	5.0
Residence 47	060690007011	624	1.4	0.8	5.0
Residence 48	060690007012	576	0.7	1.4	4.6
Residence 49	060690008023	319	4	4.9	2.6
Residence 50	060690002002	298	9	10.4	2.4
Weighted Average Total Distance >>				396.6	402.6